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# **GCSE MARKING SCHEME**

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**SUMMER 2023**

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

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2023 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

# WJEC GCSE GEOGRAPHY - UNIT 3 NEA

## SUMMER 2023 MARK SCHEME

### Instructions for examiners of GCSE Geography when applying the marking scheme

#### 1. Positive marking

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

GCSE Geography marking schemes are presented in a common format as shown below:

This box contains the sub-question.

The columns to the right indicate the assessment objective(s) targeted by the question and its mark tariff.

3 (a) (i) Describe the location of the island of Lefkada.		AO1.1	AO1.2	AO2	AO3	Accuracy	<b>Total</b>
<p>Credit up to <b>two</b> valid statements based on map evidence.                      Credit accurate use of compass points max 1.                      Credit accurate use of scale line max 1.</p>	<p>In western Greece (1) In Ionian Sea (1) north of Cephalonia (1)                      275km (+/-10) from Athens (1)                      280km (+/-10) from Thesaloniki (1)</p>				2		<b>2</b>

This box contains the rationale i.e. it explains the principles that must be applied when marking each sub-question. The examiner must apply this rationale when applying the marking scheme to the response.

This box contains the candidates' expected responses for point-based marking. For some sub-questions, those with a closed question, this box will indicate the only response that is acceptable. For more open-ended sub-questions this box will illustrate a number of likely responses that are credit worthy. It may be that this list will be extended at the examiners' conference after actual scripts have been read. For banded mark schemes this box contains indicative content. For further details see below under banded mark schemes Stage 2.

#### 2. Tick marking

Low tariff questions should be marked using a points-based system. Each credit worthy response should be ticked in red pen. The number of ticks **must** equal the mark awarded for the sub-question. The mark scheme should be applied precisely using the expected outcomes box as a guide to the responses that are acceptable. Do **not** use crosses to indicate answers that are incorrect. If the candidate has not attempted the question then the examiner should strike through the available dotted lines with a diagonal line.

### 3. Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains a range of marks. Examiners should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. **Do not use ticks** on the candidate's response. Once the annotation is complete, the mark scheme can be applied. This is done as a two-stage process.

#### Stage 1 – Deciding on the band

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. Examiners should look at the descriptor for that band and see if it matches the qualities shown in the learner's answer. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance, if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content.

Examiners should not seek to mark candidates down as a result of small omissions in minor areas of an answer.

#### Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band. Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

## 4 Assessing Writing

The quality of writing is assessed through two separate strands:

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

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

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

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

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

## SECTION A

1. (a) Select one sampling technique you used along a transect. Explain why you chose this technique.			AO1.1	AO1.2	AO2	AO3	Accuracy	<b>Total</b>
			4					<b>4</b>
Use the descriptors below, working upwards from the lowest band.			Responses will depend on the technique used but are likely to focus on sampling along a transect.					
<b>Band</b>	<b>Marks</b>	<b>Descriptor</b>	<p><u>Systematic Sampling</u> Quick and more convenient to carry out than random sampling and can be more accurate because avoids the remote possibility that the random sample selects too many examples from one part of the distribution. - Accurately reflects continuous changes in variables e.g. velocity across river channel or wind speed in dune transect.</p> <p><u>Opportunistic Sampling</u> Allows access to river sites that are safe or on public land and less time consuming / more convenient method to use.</p> <p><u>Random Sampling</u> Removes human bias involved in the selection process of sites.</p> <p><u>Stratified Sampling</u> Ensures all areas/types/categories are represented. For example, it would ensure wind speed measurements were taken on dune ridges and in troughs.</p>					
<b>2</b>	3-4	The response provides a clear and specific explanation linked to transects.						
<b>1</b>	1-2	A basic and general explanation.						
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.						

1. (b) Select one set of primary data that you collected along your transect. Draw a table to show the information. (i) Draw one graph (on page 10) or mapping technique (on page 12) that best represents this data.			AO1.1	AO1.2	AO2	AO3	Accuracy	<b>Total</b>
						6		<b>6</b>
<b>Band</b>	<b>Marks</b>	<b>Descriptor</b>	<p>Use SAC S – Suitable A – Accurate C – Complete</p> <p><u>Suitability (S)</u> Is the presentation method suitable for the type of data?</p> <p><u>Accurate (A)</u> 1. Is the scale accurate? Is all info from the data table present? 2. <b>Check two data points</b> from the data given in the learners table.</p> <p><u>Complete (C)</u> 1. Does the graph/map have a title? 2. Are the axes labelled? Have the units been included? 3. Where colour/symbols have been used – is there a key/legend? (if applicable)</p>					
3	5-6	All 'SAC' components addressed. The response provides an effective graph or map.						
2	3-4	A minimum of two 'SAC' components addressed.  The response is acceptable but may not be the most appropriate and accurate graph or map that represents information selected.						
1	1-2	Simple graph or map that may not be wholly accurate or appropriate for selected data. A minimum of one 'SAC' component addressed.						
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.						
No table – the examiner cannot credit accuracy.								

1. (b) (ii) Explain why you selected this type of graph or mapping technique to represent your data.			AO1.1	AO1.2	AO2	AO3	Accuracy	<b>Total</b>
						4		<b>4</b>
Use the descriptors below, working upwards from the lowest band.			<p>Responses will depend on the technique used. Some examples are given below:</p> <ul style="list-style-type: none"> <li>• Comparing data e.g. comparing transects to show changes in depth and width or a river</li> <li>• Represent data at the correct point/distance along a transect.</li> <li>• Plot data accurately at more than one point on a transect.</li> <li>• Identify change.</li> <li>• Show spatial differences.</li> </ul> <p>Drawing conclusions At Band 2 candidates should be referring to how the choice of data presentation represents their data in the context of the fieldwork enquiry.</p>					
<b>Band</b>	<b>Marks</b>	<b>Descriptor</b>						
2	3-4	A clear and specific explanation of one or more reason(s) for the selected data						
1	1-2	Simple statements that give basic reason(s) with little (or no) elaboration						
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.						

1. (c) Evaluate the limitations of the data collection method(s) you used when investigating transects.			AO1.1	AO1.2	AO2	AO3	Accuracy	<b>Total</b>
					6			<b>6</b>
Use the descriptors below, working upwards from the lowest band.			<p>Answer could refer to either qualitative and/or quantitative data collection methods. The focus should be on evaluating the limitations of data collection methods.</p> <p>The answer may refer to the limitations of using transects to collect fieldwork data.</p> <p>Candidates may also refer to the limitations or difficulties they had whilst using fieldwork equipment and fieldwork techniques.</p>					
<b>Band</b>	<b>Marks</b>	<b>Descriptor</b>						
<b>3</b>	5-6	<p>The response provides a detailed and <b>specific</b> evaluation of the limitations of the data collection method(s) used whilst investigating transects.</p> <p>Meaning is clear. The response has purpose and structure.</p>						
<b>2</b>	3-4	<p>The response provides a <b>relevant</b> evaluation of the limitations of the data collection method(s) used whilst investigating transects.</p> <p>Meaning is generally clear. The response is structured.</p>						
<b>1</b>	1-2	<p>The response provides a <b>limited</b> evaluation of the limitations of the data collection method(s) used whilst investigating transects.</p> <p>Meaning may lack clarity in parts. Statements are linked by a basic structure.</p>						
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.						

**End of Section A**



## Section B

2. (a) 'Secondary data is essential to support primary data when investigating inequalities'. To what extent do you agree with this statement? Refer to examples of primary and secondary evidence you have collected to support your answer.			AO1.1	AO1.2	AO2	AO3	Accuracy	<b>Total</b>															
					6			<b>6</b>															
Use the descriptors below, working upwards from the lowest band.			Responses will be influenced by the candidates' own fieldwork.																				
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Band</th> <th style="text-align: center;">Marks</th> <th style="text-align: center;">Descriptor</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; vertical-align: middle;"><b>3</b></td> <td style="text-align: center; vertical-align: middle;">5-6</td> <td style="padding: 5px;"> <p>The response provides detailed and specific understanding of the value of secondary data when investigating inequalities.</p> <p>Meaning is clear. The response has purpose and structure.</p> </td> </tr> <tr> <td style="text-align: center; vertical-align: middle;"><b>2</b></td> <td style="text-align: center; vertical-align: middle;">3-4</td> <td style="padding: 5px;"> <p>The response provides a more general understanding of the value of secondary data when investigating inequalities. There is limited to evidence in the portfolio.</p> <p>Meaning is generally clear. The response is structured.</p> </td> </tr> <tr> <td style="text-align: center; vertical-align: middle;"><b>1</b></td> <td style="text-align: center; vertical-align: middle;">1-2</td> <td style="padding: 5px;"> <p>Simple statements about secondary data shows little or irrelevant context to inequalities. There is no reference to evidence in the portfolio.</p> <p>Meaning may lack clarity in parts. Statements are linked by a basic structure.</p> </td> </tr> <tr> <td></td> <td style="text-align: center; vertical-align: middle;">0</td> <td style="padding: 5px;">Award 0 marks if the answer is incorrect or wholly irrelevant.</td> </tr> </tbody> </table>			Band	Marks	Descriptor	<b>3</b>	5-6	<p>The response provides detailed and specific understanding of the value of secondary data when investigating inequalities.</p> <p>Meaning is clear. The response has purpose and structure.</p>	<b>2</b>	3-4	<p>The response provides a more general understanding of the value of secondary data when investigating inequalities. There is limited to evidence in the portfolio.</p> <p>Meaning is generally clear. The response is structured.</p>	<b>1</b>	1-2	<p>Simple statements about secondary data shows little or irrelevant context to inequalities. There is no reference to evidence in the portfolio.</p> <p>Meaning may lack clarity in parts. Statements are linked by a basic structure.</p>		0	Award 0 marks if the answer is incorrect or wholly irrelevant.	<p>Possible answers could include:</p> <ul style="list-style-type: none"> <li>• explaining anomalies/patterns/data</li> <li>• adding to the validity of their conclusions</li> <li>• backing up candidates' points</li> <li>• Background information and context.</li> <li>• Saving time and money</li> <li>• allowing comparisons to be made with other locations</li> <li>• less safety risk</li> <li>• accessibility</li> </ul> <p>Limitations of secondary data could include:</p> <ul style="list-style-type: none"> <li>• Data may be inappropriate as it does not directly link to their hypothesis or field locations.</li> <li>• Data may be unreliable or out of date</li> </ul> <p>Evidence of the candidate's own experience of investigating inequality must be evident to award band 2 or above.</p> <p>Candidates must offer an explanation of to what extent they agree with the statement in order to access Band 3.</p>					
Band	Marks	Descriptor																					
<b>3</b>	5-6	<p>The response provides detailed and specific understanding of the value of secondary data when investigating inequalities.</p> <p>Meaning is clear. The response has purpose and structure.</p>																					
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2. (b) Analyse the trends and/or patterns shown by the data that you collected when investigating inequality. You should refer to evidence in your fieldwork portfolio. Include relevant tables, graphs or maps from your portfolio.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
				8		4	12
Use the descriptors below, working upwards from the lowest band.				<p>This is an AO2 question – candidates have to apply their knowledge and understanding when analysing their data.</p> <p>Analysis may take the form of a detailed description of the data followed by one or more of:</p> <ul style="list-style-type: none"> <li>• application of understanding of geographical concept, process or theory</li> <li>• Making meaningful links between data sets</li> </ul>			
Band	Marks	Descriptor					
4	7-8	<p>Detailed analysis includes:</p> <ul style="list-style-type: none"> <li>• accurate description of the trends and/or patterns.</li> <li>• There are clear links between data sets to acknowledge interrelationship.</li> </ul> <p>There is specific reference to evidence which has been included from the portfolio. Meaning is unambiguous. The response has purpose, is organised and well structured.</p>					
3	5-6	<p>Some analysis includes:</p> <ul style="list-style-type: none"> <li>• a clear description of the trends and/or patterns.</li> <li>• Some links between data sets.</li> </ul> <p>There is some evidence to the portfolio. Meaning is clear. The response has purpose and structure.</p>					
2	3-4	<p>Basic analysis:</p> <ul style="list-style-type: none"> <li>• some description of trend or pattern.</li> <li>• May be beginning to make simple, straightforward links or connections between data sets.</li> </ul> <p>There is limited or no reference to evidence in the portfolio. Meaning is generally clear. The response is structured.</p>					
1	1-2	<p>The trend or pattern is briefly described with no reference to data. There is no reference to evidence in the portfolio. Meaning may lack clarity in parts. Statements are linked by a basic structure.</p>					
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.					

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

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

<b>Band</b>	<b>Marks</b>	<b>Performance descriptions</b>
<i>High</i>	4	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with consistent accuracy</li> <li>• Learners use rules of grammar with effective control of meaning overall</li> <li>• Learners use a wide range of specialist terms as appropriate</li> </ul>
<i>Intermediate</i>	2-3	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with considerable accuracy</li> <li>• Learners use rules of grammar with general control of meaning overall</li> <li>• Learners use a good range of specialist terms as appropriate</li> </ul>
<i>Threshold</i>	1	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with reasonable accuracy</li> <li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li> <li>• Learners use a limited range of specialist terms as appropriate</li> </ul>
	0	<ul style="list-style-type: none"> <li>• The learner writes nothing</li> <li>• The learner's response does not relate to the question</li> <li>• The learner's achievement in writing accurately does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>

2. (c) Explain why the conclusions of your fieldwork investigation were the same as, or different from, what you expected. Refer to examples of primary and/or secondary evidence you have collected to support your answer.			AO1.2	AO2	AO3	Accuracy	<b>Total</b>															
			6				<b>6</b>															
Use the descriptors below, working upwards from the lowest band.			Responses should offer an explanation of the extent to which the study was able to match the predicted outcomes. Essential that reference is made to reasons why some outcomes <i>may have proved successful or unsuccessful</i> .																			
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			Do not credit responses that suggest how the investigation could have been improved.																			

**End of Section B**