DRAFT SPECIMEN
MARK SCHEME

GCSE
GEOGRAPHY

PAPER 3 GEOGRAPHICAL APPLICATIONS

Mark scheme

Specimen Assessment Material

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 2 with a small amount of level 3 material it would be placed in level 2 but be awarded a mark near the top of the level because of the level 3 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Assessment of spelling, punctuation, grammar and the use of specialist terminology (SPGST)
Accuracy of spelling, punctuation, grammar and the use of specialist terminology will be assessed via the indicated questions. In each of these questions, three marks are allocated for SPGST as follows:

- **High performance –** 3 marks
- **Intermediate performance –** 2 marks
- **Threshold performance –** 1 mark

NOTE: The exam boards and Ofqual are working together to determine the marking expectations for spelling, punctuation, grammar and specialist terminology (SPGST) which will apply to all GCSE specifications in History, Geography and Religious Studies. The agreed wording will be included in the mark schemes for accredited sample assessment materials.

Qu	Part	Marking guidance	Total marks

Section A **Issue evaluation**

01	1	One mark for each completed bar (2x1marks). Line must touch the correct horizontal line and **not** touch the horizontal lines either side. AO4 = 2 marks	2

01	2		6

Level	Marks	Description
2 (Clear)	4–6	Demonstrates an understanding of the interrelationship between places, environments and processes. Demonstrates an ability to apply knowledge and understanding to interpret and analyse information in order to make a reasoned judgement. Uses the resource effectively to make linked points which clearly reference the idea of 'why' expressed in the question. Goes significantly beyond the resource and offers clear reasoning.
1 (Basic)	1–3	Demonstrates a limited ability to apply knowledge and understanding to interpret and analyse information and make a judgement based on evidence. Does not essentially 'use' the resource more than quoting from it with tentative points. Focuses on description of identified problems rather than offering reasons and considering relative or linked points.

<u>Indicative content</u>
The following general observations might be considered:

- the general quality of the area, both in terms of available facilities and environmental quality
- shopping quality (might be relative to other nearby town centres)
- convenience and cost in relation to factors such as parking
- changing shopping habits such as on-line shopping
- the general condition and situation of the surrounding area.

Candidates should show an understanding of the idea of the characteristics of town centres and how socio-economic processes and environmental conditions can influence the development of town centres.

The information on Figure 1 should be used to identify a range of factors that might detract from people being attracted to town centres

		and to offer some analytical judgement about the relative importance of these factors in addressing the question. Analytical observations should be applied to the question. AO2 = 1 mark, AO3 = 4 marks, AO4 = 1 mark	

02	1	One mark for each correct answer: **C** East Cowes is on the north coast of the Isle of Wight. **E** The ferry route from East Cowes goes to Southampton. No credit if three or more statements are shaded. AO3 = 1 mark, AO4 = 1 mark	2

02	2		6

Level	Marks	Description
2 (Clear)	4–6	Sound interpretation and analysis of information in order to make a reasoned judgement about the effect on both the economy **and** environment. Demonstrates a range of interpretative skills (in relation to the cartographic, text and visual resources) in using the information to investigate the question. Offers some clear 'cause–effect' understanding of how decline creates problems for both the local economy and the environment. May link points together to offer suggestions about how environmental decline and economic decline are often co-incidental. Communicates ideas effectively.
1 (Basic)	1–3	Demonstrates a limited ability to interpret and analyse information and make a judgement based on evidence about the effect on the economy **or** the environment. Limited use of the resource to investigate the question of 'how'. Does not identify evidence from all elements of the resource. Focus on description of identified economic and environmental conditions rather than 'cause-effect' links. Does not essentially develop ideas expressed in the resource more than quoting from it with only tentative points. Communicates ideas in a simplistic way.

<u>Indicative content</u>

		Candidates show an awareness of both economic effects of decline and environmental effects of decline. Economic – At a basic level ideas might focus on the loss of jobs and incomes. This idea might be developed to consider broader economic factors through an appreciation of the negative multiplier and the concept of the 'spiral of decline'. Environmental – At a basic level a visual interpretation of the resource might be considered, picking up ideas of boarded up shops and poorly maintained buildings. This idea might be developed to identify broader issues such as general dereliction, lack of repair to street furniture, issues such as litter and vandalism. Both economic and environmental factors might be considered as inter-related factors with the question addressed in a more holistic way. Candidates should use the resource effectively to identify key points from both the text and the visual parts of the resource. Evidence should be used to consider both economic and environmental factors, through interpretation and analysis of the information, some clear cause–effect references should be made to consider how the decline of business leads to economic and environmental issues. Analytical observations should be applied to the question and communicated effectively. AO3 = 4 marks, AO4 = 2 marks	

02	3		6

Level	Marks	Description
2 (Clear)	4–6	Demonstrates an understanding of the inter-relationship between places, environments and processes. Demonstrates an ability to apply knowledge and understanding in order to analyse and evaluate information and reach an effective conclusion. Identifies a range of factors to show a clear awareness of how they might encourage or discourage the development of new business in a particular area.
1 (Basic)	1–3	Demonstrates a limited understanding of the inter-relationship between places, environments and processes. Demonstrates some ability to apply knowledge and understanding in order to reach a basic conclusion based on the simple interpretation and evaluation of evidence. Descriptive observations about why an area might not attract business with limited explanation or reference to comparative factors. Points are largely generic rather than particularly focused on business.

		<u>Indicative content</u> Candidates show some awareness of locational decision-making factors in relation to the development of new business. At lower levels responses will focus on general observations about 'attractiveness' with limited appreciation of the differences between attracting business and attracting customers. These responses may focus on the resources by identifying general points with limited explanation or idea of specific business-related reasons. At higher levels candidates will show some understanding of related factors and appreciate the link between attracting customers and being a successful business. These responses will show a greater awareness of business-related factors with some implied appreciation of the importance of costs and revenues. Candidates should show an understanding of the idea of the characteristics of town centres and how economic processes and socio-environmental conditions can be influential factors in the decision-making process with regards to the development of new business. Candidates should use the resource effectively to identify key points from both the text and the visual parts of the resource. Information should be interpreted and analysed to consider how a range of factors might influence the decision to open a new business. Some understanding about the inter-relationship between different influential factors should be evident. Clear cause–effect references are made to consider how specific factors either encourage or discourage the development of new business. AO2 = 2 marks, AO3 = 4 marks	

03	1	(3 x 1 mark) Residential area: some idea of housing/where people live. Community facility: some idea of social/ cultural facility/function available to local people. Infrastructure: some idea of communications/roads/ services. AO3 = 2 marks, AO4 = 1 mark	3

03	2	**Level**	**Marks**	**Description**	9 [+3 SPGST]
		3 (Detailed)	7–9	Demonstrates a sound conceptual understanding of the factors that influence change in relation to town centres and how the inter-relationship between socio-economic and environmental factors affects town centres. Uses knowledge and understanding in relation to geographical information to offer detailed analytical and evaluative observations and make logical judgements about geographical issues. Uses resources comprehensively to identify the key needs of the area and considers the extent to which the project will satisfy those needs. Ideas are communicated with clarity and precision. Uses specifically chosen observations and develops them to make a strongly evidenced case to support decision. Offers significant development beyond identification of quotes in the resource and some reference to how the project will/will not help to address the issues in the local area.	
		2 (Clear)	4–6	Demonstrates an awareness of the factors that influence change in relation to town centres and some understanding of how the inter-relationship between socio-economic and environmental factors affects town centres. Demonstrates an ability to apply knowledge and understanding by offering some analytical and evaluative observations and making a reasoned judgement in relation to the geographical information. Uses the resources to justify a decision by offering some development beyond simply quoting from the resources. Ideas are communicated with clarity. Clear evidence of the use of carefully selected observations to support decision, with development beyond simply quoting the resource. Some contextual understanding about the project in relation to the needs of the area.	
		1 (Basic)	1–3	Identifies the factors that influence change in relation to town centres and shows some awareness of how socio-economic and environmental factors affect town centres. Demonstrates a basic ability to apply	

		knowledge and understanding to offer largely descriptive analytical points which are used to support judgements. Basic reasoning which does not go far beyond making a decision and justifying it by quoting points from the resources with limited development. Ideas are communicated with reasonable accuracy. A narrow range of points are selected from the resources to support a decision without referencing the decision in terms of the needs of the area.

<u>Indicative content</u>
Candidates should show an appreciation that a regeneration project is a holistic project which entails management of social, economic and environmental conditions and the success of any regeneration project is measured in relation to the effectiveness of satisfying all of these elements, both individually and in relation to the interaction between them. Any judgement about a regeneration project needs to be considered in the context of understanding the problems and issues that the area is facing and the extent to which the regeneration project will help to resolve the problems.

The issues identified through the resources include:

1. A lack of business confidence resulting in business closure and resulting fall in job opportunities. This is exacerbated by the multiplier effect resulting in a spiral of economic decline.

2. A lack of community services and no real sense of community spirit. This is partly because of the economic situation and the lack of social space and meeting places in the town.

3. A poor quality environment which discourages both people visiting/shopping in the area and also businesses setting up in the area.

These factors operate together to create a negative socio-economic situation, which will not be easily reversed unless a strategic plan is put in place. The discussion is essentially about the extent to which the proposed regeneration project is an acceptable plan.

Candidates should demonstrate a conceptual understanding of the process of urban decline and identify the characteristics of decline through the use of the resources. They should consider how the individual characteristics of decline are linked and how the process affects relationships between socio-economic and environmental factors.

Candidates should use the knowledge and understanding expressed through the resources to critically analyse the issues and problems of the area and to make evaluative judgements about how those issues and problems can be managed. In doing this, candidates should critically assess the proposed project in relation to the clearly identified needs of the area.

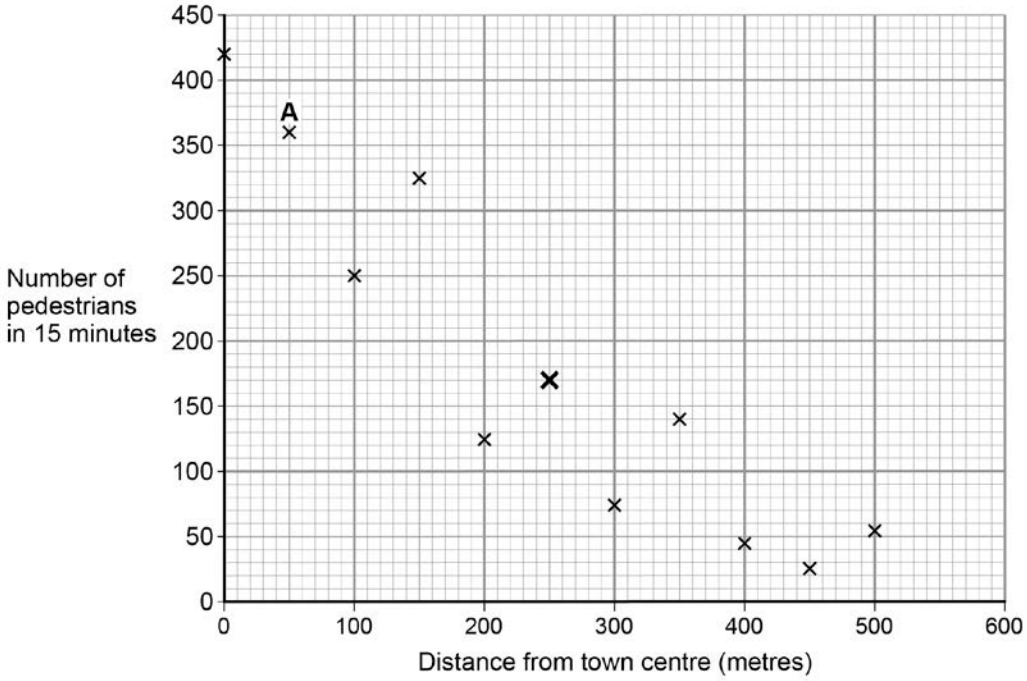
		Candidates should use a range of visual and interpretive skills to identify important points from the resources which will then inform them about the issues involved in the decision-making process. They will communicate their evaluative judgements with precision and clarity. AO2 = 3 marks, AO3 = 3 marks, AO4 = 3 marks **Spelling, punctuation, grammar and use of specialist terminology (SPGST)** **High performance** In the context of the level of demand of the question, learners spell, punctuate and use grammar with consistent accuracy and also use specialist terminology with consistent accuracy. **Intermediate performance** In the context of the level of demand of the question, learners spell, punctuate and use grammar with considerable accuracy and also use specialist terminology with considerable accuracy. **Threshold performance** In the context of the level of demand of the question, learners spell, punctuate and use grammar with reasonable accuracy and also use specialist terminology with reasonable accuracy; any errors do not hinder meaning in the response.	**3** **2** **1**

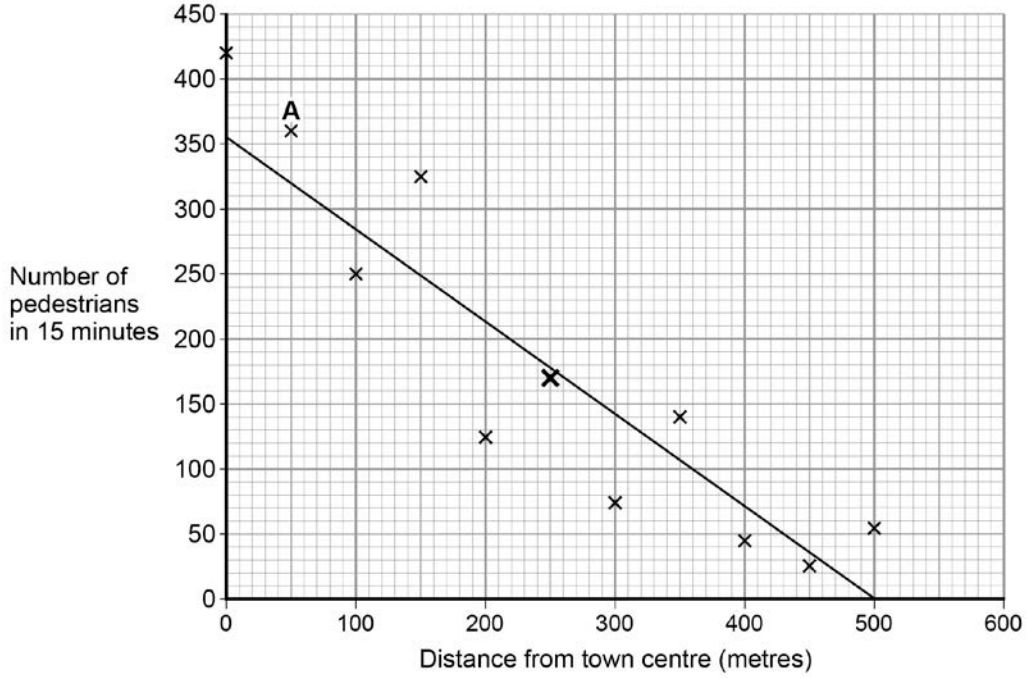
Section B Fieldwork

04	1	Credit any risk that might cause harm to the student (or member of the public in contact with the student) that could be associated with either of the locations shown. Possibilities include: River – slipping on rocks, tripping, deep water, fast water, sudden change in water level, sudden deterioration in weather conditions, vegetation (getting cut, scratched, having an allergic reaction to contact with a particular plant), wildlife (being bitten, scratched, having an allergic reaction to a sting). Urban – traffic causing injury, high pedestrian flow causing tripping/crushing, getting lost, sudden deterioration in weather conditions making students very cold and wet, risk from individual member of the public, breathing difficulties from exhaust fumes. No credit given if area is not identified. AO4 = 1 mark	1

04	2	One mark for each correctly placed tick: **Data collection method** / **Primary** / **Secondary** Questionnaire / ✓ / Newspaper / / ✓ AO3 = 2 marks	2

04	3	One mark for stating both values correctly: Distance from town centre: 50 metres. Number of pedestrians: 360 No credit for just one correct value. AO4= 1 mark	1

04	4	One mark for accurately plotting the information – needs to be correct for both the horizontal and vertical figures. No credit for just having one element accurately plotted.  AO4 = 1 mark	1

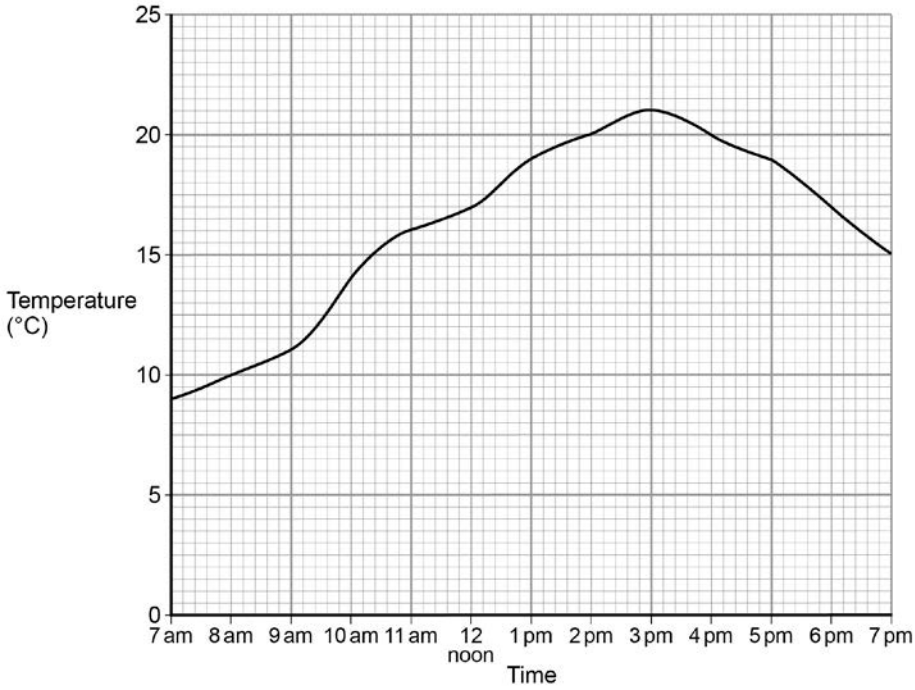
04	5	A straight line should pass through the middle of the points from top left to bottom right.  AO4 = 1 mark	1

04	6	There is a strong negative correlation (between distance from the town centre and number of pedestrians) (1). As the distance from the town centre increases the number of pedestrians decrease (1), or as the distance from the town centre decreases the number of pedestrians increase (1). AO3 = 1 mark	1

04	7	**16** is the only acceptable answer. AO4 = 1 mark	1

04	8	Acceptable graph types: bar, pie, stacked bar, pictogram for first mark; can accept flowline. Second mark for reason, eg clearly shows differences between vehicle types, can be put in rank order, discrete data therefore cannot be plotted as a line graph. No credit for line graph. AO4 = 2 marks	2

04	9	Developed reason suggesting how an aspect of data collection might affect traffic flow results. Examples could include: • the time of day used for recording the traffic flow on that road has missed the peak flow found during morning rush hour/school run which would provide the peak am flow results • the day of the week can make a difference to the traffic flow – less traffic on Sunday with fewer people at work • time of year – more people use cars/public transport in winter when weather is poor • weather conditions vary and affect numbers of people using cars/public transport as fewer people walk/cycle when it is cold/wet • the duration of the traffic flow is too short to create accurate pattern of flow • traffic flow can be increased/restricted by events just out of location, eg road–works holding back then releasing traffic. No credit to be given for vague responses such as ‘time of day’ or ‘weather’ with no indication as to how these factors could affect traffic flows. AO3 = 2 marks	2

04	10	One mark for correct data plot and continuation of the line. No credit given for plotting the data but not completing the line.  AO4 = 1 mark	1

04	11	One mark for the correct answer: **B** 12 °C No credit if two or more answers are shaded. AO4 = 1 mark	1

04	12	One mark for the correct answer: **C** 17 °C No credit if two or more answers are shaded. AO4 = 1 mark	1

04	13	**16°C** is the only acceptable answer. AO4 = 1 mark	1

04	14	Describes change using references to temperatures and/or times: • the air temperature rises by 12 °C from the first measurement	2

		at 7 am to a peak of 21 °C at 3 pm • the air temperature starts falling at 4 pm and drops by 6 °C to 15 °C when measurements stop at 7 pm • the air temperature rose by 12 °C within 8 hours • the air temperature fell by 6 °C within 4 hours. Max one mark allowed for answers without reference to change: • increases steadily to a peak from the start of the day • starts to fall in the afternoon • falls steadily from the afternoon to the evening. No credit if candidates simply list figures and/or times. AO3 = 1 mark, AO4 = 1 mark	

05	1	With an open question such as this credit must be given for any fieldwork enquiry in which physical geography data was collected. No mark for title of enquiry. Outlines the geographical idea(s), theory, concepts, processes, key terms underpinning the geographical enquiry. Two basic points or one developed point. AO3 = 2 marks	2

05	2		6 [+ 3 SPGST]

Level	Marks	Description
2 (Clear)	4–6	Demonstrates an ability to apply knowledge and understanding to evaluate geographical information and to make judgements. Statements are developed and linked with reference to description **and** explanation, but the coverage does not have to be balanced. A clear response that focuses on all of the demands of the question.
1 (Basic)	1–3	Demonstrates a limited ability to apply knowledge and understanding to evaluate geographical information and to make judgements. Simple statements perhaps list-like at lower end. Statements are generalised and simplistic. Limited description **and/or** explanation. A basic response with limited coverage of the question.

		No credit for naming method used.	

<u>Indicative content</u>
Candidates will refer to one specific data collection method that they have used to collect physical geography data and then justify the choice of this method by evaluating its appropriateness and effectiveness as a data collection technique.

Stronger answers will have developed the points made above by more detailed evaluation of the information and making reference to precise outcomes of their fieldwork data. As a result a more robust justification of the choice of method will be put forward.

Candidates may continue with the fieldwork investigation they wrote about in 05.1 or they may refer to a different investigation where physical geography data was collected.

AO3 = 6 marks

Spelling, punctuation, grammar and use of specialist terminology (SPGST)

High performance In the context of the level of demand of the question, learners spell, punctuate and use grammar with consistent accuracy and also use specialist terminology with consistent accuracy.	**3**
Intermediate performance In the context of the level of demand of the question, learners spell, punctuate and use grammar with considerable accuracy and also use specialist terminology with considerable accuracy.	**2**
Threshold performance In the context of the level of demand of the question, learners spell, punctuate and use grammar with reasonable accuracy and also use specialist terminology with reasonable accuracy; any errors do not hinder meaning in the response.	**1**

05	3		6

Level	Marks	Description
2 (Clear)	4–6	Demonstrates an ability to apply knowledge and understanding to evaluate geographical information and to make judgements. Statements are developed and linked with reference to results **and** conclusions, but the coverage does not have to be balanced. A clear response that focuses on all of the demands of the question.
1 (Basic)	1–3	Demonstrates a limited ability to apply knowledge and understanding to evaluate geographical information and to make judgements. Simple statements perhaps list-like at lower end. Statements are generalised and simplistic. Limited reference to results **and/or** conclusions. A basic response with limited coverage of the question. No credit for naming the title/aim of the enquiry.

<u>Indicative content</u>
Candidates may refer to specific data collection methods that they have used and then interpret and evaluate this information to give a general over-view of results obtained and simple conclusion(s) relating to the title stated.

Stronger answers will have developed the points made above by more detailed interpretation and evaluation of the information and making reference to precise outcomes of their fieldwork data. The conclusion(s) will clearly address the title of the investigation as stated and be supported by evidence in the results presented within the answer. There may be links to geographical theory/models within the conclusion(s).

Responses will vary according to the fieldwork investigation where human geography fieldwork data were collected.

AO3 = 6 marks

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<td>05</td>
<td>4</td>
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<table>
<tr><th>Level</th><th>Marks</th><th>Description</th></tr>
<tr><td>2
(Clear)</td><td>3-4</td><td>Demonstrates an ability to apply knowledge and understanding to evaluate geographical information.

Clear statements that are linked and/or developed explaining how changes in any stage within the enquiry process could improve the enquiry.

A clear response that focuses on all of the demands of the question.</td></tr>
<tr><td>1
(Basic)</td><td>1–2</td><td>Demonstrates a limited ability to apply knowledge and understanding to evaluate geographical information.

Generic points or lists of simple suggestions relating to improvements.

Largely descriptive with little or no explanation and with limited links to improvement.

A basic response with limited coverage of the question.</td></tr>
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<u>Indicative content</u>
Candidates may take a more broad-based approach to the question and refer to an overview of the enquiry rather than refer to a specific stage or element of the enquiry process. Candidates may attempt to evaluate this information in terms of the effectiveness of the enquiry or stage in relation to the original hypothesis or question. This evaluation process will allow candidates to identify changes that could lead to the enquiry being improved.

Stronger answers will have developed the points made above by more detailed evaluation of the information and making reference to precise outcomes of their enquiry. Changes that could lead to the enquiry being improved could be more detailed and links to improvements more clearly explained.

Responses will vary according to the fieldwork enquiry undertaken. Candidates may continue using the enquiry identified previously in 05.3 or they may refer to a second human geography fieldwork enquiry.

AO3 = 4 marks
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