



Pearson  
Edexcel

# GCSE (9-1) Geography B

GCSE Geography

Baseline Test Mark Scheme





## Geography KS4 baseline mark scheme

The Pearson Progression Scale and Map for Geography can be downloaded from the Pearson Schools and College website here:

<http://www.pearsonschoolsandcolleges.co.uk/Secondary/GlobalPages/Support-for-Progression/11-16-Geography/11-16-Geography.aspx>

Question	Strand	Answer (Strand 4)
1a	Application of geographical skills	624 556 – <b>1 mark</b> <b>Also accept:</b> 623 556 623 557 624 557
1b	Application of geographical skills	1.5 km – <b>1 mark</b>
1c	Application of geographical skills	SE – <b>1 mark</b>
1d	Application of geographical skills	Trees, wood – <b>1 mark</b>

Question	Strand	Answer (Strand 4)
2ai	Application of geographical skills	Correct plot – <b>1 mark</b>

Question	Strand	Answer (Strand 5)
2aii	Application of geographical skills	20% - <b>1 mark</b>

Question	Strand	Answer (Strand 7)
2aiii	Competence in geographical enquiry	<b>1 mark</b> for opinion. Point mark remainder but allow development <ul style="list-style-type: none"><li>• It's a small survey so there may be other people that would have changed the results had they been surveyed (DEV) ✓</li><li>• It's a Wednesday afternoon would get different results on another day / people are at school / work (DEV) ✓</li></ul>



		<ul style="list-style-type: none"> <li>It's too small a survey need to add all the results of the other groups to it to get a full picture ✓</li> </ul>
2b	Competence in geographical enquiry	<b>1 mark</b> per valid point and allow development, e.g. <ul style="list-style-type: none"> <li>I would ask them to rate the centre this would be on a scale of 1-4 (DEV) ✓</li> <li>I would ask them their opinion / choose words that reflect their opinion but get them to give reasons (DEV) etc. ✓</li> </ul>

Question	Strand	Answer (Strand 4)
3a	Contextual knowledge of locations and places	A is developing and B is developed – <b>1 mark</b>

Question	Strand	Answer (Strand 7)
3b	Contextual knowledge of locations and places	<b>1 mark</b> for A is developing country and B is developed. To get 2 <sup>nd</sup> and 3 <sup>rd</sup> marks here, look for development, <ul style="list-style-type: none"> <li>Developing countries have more people working in agriculture this is because they can't afford to import (DEV) ✓</li> <li>They are farming to make food for themselves and their family (DEV) ✓</li> <li>Developing countries have fewer doctors ... this is because education isn't so good (DEV) ✓ and therefore fewer people can qualify (DEV) ✓</li> </ul>

Question	Strand	Answer (Strand 3)
4a	Application of geographical skills	Increasing / getting bigger / going up – <b>1 mark</b>
4b	Application of geographical skills	Decreasing / getting smaller / fewer of them – <b>1 mark</b>
4c	Application of geographical skills	Increasing / getting bigger / more that are older – <b>1 mark</b>



Question	Strand	Answer (Strand 8)
4d	Understanding of patterns, processes and environmental change	<p><b>1-2 marks</b> simple statements, ONLY addresses one group, e.g. More older people means more care homes ✓ People will have to work for longer ✓</p> <p><b>3-4 marks</b> MUST address the issue of</p> <ul style="list-style-type: none"> <li>• ageing and fewer working age</li> <li>• Fewer people to pay tax ✓</li> <li>• More pensions to pay ✓</li> <li>• Care for elderly etc. ✓</li> <li>• Fewer people working – lower service provision ✓</li> </ul>

Question	Strand	Answer (Strand 7)
5a	Contextual knowledge of location and places	<p>Point mark but allow development</p> <ul style="list-style-type: none"> <li>• Similarities – pyroclastic flow/ evacuation/ farmers affected/ air craft affected / volcano</li> <li>• Differences – cost/ worldwide impact / scale of evacuation/ number of deaths</li> </ul>
5b	Application of geographical skills	<ul style="list-style-type: none"> <li>• No mark for opinion</li> <li>• <b>1-2 marks</b> - more people died in Indonesia/ cost was higher in Iceland</li> <li>• <b>3 marks</b> for one developed idea: The ash fell and farms and Indonesian farmers lost their livelihoods and this had long term impacts</li> <li>• <b>4 marks</b> for two developed ideas</li> </ul>

Question	Strand	Answer (Strands 9-12)
6	Understanding of patterns, processes and environmental change	<ul style="list-style-type: none"> <li>• <b>1-3 marks</b> simple statements, e.g. not enough housing, lots of rubbish, not enough jobs</li> <li>• <b>4-6 marks</b> at least two developed statements, e.g. not enough housing so people are forced to live in squatter settlements</li> <li>• <b>7-8 marks</b> student has developed ideas in all three areas. High standard of SPAG</li> </ul>