



**GCSE**

**Geography A Geographical Themes**

**J383/03: Geographical skills**

General Certificate of Secondary Education

**Mark Scheme for June 2024**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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**MARKING INSTRUCTIONS****PREPARATION FOR MARKING**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Online Training; OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

**YOU MUST MARK 5 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.**

**MARKING**

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**  
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

**Rubric Error Responses – Optional Questions**

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. (*The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.*)

**Multiple Choice Question Responses**

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

*When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.*

### Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

### Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response,' rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

### Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

### Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
  - there is nothing written in the answer space
 Award Zero '0' if:
  - anything is written in the answer space and is not worthy of credit (this includes text and symbols).
  - Where a candidate has attempted the question and receives a mark (including a mark of 0), they should also receive a mark for SPAG (which could be 0).
 Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.
8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.** If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

J383/03

Mark scheme

June 2024

10. For answers marked by levels of response:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - To determine the mark within the level**, consider the following

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

## 11. Annotations

Annotation	Meaning
	Correct (not to be used in levels response questions)
	Unclear
	Incorrect
	Level 1 (Q1e, 3dii, 4d, 5a, 5b)
	Level 2 (Q1e, 3dii, 4d, 5a, 5b)
	Level 3 (Q1e, 3dii, 4d, 5a, 5b)
	Development (Q 1bi, 1c, 1e, 3b, 3di, 3dii, 4d, 5a, 5b)
	<b>Not required on this paper</b>
	Communicate findings (Q1c)
	Significant amount of material which does not answer the question
	Benefit of doubt
	Omission mark
	Blank page
	Noted but no credit given
	Evaluative point (Q1e, 3dii, 4d, 5a, 5b)

## 12. Subject Specific Marking Instructions

### INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please carefully read **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

### USING THE MARK SCHEME

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

### LEVELS OF RESPONSE QUESTIONS:

The indicative content indicates the expected parameters for candidates' answers but be prepared to recognise and credit unexpected approaches where they show relevance. Using 'best-fit', decide first which set of level descriptors best describes the overall quality of the answer. Once the level is located, adjust the mark concentrating on features of the answer which make it stronger or weaker following the guidelines for refinement.

**Highest mark:** If clear evidence of all the qualities in the level descriptors is shown, the HIGHEST Mark should be awarded.

**Lowest mark:** If the answer shows the candidate to be borderline (i.e. they have achieved all the qualities of the levels below and show limited evidence of meeting the criteria of the level in question) the LOWEST mark should be awarded.

**Middle mark:** This mark should be used for candidates who are secure in the level. They are not 'borderline' but they have only achieved some of the qualities in the level descriptors.

Be prepared to use the full range of marks. Do not reserve (e.g.) highest level marks 'in case' something turns up of a quality you have not yet seen. If an answer gives clear evidence of the qualities described in the level descriptors, reward appropriately

	<b>A01</b>	<b>A02</b>	<b>A03</b>
<b>Comprehensive</b>	A range of detailed and accurate knowledge that is fully relevant to the question.	A range of detailed and accurate understanding that is fully relevant to the question.	Detailed and accurate interpretation through the application of relevant knowledge and understanding. Detailed and accurate analysis through the application of relevant knowledge and understanding. Detailed and substantiated evaluation through the application of relevant knowledge and understanding. Detailed and substantiated judgement through the application of relevant knowledge and understanding.
<b>Thorough</b>	A range of accurate knowledge that is relevant to the question.	A range of accurate understanding that is relevant to the question.	Accurate interpretation through the application of relevant knowledge and understanding. Accurate analysis through the application of relevant knowledge and understanding. Supported evaluation through the application of relevant knowledge and understanding. Supported judgement through the application of relevant knowledge and understanding.
<b>Reasonable</b>	Some knowledge that is relevant to the question.	Some understanding that is relevant to the question.	Some accuracy in interpretation through the application of some relevant knowledge and understanding. Some accuracy in analysis through the application of some relevant knowledge and understanding. Partially supported evaluation through the application of some relevant knowledge and understanding. Partially supported judgement through the application of some relevant knowledge and understanding.
<b>Basic</b>	Limited knowledge that is relevant to the topic or question.	Limited understanding that is relevant to the topic or question.	Limited accuracy in interpretation through lack of application of relevant knowledge and understanding. Limited accuracy in analysis through lack of application of relevant knowledge and understanding. Un-supported evaluation through lack of application of knowledge and understanding. Un-supported judgement through lack of application of knowledge and understanding.

Question			Answer	Mark	Guidance
1	(a)	(i)	Biodiversity loss (✓) Deforestation (✓) Drought (✓) Water pollution (✓) Climate change (✓) Produces greenhouse gases (✓)	1	1 x 1 (✓) for correctly identified type of damage
1	(a)	(ii)	<b>B</b> 0.10	1	(✓) for correct answer
1	(a)	(iii)	Reduce carbon emissions / greenhouse gas emissions / become carbon neutral / government has promised to reach net zero (✓) Produce more crops if we are eating less meat (✓) Use less intensive farming practices (✓)	1	(✓) for correct suggestion  No credit for 'reduce the amount of meat we eat' unless related to farming practices.
1	(b)	(i)	Add the amount / numbers / percentages / units / scale to the key (✓) as this would provide more information on the rate of change (DEV)  Labelling of continents / regions / countries of the world (✓) would help to understand which areas are seeing the most change (DEV)  Clearer difference between the colours / use fewer colours (✓) as it is difficult to interpret the map / would make the map clearer (DEV)  More detailed data on regions within countries (✓) as farming is more concentrated in some places than others (DEV)	2	1 x 1 (✓) for description of improvement 1 x 1 (DEV) for explanation.  <u>Do not accept:</u> Change to another type of presentation Add a North arrow
1	(b)	(ii)	<b>D</b> West Africa	1	(✓) for correct answer

Question		Answer	Mark	Guidance	
1	(c)	<p>Total consumption increases (✓) from 30m/3.5m in 1961 to 158m/22m in 2019 / increase by 128m/18.5m (DEV).</p> <p>Europe / Americas / Oceania have a slight increase / same amount of consumption over time (✓).</p> <p>Slight increase in seafood consumption in Africa (✓) from 1m/0.25m tonnes in 1961 and 16m/2m tonnes in 2019/ increase of 15m tonnes/ increase by 15/1.75m (DEV).</p> <p>(Largest) increase in fish consumption is in Asia (✓) from 15m/2m tonnes in 1961 to 110m/18m tonnes in 2019 / increase of 95m/16m tonnes (DEV).</p> <p>There is a slight decrease in all continents in the early 1990s (✓).</p> <p>Oceania has the lowest increase (✓). 1m/0.25m tonnes (DEV).</p> <p>The highest seafood consumption is in Asia (✓). 110m/18m tonnes in 2019 (DEV).</p> <p>The lowest seafood consumption is in Oceania (✓). 2m/0.5m tonnes in 2019 (DEV).</p> <p>(COM)</p>	4	<p>2 x 1 (✓) for describing the pattern of fish consumption</p> <p>1 x 1 (DEV) for using data from the key (only one piece of data required). Tolerance for all figures +/-5m tonnes on left y axis and +/-1m tonnes on right y axis.</p> <p>1 x 1 (COM) for communicating the answer in an appropriate and logical order (will refer to two elements of the pattern, e.g. increasing or decreasing or steady or most or least consumption)</p> <p>No reference to units is required.</p>	
1	(d)	(i)	<p><math>(721 - 674 / 674) \times 100</math> (✓) = 6.97 (✓)</p> <p>Or</p> <p><math>\frac{47}{674} \times 100</math> (✓) = 6.97 (✓)</p>	2	<p>1 x 1 (✓) for correct answer to 2 decimal places</p> <p>1 x 1 (✓) for correct workings (allow alternative workings to those shown)</p>

Question		Answer	Mark	Guidance
1	(d) (ii)	<p>UK imports more because more people are eating fish / more variety of fish (✓)</p> <p>UK imports more because UK fish stocks declining / UK exports more because UK fish stocks increasing (✓)</p> <p>UK imports more because UK catch does not produce enough fish to meet demand (✓)</p> <p>UK exports more as there is more demand for fish from other countries (✓)</p> <p>UK exports more because there is demand from around the world for different types of fish (✓)</p> <p>UK imports / exports more because population increase means higher demand (✓)</p> <p>UK imports more because it is cheaper than catching them here (✓)</p>	2	<p>2 x 1(✓)</p> <p>Answer can relate solely to <b>imports/exports</b> but should be clear which data is being referred to.</p> <p>Accept any suitable suggestion relating to imports or exports. Data can be read by column or by row.</p>
1	(e)*	<p><b>Level 3 (6–8 marks)</b></p> <p>An answer at this level demonstrates a <b>thorough understanding</b> of the impact of climate change. (AO2).</p> <p>There is a <b>thorough</b> evaluation of whether climate change have a greater impact on UK food supply with a <b>reasonable</b> judgement as to the extent to which the statement is agreed with (AO3).</p> <p>This will be shown by including <b>well-developed</b> ideas. <b>There are clear and explicit attempts to make appropriate synoptic links between content from different parts of the course of study.</b></p>	8	<p>This question will be marked using 3 levels:</p> <p><b>Indicative content</b> Evaluation of the likely impact of climate change on UK food supply. Reference to <b>table</b> and <b>own knowledge</b> in relation to changes shown.</p> <p><b>Own knowledge may include:</b> Flooding affecting crop growth Imports of food from abroad Changes to crops being grown in the UK Irrigation systems (e.g. drip irrigation)</p> <p>Examples of <b>well-developed</b> ideas: It is clear that climate change is likely to have a major effect on UK food supply. The increase in warm spells and therefore increased temperatures will threaten to bring more droughts whilst increases in heavy rain events could lead to more flooding which can have a</p>

Question	Answer	Mark	Guidance
	<p>There is a well-developed line of reasoning which is logically structured. The information presented is relevant and substantiated.</p> <p><b>Level 2 (3–5 marks)</b>            An answer at this level demonstrates a <b>reasonable</b> understanding of the impact of climate change. (AO2). There is a <b>reasonable</b> evaluation of whether climate change have more impact on UK food supply with a <b>basic</b> judgement as to the extent to which the statement is agreed with (AO3). This will be shown by including <b>developed</b> ideas. There are attempts to make synoptic links between content from different parts of the course of study, but these are not always appropriate. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p> <p><b>Level 1 (1–2 marks)</b>            An answer at this level demonstrates a <b>basic</b> understanding of the impact of climate change (AO2). There is a <b>basic</b> evaluation of whether climate change have more impact on UK food supply with <b>no</b> judgement as to the extent to which the statement is agreed with (AO3). This will be shown by including <b>simple</b> ideas. There are no synoptic links between content from different parts of the course of study.</p> <p><b>0 marks</b>            No response or no response worthy of credit.</p>		<p>devastating impact on crop yields. The widespread flooding which took place in 2019 meant that many farms in the north east could not sow their wheat or barley crops. This could threaten our food security and leave us even more reliant on food imports.</p> <p>Examples of <b>developed</b> ideas:            Climate change is having a big impact on UK food supply. More rain leads to floods which can devastate crops and increased summer temperatures could lead to droughts. There have been more storms linked to climate change too which can cause disruption to farmers in terms of both crops and looking after their animals.</p> <p>Examples of <b>simple</b> ideas:            Climate change is making the UK drier in the summer and leading to more rain in the winter. This would make it much harder to produce food on a farm.</p>

	Question		Answer	Mark	Guidance
2	(a)	(i)	Proportional symbols/circles/spheres (✓)	1	1x1 (✓) for correct answer
2		(ii)	<b>A</b> Central Africa	1	1x1 (✓) for correct answer
2		(iii)	<p>ACs have more doctors because they are wealthier/ more money being spent on healthcare in Europe/ACs (✓).</p> <p>European countries/ACs have more people being trained as doctors / Africa/LIDC/EDCs have less people trained as doctors (✓).</p> <p>Less access to education required to become a doctor in African countries / LIDCs / EDCs / More access to education required to become a doctor in Europe/ACs (✓)</p> <p>There are fewer places to train as a doctor in African/EDC/LIDCs nations / more places to train in Europe/ACs (✓)</p>	2	<p>2 x 1 (✓)for acceptable reasons pattern might exist</p> <p>Do not credit opposites.</p> <p>Answers can refer to patterns seen in any part of the world.</p> <p>Answer must be linked to places where they occur e.g. AC, EDC, LIDC, Europe, Africa, poorer countries, richer countries</p>
2	(b)	(i)	$21.6 / 9$ (✓) or $\frac{1.2, 1.3, 1.4, 1.6, 2.2, 2.2, 2.6, 4.0, 5.1}{9}$ $= 2.4$ (to 1dp) (✓)	2	<p>1 x 1 (✓) for correct answer to 1 decimal place</p> <p>1 x 1 (✓) for working which adds values and divides by 9.</p>
2	(b)	(ii)	<p>Ordered data = 1.2, 1.3, 1.4, 1.6, 2.2, 2.2, 2.6, 4.0, 5.1 (✓)</p> <p><math>\frac{3(9+1)}{4} = 7.5</math> or <math>\frac{30}{4} = 7.5</math> (✓)</p> <p><math>2.6 \div 4.0 = 6.6 / 6.6 \div 2</math> (✓)</p> <p>3.3 (to1dp)(✓)</p>	3	<p>2 x 1 (✓) for listing data in order / calculating the position of the data in the list / calculating the mean of 2.6 and 4</p> <p>1 x 1 (✓) for correct answer</p> <p><b>Need to check 2(b)i and credit the ordered data if they have done it previously.</b></p>

Question		Answer	Mark	Guidance
3	(a)	C United Arab Emirates	1	1x1 (✓) for correct answer
3	(b)	<p>Could use located bar charts / proportional circles / pie charts for each country (✓)</p> <p>As this would allow you to see which regions of the world had most international migration (DEV) and would allow you to compare the data for different places (DEV).</p> <p>As this would make the data easier to read (DEV) and can identify a global pattern of migration (DEV).</p>	3	<p>1 x 1 (✓) for identification of technique 2 x 1 (DEV) for justification of choice</p> <p>Accept any suitable choice of graphical or cartographic technique</p> <p>No credit for line graph, scatter graph, choropleth map, pie chart if not located, bar chart if not located.</p>
3	(c)	(i) 30-34	1	1x1 (✓) for correct answer
3	(c)	(ii) <p>More (young) adults moving to ACs as they seek to improve their quality of life / better jobs (✓).</p> <p>More child migrants from LIDCs as birth rates are higher in LIDCs / as they are seeking asylum / parents move to find better education for their children (✓).</p> <p>Much higher number of 75+ migrants in ACs as life expectancy is higher / moving to a warm country for retirement (✓).</p> <p>More adults in ACs can afford to migrate (✓).</p>	2	<p>2 x 1 (✓) for two correct reasons</p> <p>Must be clear which 'difference' is being referred to. By giving <b>age</b> / year / number / child / university students / adult / elderly) and <b>type of country</b> (AC / LIDC).</p>

3	(d)	<p>(i) Low-quality housing / informal housing / / informal settlements (✓). As people can't afford better housing (DEV). So, they build their own housing (DEV).</p> <p>Informal housing next to skyscrapers (✓). As investors are providing more jobs / skyscrapers are expensive to build (DEV). But there are large differences in the level of wealth (DEV).</p> <p>Skyscrapers (✓). As the country is getting richer (DEV). So new office buildings are constructed (DEV).</p> <p>Litter (✓). As there is a lack of regular rubbish collection / bin lorry collections (DEV) due to the council not having enough money (DEV).</p>	<p>3</p> <p>1 x 1 (✓) for identification of feature 2 x 1 (DEV) for justification of choice</p> <p><b>If the evidence is unclear initially on the evidence line but clarified in the reasons section award the evidence mark.</b></p>
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3	(d)	<p>(ii) <b>Level 3 (5–6 marks)</b></p> <p>An answer at this level demonstrates a <b>thorough</b> understanding of the concept of migration (AO2) and applies their understanding to give a <b>thorough</b> analysis of its impact on cities at different levels of development. (AO3).</p> <p>This will be shown by including <b>well-developed</b> ideas about the concept of migration and its impacts in different cities.</p> <p>There are clear and explicit attempts to make appropriate <b>synoptic links between content from different parts of the course of study.</b></p>	<p>6</p> <p><b>Indicative Content</b> Candidates need to make the link between the impact of migration in EDCs/LIDCs compared to ACs. Candidates should make use of the information provided in <b>Fig.7a and 7b</b> as well as draw upon their <b>own knowledge</b> from the course of study.</p> <p><b>EDCs / LIDCs</b> Informal settlements Lack of services e.g. water, electricity, sewers Lack of rubbish collection / high amounts of waste Traffic congestion</p> <p><b>ACs</b> Richer cultural mix (festivals, food, clothing, language, sport) Religious buildings Cost of housing migrants University students Increased birth rate (natural increase)</p>
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		<p><b>Level 2 (3-4 marks)</b> An answer at this level demonstrates a <b>reasonable</b> understanding of the concept of migration (AO2) and applies their understanding to give a <b>reasonable</b> analysis its impact on cities at different levels of development. (AO3).</p> <p>This will be shown by including <b>developed</b> ideas about the concept of migration and its impacts in different cities.</p> <p>There are attempts to make <b>synoptic links between content from different parts of the course of study</b>, but these are not always appropriate.</p> <p><b>Level 1 (1–2 marks)</b> An answer at this level demonstrates a <b>basic</b> understanding of the concept of migration (AO2) and applies their understanding to give a <b>basic</b> analysis of its impact on a least one city (AO3).</p> <p>This will be shown by including <b>simple</b> ideas about the concept of migration and how it impacts on different cities.</p> <p>There are no synoptic links between content from different parts of the course of study.</p> <p><b>0 marks</b> No response or no response worthy of credit.</p>	<p>Examples of <b>well-developed</b> ideas: It is clear that migration is having a major effect on cities in EDCs like India. The increase in migrants and therefore housing needs will mean more informal settlements as a result as the government cannot cope with the numbers of migrants. Migration also has major impacts in AC cities such as London, in changing the nature and ways of life in cities for example the choice of food available. Migration in ACs tends to be more controlled and migrants move into accommodation that has already been built with planning permission, so has all the usual services such as water and electricity.</p> <p>Examples of <b>developed</b> ideas: It is clear that migration is having a major effect on cities in EDCs. The increase in migrants will mean more slums as people build houses for themselves. Migration also has major impacts in ACs, but housing has already been built, so it has services such as water and electricity.</p> <p>Examples of <b>simple</b> ideas: Migration is making the population of LIDC cities bigger and leading to more slums being built in cities like Mumbai. This is not so true for ACs.</p>
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Question			Answer	Mark	Guidance																		
4	(a)	(i)	<p>Environmental Survey results</p> <p>--- Site 1    — Site 2</p> <table border="1"> <caption>Environmental Survey Results Data</caption> <thead> <tr> <th>Category</th> <th>Site 1 (Dashed)</th> <th>Site 2 (Solid)</th> </tr> </thead> <tbody> <tr> <td>Litter</td> <td>1</td> <td>5</td> </tr> <tr> <td>Graffiti</td> <td>1</td> <td>4</td> </tr> <tr> <td>Lighting</td> <td>1</td> <td>3</td> </tr> <tr> <td>Greenery</td> <td>2</td> <td>2</td> </tr> <tr> <td>Traffic noise</td> <td>3</td> <td>2</td> </tr> </tbody> </table>	Category	Site 1 (Dashed)	Site 2 (Solid)	Litter	1	5	Graffiti	1	4	Lighting	1	3	Greenery	2	2	Traffic noise	3	2	2	<p>1 x 1 (✓) for plotting of 2 pieces of data</p> <p>1 x 1 (✓) for joining data with a <b>solid, straight line</b>, (even if points are plotted incorrectly).</p>
Category	Site 1 (Dashed)	Site 2 (Solid)																					
Litter	1	5																					
Graffiti	1	4																					
Lighting	1	3																					
Greenery	2	2																					
Traffic noise	3	2																					
4	(a)	(ii)	<p>That the overall environmental quality at site 1 is high(er) / site 2 is low(er) (✓).</p> <p>There is a similar amount / high amounts of greenery at both sites (✓)</p> <p>Site 1 there is less litter/clean / Site 2 has more litter/dirtier (✓).</p> <p>Site 2 there is more graffiti / Site 1 has less graffiti (✓).</p> <p>Site 2 is more run down / Site 1 is less run down (✓).</p> <p>Site 2 has more traffic noise / noisier / Site 1 has less traffic noise / is quieter (✓)</p>	2	<p>2 x 1 (✓) for each acceptable conclusion.</p> <p>Answer must be linked to site 1 or site 2.</p> <p>Do not double credit opposites</p> <p>Do not accept 'pollution' on its own.</p>																		

Question			Answer	Mark	Guidance
4	(a)	(iii)	Bar chart (✓) Pictogram (✓) Located bar chart (✓) Stacked bar chart / divided bar chart (✓)	1	1 x 1 (✓) for correct data presentation technique  No credit for pie chart, line graph, histogram or scatter graph.
4	(b)		Indicative content: <ul style="list-style-type: none"> <li>• Greenery / front gardens (✓)</li> <li>• Houses are well kept (✓)</li> <li>• Lack of traffic (✓)</li> <li>• Air quality looks to be very good (✓)</li> <li>• Lack of litter / clean (✓)</li> <li>• Lack of graffiti (✓)</li> </ul>	3	3 x 1 (✓) for each acceptable label  No credit for any reference to clear skies/ nice weather unless linked to air quality

Question		Answer	Mark	Guidance
4	(c)	<p>Might use systematic sampling (✓). This is when the sample of people is chosen in a regular way / every fifth person who passes by (✓)</p> <p>Stratified sampling may be used (✓). This is when the students will try to get answers from a certain section of the population such as different age groups (✓)</p> <p>Randomly pick people (✓). This is when the sample of people is chosen using a random number generator (✓)</p>	2	<p>1 x 1(✓) for name of technique 1 x 1 (✓) for accurate description</p> <p>Command word is describe, not explain, so no credit for reasons why technique has been chosen.</p>
4	(d)	<p><b>Level 3 (5–6 marks)</b></p> <p>An answer at this level demonstrates a <b>thorough</b> analysis of the conclusion and <b>reasonable</b> judgement of whether it is suitable for fieldwork investigation (AO3).</p> <p>This will be shown by including <b>well-developed</b> ideas.</p> <p><b>Level 2 (3–4 marks)</b></p> <p>An answer at this level demonstrates a <b>reasonable</b> analysis of the conclusion and a <b>basic</b> judgement of whether it is suitable for fieldwork investigation. (AO3).</p> <p>This will be shown by including <b>developed</b> ideas.</p> <p><b>Level 1 (1–2 marks)</b></p>	6	<p>This question will be marked using 3 levels:</p> <p><b>Indicative content</b></p> <p><b>Positive impacts of new housing</b> Higher environmental quality Well kept More customers in shops New services offered</p> <p><b>Negative impacts of new housing</b> Increase in cars (30 more) Increase in lorries (5 more) Not enough places in primary schools Increase in traffic</p> <p>Examples of <b>well-developed</b> ideas: Whilst there is some truth in the conclusion, in many ways it is not accurate. The traffic count demonstrates a significant increase in traffic levels since the new development opened, whilst the data from the questionnaire is more mixed, highlighting positive effects for local business and on the provision of services, many</p>

		<p>An answer at this level demonstrates a <b>basic</b> analysis of the conclusion and <b>basic</b> judgement about whether it is suitable for fieldwork investigation.</p> <p>This will be shown by including <b>simple</b> ideas.</p> <p><b>0 marks</b> No response or no response worthy of credit.</p>	<p>residents are concerned about traffic levels and the impact on places for the local primary school. In addition, the environmental survey demonstrated that whilst some areas had a very high environmental quality, this was not true for all sites surveyed.</p> <p>Examples of <b>developed</b> ideas: I disagree with their conclusion. The traffic count and questionnaire both demonstrate that the housing development has had a negative impact on traffic levels and has led to concerns about school places. However, I can see that there are some benefits, with a high-quality environment at site 1 seen from the photograph and survey taken.</p> <p>Examples of <b>simple</b> ideas: The conclusion is wrong as there is lots more traffic and not enough spaces at the school now the housing has been built.</p>
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Question		Answer	Mark	Guidance
5	(a)	<p><b>Level 3 (5–6 marks)</b></p> <p>An answer at this level demonstrates a <b>thorough</b> analysis of the theory/case study (AO3) and <b>thorough</b> judgement of whether this helped the investigation (AO3).</p> <p>This will be shown by including <b>well-developed</b> ideas.</p> <p><b>Level 2 (3–4 marks)</b></p> <p>An answer at this level demonstrates a <b>reasonable</b> analysis of the theory/case study (AO3) and <b>reasonable</b> judgement of whether this helped the investigation (AO3).</p> <p>This will be shown by including <b>developed</b> ideas.</p> <p><b>Level 1 (1–2 marks)</b></p> <p>An answer at this level demonstrates a <b>basic</b> analysis of the theory/case study (AO3) and <b>basic</b> judgement of whether this helped the investigation (AO3).</p> <p>This will be shown by including <b>simple</b> ideas.</p> <p><b>0 marks</b> No response worthy of credit.</p>	6	<p><b>Indicative Content</b></p> <p>This question will be marked using three levels: Candidates should analyse whether a theory or case study influenced or helped their data analysis.</p> <p><b>Credit use of specific models</b> e.g. Bradshaw model or wider geographical concepts e.g. coastal erosion, transport</p> <p><b>Reference to case studies</b> might include comparisons between fieldwork data for a local area and a place studied (e.g., UK Coastline or River landscape)</p> <p><b>Max L1 if human geography fieldwork has been used, unless it is used to support physical geography fieldwork.</b></p> <p><b>Credit use of model or theory if it appears in the fieldwork question or the <u>answer</u>.</b></p> <p>Examples of <b>well-developed</b> ideas: By using the Bradshaw model as the basis for our study, we were able to select the data we would need to collect and then analyse how well our data fitted the model. For example, by taking measurements of width, depth and velocity, we could assess whether the Bradshaw model was accurate for the River Aire. The model suggested what a typical river might look like and gave us something to compare our results to.</p> <p>Examples of <b>developed</b> ideas: We used the Bradshaw model which shows the width increased downstream, due to more erosion. This helped us choose our methods as we needed to measure width and find out if it did increase on the River Aire.</p>

Question		Answer	Mark	Guidance
				Example of <b>simple</b> ideas: We looked at the Bradshaw model and measured the width of the river to see how it changed.
5	(b)	<p><b>Level 3 (6–8 marks)</b></p> <p>An answer at this level demonstrates a <b>thorough</b> evaluation of the data collection methods used (AO3). Evidence from a number of different sources of is linked to provide a <b>thorough</b> explanation (AO3).</p> <p>This will be shown by including <b>well-developed</b> ideas.</p> <p>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p><b>Level 2 (3–5 marks)</b></p> <p>An answer at this level demonstrates <b>reasonable</b> evaluation of the data collection methods used (AO3). Evidence from at least two different sources is linked to reach a <b>reasonable</b> explanation (AO3).</p> <p>This will be shown by including <b>developed</b> ideas.</p> <p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p>	8	<p>This question will be marked using 3 levels:</p> <p><b>Indicative content</b> Evaluation of fieldwork data collection methods based on aims of fieldwork investigation. Link explanation to the strengths/weaknesses of the techniques used.</p> <p><b>Max L1 if human geography fieldwork has been used unless it is used to support physical geography fieldwork.</b></p> <p><b>Max L1 for describing data collection techniques.</b></p> <p>Examples of <b>well-developed</b> ideas: The technique allowed us to measure the velocity at different sites on the river and see if this changes as the river moves downstream. We took three recordings at each site to take an average which led to a fairer result. However, a limitation is that the orange could get stuck on the stones and needed to be dislodged, which makes it difficult to determine how accurate our measurements really were. I think a more accurate measurement could be taken with a flowmeter.</p> <p>Examples of <b>developed</b> ideas: The technique let us measure speed at different sites which makes it easier to compare speed along the river's course. We took an average of three measurements which was fairer. However, the orange kept getting stuck and we had to move it along.</p>

Question		Answer	Mark	Guidance
		<p><b>Level 1 (1–2 marks)</b> An answer at this level demonstrates a <b>basic</b> assessment (AO3) of how the data was collected. At least one source of information which is linked to provide a <b>basic</b> explanation (AO3).</p> <p>This will be shown by including <b>simple</b> ideas.</p> <p>The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</p> <p><b>0 marks</b> No response or no response worthy of credit.</p>		<p>Examples of <b>simple</b> ideas: We measured the with by using a tape measure, from one side of the bank to the other. We also used a metre ruler to measure the depth. We did this accurately.</p>
		<p>Spelling, punctuation and grammar and the use of specialist terminology (SPaG) are assessed using the separate marking grid in Appendix 1.</p> <p>Where a candidate has attempted the question and receives a mark (including a mark of 0), they should also receive a mark for SPAG (which could be 0).</p> <p>Where a candidate has not attempted the question and receives NR, they should also receive NR for the SPAG mark.</p>	3	

## APPENDIX 1

**Spelling, punctuation and grammar and the use of specialist terminology (SPaG) assessment grid \***

<b><i>High performance 3 marks</i></b>
<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>
<b><i>Intermediate performance 2 marks</i></b>
<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>
<b><i>Threshold performance 1 mark</i></b>
<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 overall</li> <li>• Learners use a limited range of specialist terms as appropriate</li> </ul>
<b><i>0 marks</i></b>
<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 SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>

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