



GCSE

Geography B Geography for Enquiring Minds

J384/02: People and society

General Certificate of Secondary Education

Mark Scheme for June 2025

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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 RM ASSESSOR

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 available in RM Assessor
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

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. There is a NR (**No Response**) option. Award NR (No Response):

- if there is nothing written at all in the answer space
- OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')
- OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

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.

10. For answers marked by levels of response:

- a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
- b. **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

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11. Annotations

Annotation	Meaning
	Tick
	Unclear
	Cross
	Omission mark
	Level 1
	Level 2
	Level 3
	Development
	Relevant place detail
	Benefit of doubt
	Significant amount of material which doesn't answer the question
	Vertical wavy line
	Communicate findings
	Blank page
	Noted but no credit given

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 read carefully **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.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

In your marking, you will encounter valid responses which are not covered by the Mark Scheme: these responses must be credited. You will encounter answers which fall outside the 'target range' of bands for the paper which you are marking. Please mark these answers according to the marking criteria.

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.

	AO1	AO2	AO3
Comprehensive	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.
Thorough	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.
Reasonable	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.
Basic	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)	A city with a population of 10 million or more people (✓) A city with a population over 10 million (✓)	1	(✓)
1	(a)	(ii)	C Located proportional symbols (✓)	1	(✓)
1	(a)	(iii)	37, 274,000 - 19,059,856 (✓) = 18,214,144 (✓)	2	(✓) for identifying correct largest and smallest number (✓) for correct answer
1	(a)	(iv)	growth of informal settlements / squatter settlements / slums / lack of housing (✓) Transport infrastructure cannot cope / more traffic congestion (✓) Overpopulation / overcrowding/ increased population in cities (✓) Pressure on healthcare services (✓) Pressure on education services (✓) More workforce available (✓) Increased competition for jobs (✓) More informal employment (✓) Inadequate water supply (✓) Lack of sanitation / unhygienic living conditions/ spread of diseases (✓) Increase in waste / rubbish (✓) More service provision needed (✓) Increases in house prices / rent (✓)	2	2 x 1 (✓) for appropriate consequences of rapid urban growth No credit for: Less jobs Increased poverty pollution Consequences must be qualified to gain credit.

Question			Answer	Mark	Guidance
1	(b)		The building of new residential areas on the edge / outskirts / suburbs of the city (✓) The growth of cities / spread of cities (✓) The spread of development into countryside/ greenbelt / rural areas(✓) The movement of people from the city to the suburbs (✓)	1	(✓) Movement of people needs origin and destination. No credit for: people move to the countryside/ rural areas.
1	(c)		Case Study: LIDC/ EDC city Level 3 (5-6 marks) An answer at this level demonstrates thorough knowledge of ways of life in the city (AO1) with a thorough understanding of how this can differ in the city (AO2). This will be shown by including well-developed ideas about ways of life within the city. The answer must also include place-specific details for the named LIDC/EDC city. Level 2 (3-4 marks) An answer at this level demonstrates reasonable knowledge of ways of life in the city (AO1) with a reasonable understanding of how this can differ in the city (AO2). This will be shown by including developed ideas about ways of life within the city.	6	Indicative Content Named LIDC/EDC city can be from any country as defined by the IMF. Different ways of life in the city may include housing, ethnicity, culture, leisure, consumption, wealth or access to services as it relates to peoples' lives. Use highlighter to show where candidate is referring to differences in way of life. Incorrect city example or answers not including place specific detail credit max Level 2 (3 marks). Candidates writing only about one way of life, credit max Level 2 (3 marks). Candidates only writing descriptions of a city with no reference to ways of life max Level 1(2 marks) Example of well-developed ideas. Dharavi is a large slum in central Mumbai. It houses many people living in poverty with up to

Question			Answer	Mark	Guidance
			Developed ideas but no place-specific details credited up to bottom of level. Level 1 (1-2 marks) An answer at this level demonstrates basic knowledge of ways of life in the city (AO1) with a basic understanding of how this can differ in the city (AO2). This will be shown by including simple ideas about ways of life within the city. Named examples only receives no place specific detail credit. 0 marks No response worthy of credit.		500 people sharing one toilet and this results in high levels of disease like cholera and diarrhoea as human waste is often not disposed of hygienically. This is in contrast to the living conditions of the wealthy in the city, with millionaires such as Mukesh Ambani owning a 27-storey house complete with cinema and heliport, with living areas for his servants. Example of developed ideas. In Dharavi up to 500 people share one toilet and so many people get diseases. However, the houses of rich people in central Mumbai are huge and the people who live there have servants. Example of simple ideas. Some people in Mumbai live in slum housing and other people are very rich.

Question			Answer	Mark	Guidance
2	(a)		An improvement in living standards / GDP / literacy rates / provision of services / quality of life / standard of living / HDI / life expectancy (✓) A reduction in poverty / infant mortality / people per doctor (✓) How advanced a country / city / place is. (✓)	1	(✓) for accurate definition. No credit for: Single word responses such as; change, sustainability, improvement.
2	(b)		B Most LIDCs are found in Africa	1	(✓)
2	(c)		Some countries have a warm, moist climate which makes it easier to grow crops (✓). This can bring in an income for farmers (DEV). They could then afford more food to eat (DEV). An area that has natural resources like oil can be traded (✓). This brings in money for the country and can make it richer (DEV). This money could be used to develop education and health care (DEV). Some countries are landlocked. This limits their ability to trade (✓) They may have to invest more in railways and airports (DEV) which could reduce the amount of money they have to invest in services (DEV). Areas which suffer from earthquakes / natural disasters will have damage to buildings and	3	1 x (✓) for a valid way that the identified physical factor may lead to uneven development. 2 x (DEV) for an appropriate explanation Highlight the physical factor. No credit for naming the physical factor.

Question			Answer	Mark	Guidance
			infrastructure (✓) this costs a lot of money to rebuild (DEV) and countries may have to borrow money (DEV) which leaves them in debt.		
2	(d)		Case Study – Development of an LIDC Level 3 (6-8 marks) An answer at this level demonstrates thorough understanding of Rostow’s model of development (AO1) with a reasonable analysis of whether the development of the country has followed the model (AO3). There will be thorough judgement as to the extent to which the country has followed Rostow’s model of development (AO3). This will be shown by including well-developed ideas about the country’s development and the extent to which it has followed Rostow’s model. The answer must also include place-specific details for the LIDC case study. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. Level 2 (3-5 marks) An answer at this level demonstrates reasonable understanding of Rostow’s model of development (AO1) with a basic analysis of whether the development of the country has followed the model	8	Indicative Content The country must be an LIDC, as defined by the IMF. Non LIDC country = max Level 2 (3 marks). Highlight references to Rostow’s model of development (traditional society, pre conditions for economic take off or economic take off). Candidates may refer to numbered stages rather than use the titles of each stage. Candidates may develop statements regarding the unsuitability of Rostow’s model as it is based on European examples, these statements demonstrate an understanding of the model. Candidates only describing MDGs with no reference to Rostow’s development model credit at Level 1 Example of well-developed ideas. Ethiopia is largely considered to be in stage 2 of Rostow’s development model and it has thus far largely followed the expected pattern of development. Until recent years the population were largely dependent on subsistence farming which would be indicative of stage 1 and whilst

Question			Answer	Mark	Guidance
			(AO3). There will be reasonable judgement as to the extent to which the country has followed Rostow's model of development (AO3). This will be shown by including developed ideas about the country's development and the extent to which it has followed Rostow's model. Developed ideas but no place-specific details credited up to bottom of level. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. Level 1 (1-2 marks) An answer at this level demonstrates basic understanding of Rostow's model of development (AO1) with a basic analysis of whether the development of the country has followed the model (AO3). There will be basic judgement as to the extent to which the country has followed Rostow's model of development (AO3). This will be shown by including simple ideas about the country's development and the extent to which it has followed Rostow's model. Named examples only receives no place specific detail credit.		80% are still employed in farming, investment from China and Saudi Arabia has seen improvements in farming output through irrigation systems and improved transport networks. These investments and improvements in transport are indicative of stage 2 of Rostow's model. Example of developed ideas. Ethiopia is at stage 2 of the Rostow model and has progressed recently from stage 1, one characteristic of stage 2 is the investment of foreign countries such as China and Saudi Arabia in farming systems. Example of simple ideas. Ethiopia is mostly farming and therefore is stage 1 of the Rostow model.

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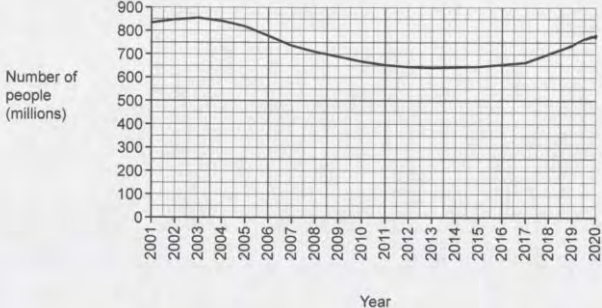
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Question			Answer	Mark	Guidance
			The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the question may not be clear 0 marks No response worthy of credit.		

Question			Answer	Mark	Guidance
3	(a)		Many factories have been relocated overseas (✓) as it is cheaper to produce goods abroad (DEV) Some people in LIDCs and EDCs will work for a lower wage (✓) so more profit can be made by companies (DEV) Mechanisation / automation of production (✓) fewer people needed on production line (DEV) Changing government policy (✓) results in reduction in investment (DEV) It is cheaper to import many manufactured products (✓) many UK companies could not compete with the international market (DEV)	2	1 x (✓) 1 x (DEV) No credit for: increase in tertiary / quaternary employment jobs don't pay enough workers don't like doing dirty jobs. No DEV for 'this is why people lost their jobs' (this is in the question)
3	(b)		A place where there are lots of businesses and jobs (✓) A concentration of / focal point for economic activities / business in an area (✓) Location that generates money / income (✓)	1	(✓) No credit for: The CBD
3	(c)	(i)	$2.4 + 1.7 + 1.9 + 2.6$ (✓) $= 8.6\%$ (✓)	2	(✓) for working out (✓) for correct answer

Question			Answer	Mark	Guidance
3	(c)	(ii)	D There are more females than males in the 80-84 age group	1	(✓)
3	(d)		Older people/ they are working longer (✓) Older people/they are not retiring as they might have done previously (✓) Older people/they are becoming more technologically aware/skilled. (✓)	1	(✓)
3	(e)		Level 3 (5-6 marks) An answer at this level demonstrates thorough understanding of the UK's responses to an ageing population (AO2) with a thorough evaluation of the effectivity of the response (AO3). This will be shown by including well-developed ideas about the UK's response to an ageing population. Level 2 (3-4 marks) An answer at this level demonstrates reasonable understanding of the UK's responses to an ageing population (AO2) with a reasonable evaluation of the effectivity of the response (AO3). This will be shown by including developed ideas about the UK's response to an ageing population.	6	Answer could refer to raising the age of retirement, encouraging people to have healthy lifestyles, increasing the birth rate, appropriate benefit support or any other appropriate response. 'Effectiveness' should refer to strategies to manage the increasing numbers and demands of an ageing population. Highlight responses. Candidates referring to only ONE response Level 2 (3 marks) Example of well-developed ideas. One response was to raise the age of retirement, this was effective from the governments point of view as from next year people cannot retire until they are 67 this saves the government money as

Question			Answer	Mark	Guidance
			Level 1 (1-2 marks) An answer at this level demonstrates basic understanding of the UK's responses to an ageing population (AO2) with a basic evaluation of the effectivity of the response (AO3). This will be shown by including simple ideas about the UK's response to an ageing population. 0 marks No response worthy of credit.		people have to be older before they can collect their state pension. It also means that older people have to pay tax on their earnings giving money to the government for longer. Example of developed ideas. People can no longer retire until they are 67, which means that they are not collecting their pension until they are older. This saves the government money. Example of simple ideas. People have to work longer before they can retire.

Question			Answer	Mark	Guidance
4	(a)	(i)	Habitats lost (✓) Hedgerows destroyed (✓) Insect populations reduced (✓) Loss of biodiversity (✓) Eutrophication of rivers (✓) Soil becomes eroded / compacted (✓) Noise pollution scares birds / animals (✓) Increased in crop yield (✓)	2	2 x (✓)
4	(b)	(i)	Grain (✓)	1	(✓)
4	(b)	(ii)	Add units to show amount or % of each type of food. (✓) More specific information e.g., what is 'produce' / types of meat / what is 'other'? (✓) Details of calorific content (✓) Improved clarity of shading / key (✓)	1	(✓) No credit for: alternative graphs / data presentation. Just 'add labels'
4	(c)	(i)		1	(✓) Correct plot and joined up

Question			Answer	Mark	Guidance
4	(c)	(ii)	C There are fewer people undernourished in 2017 than there were in 2005.	1	(✓)
4	(c)	(iii)	Bar chart (✓) Histogram (✓) Pictogram (✓)	1	(✓)
4	(d)		Level 3 (5-6 marks) An answer at this level demonstrates thorough understanding of bottom-up approaches to food security (AO2) with a thorough discussion about the sustainability of the approach (AO3). This will be shown by including well-developed ideas about bottom-up approaches to food security. Level 2 (3-4 marks) An answer at this level demonstrates reasonable understanding of bottom-up approaches to food security (AO2) with a reasonable discussion about the sustainability of the approach (AO3). This will be shown by including developed ideas about bottom-up approaches to food security. Level 1 (1-2 marks)	6	Bottom-up approaches to food security will usually be at a local scale. Bottom-up approaches may include Goat Aid/Farm Africa, allotments, food banks, Fair Trade, urban gardens, permaculture or any other appropriate response. Candidates responses focussing on Canada Wheat, Green Revolution, GM crops, hydroponics or SAGCOT Credit max Level 2 (3 marks). Candidates only describing a project with no reference to sustainability Credit max Level 2 (3 marks). Highlight 'accurate' sustainability (not successful/unsuccessful) The sustainability of an approach may not relate directly to an improvement / decline in food security but more likely the nature of the approach

Question			Answer	Mark	Guidance
			An answer at this level demonstrates basic understanding of bottom-up approaches to food security (AO2) with a basic discussion about the sustainability of the approach (AO3). This will be shown by including simple ideas about bottom-up approaches to food security. 0 marks No response worthy of credit.		being discussed e.g. Food banks may be unsustainable because they rely on donations and are run by volunteers, either of which could easily be withdrawn. Candidates may suggest sustainability comes from improving people's financial security which in turn increases their ability to achieve food security for their family. Example of well-developed ideas Goat Aid in Tanzania is sustainable because the Moeggenborg goats produce up to 3 litres of milk per day, which is more than most breeds of goat. This means that excess milk can be sold and the money that is earned can be used to improve housing and provide people with a regular income to afford to send their children to school, this will improve the future outcomes for these children. Example of developed ideas Goat Aid in Tanzania is sustainable because left over milk can be sold for a profit. This money can be used to improve housing and buy more food. Example of simple ideas Goat Aid in Tanzania was successful as people could sell any left-over milk.

Question			Answer	Mark	Guidance
5	(a)	(i)	We presented our environmental quality survey data as located bar charts as this allowed us to see our results visually / clearly (✓) as we could show our results on the actual site (✓). We added proportional arrows on a map so that we could see how far people had travelled (✓) and the width of the arrows also showed us how many people had come from that place (✓) We presented our results in a bar chart. This was easy / simple to draw (✓) and allowed us to easily compare / see the differences in the data (✓).	2	2 x (✓) No credit for naming the presentation technique.
5	(b)	(i)	They could add annotations / labels to point out key features of the site (✓) They could add it to a map to show the site which they had visited (✓). They could compare it to a photo taken in the past / taken on a different day / time to see how the area has changed (✓) They could use it to demonstrate parking issues / congestion (✓).	2	2 x (✓) Credit how the photo could be used. No credit for: - land use survey. - how busy it is. - describing what the photograph shows

Question			Answer	Mark	Guidance
			They could use it to count the vehicles / people / shops (✓) They could use it to carry out an environmental quality survey (✓)		
5	(b)	(ii)	B : 1	1	(✓)
5	(b)	(iii)	They could complete a traffic count / pedestrian count (✓) to see how busy the high street is at different times of the day. (DEV) They could conduct a survey or questionnaire (✓) to ask people how far they had travelled. (DEV). Conduct an Environmental Activity Survey (EQS) (✓) this will show how many people were actually on the high street to shop (DEV)	2	1 x (✓) 1 x (DEV) why the named technique is useful in relation to this fieldwork study.
5	(c)*		Level 3 (6–8 marks) An answer at this level demonstrates thorough evaluation of the fieldwork techniques that have been used (AO3) with a thorough discussion about how they could be improved (AO3). This will be shown by including well-developed ideas about the fieldwork techniques that have been used and how they could be improved.		Well-developed answers must include discussion of more than one fieldwork technique. Fieldwork techniques include: EQS, Land use survey or photograph No credit for pedestrian / traffic count, questionnaires/surveys or candidates own fieldwork.

Question			Answer	Mark	Guidance
			There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. Level 2 (3-5 marks) An answer at this level demonstrates reasonable evaluation of the fieldwork techniques that have been used (AO3) with a reasonable discussion about how they could be improved (AO3). This will be shown by including developed ideas about the fieldwork techniques that have been used and how they could be improved. There is a line of reasoning presented with some structure. The information presented is in the most part relevant and supported by some evidence. Level 1 (1-2 marks) An answer at this level demonstrates simple evaluation of the fieldwork techniques that have been used (AO3) with a simple discussion about how they could be improved (AO3). This will be shown by including basic ideas about the fieldwork techniques that have been used and how they could be improved. The information is basic and communicated in an unstructured way. The information is supported by		No credit for suggested improvements being alternative data collection strategies. Highlight fieldwork technique. Example of well-developed ideas: Environmental quality surveys are subjective as different people would give the same place different scores, based on their own view. It would be better to get a stratified sample of 10 people from different age categories and take a mean of their results. This would make the results more objective so our conclusions would be more valid. Example of developed ideas: Environmental quality surveys are subjective as they just show the opinion of the person who completed it. The data collection would be better if a small group of students completed it together and shared their views. Example of simple ideas: Environmental quality surveys are not accurate as people just give their own opinion.

Question			Answer	Mark	Guidance
			limited evidence and the relationship to the evidence may not be clear. 0 Marks No response worthy of credit.		
			Spelling, punctuation and grammar and the use of specialist terminology (SPaG) are assessed using the separate marking grid in Appendix 1.	3	

Appendix 1

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

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

Awarding Spelling, Punctuation and Grammar and the use of specialist terminology to scripts with a scribe cover sheet

- a. If a script has a **scribe cover sheet** it is vital to check which boxes are ticked and award as per the instructions and grid below:
- Assess the work for SPaG in accordance with the normal marking criteria. The initial assessment must be made as if the candidate had not used a scribe and was eligible for all the SPaG marks.
 - Check the cover sheet to see what has been dictated and therefore what proportion of marks is available to the candidate.
 - Convert the SPaG mark to reflect the correct proportion using the conversion table given below.

SPaG mark awarded	Mark if candidate eligible for one third (e.g. grammar only)	Mark if candidate eligible for two thirds (e.g. grammar and punctuation only)
0	0	0
1	0	1
2	1	1
3	1	2

Word processed scripts

- b. If a script has a **word processor cover sheet** attached to it, the candidate **can** still access SPaG marks unless the cover sheet states that the checking functionality is enabled, in which case no SPaG marks are available.
- c. If you have any queries please contact the OCR Special Requirements Team at srteam@ocr.org.uk

Other

If the script has a **transcript, Oral Language Modifier, Sign Language Interpreter** or a **Practical Assistant cover sheet**, award SPaG as normal.

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