



**GCSE**

**Geography B Geography for Enquiring Minds**

**J384/03: Geographical exploration**

General Certificate of Secondary Education

**Mark Scheme for June 2023**

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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 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.

J384/03

Mark Scheme

June 2023

**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).

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.*

## 10. For answers marked by levels of response: Not applicable in F501

- 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   |
|---|---|
|    | Blank page – the annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response |
|    | Unclear   |
|    | Benefit of Doubt  |
|    | Significant amount of material which doesn't answer the question  |
|    | Relevant place detail   |
|    | Correct response  |
|    | Incorrect response  |
|    | Level 1   |
|    | Level 2   |
|    | Level 3   |
|    | Level 4   |
|  | Development   |
|  | Extendable vertical wavy line   |
|  | Communicate findings  |
|  | Noted but no credit given   |
|  | Omission  |

## 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.

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.



J384/03

Mark Scheme

June 2023

|                      | <b>AO1</b>   | <b>AO2</b>   | <b>AO3</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.<br>Detailed and accurate analysis through the application of relevant knowledge and understanding.<br>Detailed and substantiated evaluation through the application of relevant knowledge and understanding.<br>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.<br>Accurate analysis through the application of relevant knowledge and understanding.<br>Supported evaluation through the application of relevant knowledge and understanding.<br>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.<br>Some accuracy in analysis through the application of some relevant knowledge and understanding.<br>Partially supported evaluation through the application of some relevant knowledge and understanding.<br>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.<br>Limited accuracy in analysis through lack of application of relevant knowledge and understanding.<br>Un-supported evaluation through lack of application of knowledge and understanding.<br>Un-supported judgement through lack of application of knowledge and understanding.                                   |

J384/03

Mark Scheme

June 2023

| Question |     |       | Answer   | Mark | Guidance   |
|----------|-----|-------|--|------|--|
| 1        | (a) | (i)   | In the south / south east of Mexico (✓)<br>E / SE of Guadalajara (✓)<br>N / NE of Acapulco (✓)<br>475 - 525km from Guadalajara (✓)<br>300 - 350km from Acapulco (✓)<br>250 - 300km from the Gulf of Mexico (✓)<br>300 - 350km from Pacific coast (✓)<br>900 - 950km from Guatemala Border (✓)<br>1125 - 1175km from Belize Border (✓)<br>750 - 800km from United States Border (✓) | 2    | 2 x 1 (✓) for valid location points<br><br>Credit use of accurate distance from other cities, country borders and coastlines.<br><br>Credit use of accurate direction from other cities.<br><br>No credit for: central, near to, in the centre of, surrounded by, under, above, below, in between, compass direction from coastlines and other countries, within North America or Central America. |
|          | (b) | (i)   | 60.1 (✓)   | 1    | (✓)<br>Only accept this answer   |
|          |     | (ii)  | 2:1 (✓)<br>66.6 : 33.3 (✓)<br>66.6 : 33.4 (✓)<br>33.3 : 16.7 (✓)   | 1    | (✓)<br>No credit for 1:2   |
|          |     | (iii) | GNI – \$19,160 (per capita)<br>Lower than UK / AC (✓)<br>Higher than an LIDC (✓)<br><br>Life Expectancy – 75yrs<br>Lower than UK / AC (✓)  | 4    | Using <b>Fig. 2</b> , identify and explain <b>two</b> ways in which Mexico's development statistics are typical of an EDC.<br><br>2 x 1 (✓) candidates should make an accurate, comparative statement about an appropriate   |

J384/03

Mark Scheme

June 2023

|   |     |   |   |  |
|---|-----|---|---|--|
|   |     | <p>Higher than an LIDC (✓)</p> <p>Internet users – 66.6%<br/>Lower than UK / AC(✓)<br/>Higher than an LIDC (✓)</p> <p>Literacy rates – 95.4%<br/>Lower than UK / AC(✓)<br/>Higher than an LIDC (✓)</p> <p>Fertility Rates - 2.13 (births per woman)<br/>Higher than the UK / AC(✓)<br/>Lower than an LIDC (✓)</p> <p>....because more people are working and paying taxes. (DEV)<br/>....because there is improved medical care. (DEV)<br/>....improved access to computers. (DEV)<br/>....better education system. (DEV)<br/>....more access to contraception. (DEV)</p> |   | <p>development indicator. Candidate does not need to quote the data.</p> <p>2 x 1 (DEV) for explanation. Candidates may be credited for a valid explanation of an identified development indicator without (✓) for comparative statement.</p> <p>No credit for reference to population or population of capital city.</p>  |
| 1 | (c) | <p>Precipitation is lowest from November to February (✓)</p> <p>Precipitation is high in the summer and low in the winter (✓)</p> <p>Lowest rainfall is 6mm (✓), this occurs in December (✓)</p> <p>Rainfall decreases rapidly from September to December (✓)</p> <p>Precipitation is highest in July (✓), where it reaches 124mm (✓)</p> <p>Precipitation range is 118mm (✓)</p> <p>Total rainfall is 616 - 636mm (✓)</p>  | 4 | <p>3 x 1 for relevant description points relating to precipitation</p> <p>1 mark reserved for use of accurate data.</p> <p>Any relevant use of precipitation data is creditable</p> <p>Credit reference to seasons (summer/winter and wet/dry)</p> <p>1 x 1 (C) for communicating the answer in an appropriate and logical way.</p> <p>No communication mark if only part of the year is described as this is not giving the annual pattern.</p> |

J384/03

Mark Scheme

June 2023

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|   |     |  |   |   |
| 1 | (d) | <p><b>Level 3 (5-6 marks)</b></p> <p>An answer at this level demonstrates <b>thorough</b> understanding of the issues people face in EDC cities (AO2) and <b>thorough</b> analysis of the information provided to explain how the water supply causes these issues (AO3).</p> <p>There are clear and explicit attempts to make appropriate synoptic links between content from different parts of the course of study.</p> <p>This will be shown by including <b>well-developed</b> ideas about the issues people are facing and the influence of the water supply on these issues.</p> <p><b>Level 2 (3-4 marks)</b></p> <p>An answer at this level demonstrates <b>reasonable</b> understanding of the issues people face in EDC cities (AO2) and <b>reasonable</b> analysis of the information provided to explain how the water supply causes these issues (AO3).</p> <p>There are attempts to make synoptic links between content from different parts of the course of study but these are not always appropriate.</p> <p>This will be shown by including <b>developed</b> ideas about the issues people are facing and the influence of the water supply on these issues.</p> <p><b>Level 1 (1-2 marks)</b></p> <p>An answer at this level demonstrates <b>basic</b> understanding of the issues people face in EDC cities (AO2) and <b>basic</b> analysis of the information provided to explain how the water supply causes these issues (AO3).</p> <p>There are no synoptic links between content from</p> | 6 | <p>Issues with water supply <b>must</b> be taken from Figs. 3 &amp; 4. These could include:</p> <ul style="list-style-type: none"> <li>- Wide seasonal variation in precipitation</li> <li>- High population using lots of water</li> <li>- Too much rainfall in wet season leading to flooding – linked to water supply</li> <li>- Poor pipelines leading to waste water / sewage contamination.</li> </ul> <p><b>Example of well developed point:</b><br/>40% of clean water is lost through leaks in the pipes so there will be a lack of clean water for some of the population living in Mexico City. This may result in people drinking contaminated water which carries diseases, which may spread quickly in the overcrowded informal settlements.</p> <p><b>Example of developed point:</b><br/>40% of the clean water is lost through leaks so there will be a lack of clean water for some of the people living in the poorest areas of the city.</p> <p><b>Example of simple point:</b></p> |

J384/03

Mark Scheme

June 2023

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|  |  | <p>different parts of the course of study.</p> <p>This will be shown by including <b>simple</b> ideas about the issues people are facing and the influence of the water supply on these issues.</p> <p><b>0 marks</b><br/>No response worthy of credit.</p> | <p>40% of the clean water is lost through leaks so there won't be enough for everyone.</p> <p>Highlight the issues identified</p> |
|--|--|---|---|

J384/03

## Mark Scheme

June 2023

| Question |     |       | Answer  | Mark | Guidance  |
|----------|-----|-------|---|------|---|
| 2        | (a) | (i)   | 1%  | 1    | 1 x 1 (✓)   |
| 2        | (a) | (ii)  | Landslides and flooding (✓)   | 1    | 1 x 1 (✓)   |
|          |     | (iii) | <p>Polanco has more trees / woodland / greenery / vegetation (✓)</p> <p>Polanco has more modern buildings (✓)</p> <p>Buildings in Polanco are more solidly constructed (✓)</p> <p>Polanco buildings are better maintained (✓)</p> <p>Polanco has more open space (✓)</p> <p>Polanco has taller buildings (high-rise) (✓)</p> <p>Polanco has a shopping mall / lake / restaurants (✓)</p> <p>Neza-Chalco-Itza has a market (✓)</p> <p>Neza-Chalco-Itza has a higher density of buildings (✓)</p>   | 1    | <p>1 x 1 (✓)</p> <p>Credit first difference given.</p> <p>Candidate must specify location.</p> <p>No credit for: clean, dirty, rich, poor, ugly, attractive.</p> <p>No credit for references to population density.</p> |
| 2        | (b) |       | <p>There are high levels of rural – urban migration. / Many people move to the cities (✓)</p> <p>Rapid population growth. / Too many people(✓)</p> <p>Governments do not have the money to build housing for everyone who needs it / insufficient housing (✓)</p> <p>Governments are inactive / don't see it as a priority to provide housing for all (✓)</p> <p>People are unable to get a job and therefore are poor (✓)</p> <p>People are poor and cannot afford to buy houses / land (✓)</p> <p>Demand for housing outpaces the speed with which they can be built. (✓)</p> | 3    | 3 x 1 (✓)   |

J384/03

Mark Scheme

June 2023

|   |     |  |    |  |
|---|-----|--|----|--|
|   |     | <p>People build their own houses. (✓)</p> <p>Housing in the city is too expensive (✓)</p> <p>People live in low cost housing so these informal settlements grow (✓)</p> <p>People move into the cheapest land which makes the squatter settlements grow (✓)</p> <p>People move to areas where others are already living which makes the settlements grow (✓)</p> <p>Some settlements are so large there are too many dwellers to evict everyone (✓)</p> <p>Some governments make the squatter settlements legal so people move there (✓)</p>   |    |  |
| 2 | (c) | <p><b>Level 4 (10–12 marks)</b></p> <p>An answer at this level demonstrates a <b>comprehensive</b> understanding of contemporary challenges within Mexico City (AO2). There will be a <b>thorough</b> interpretation of the information provided (AO3) and a <b>thorough</b> evaluation of the influence of inequality on these challenges (AO3).</p> <p>This will be shown by including <b>well-developed</b> ideas about contemporary challenges <b>and</b> the reasons why inequality influences these challenges.</p> <p>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> | 12 | <p>Issues should be taken from Figs 2, 3, 4 and 5 and refer to <b>inequalities</b> in the city These could include:</p> <ul style="list-style-type: none"> <li>- Provision of clean water / amenities / infrastructure.</li> <li>- Differing physical environments.</li> <li>- Informal / formal settlements.</li> <li>- Opportunities for residents.</li> </ul> <p><b>Example of well developed point:</b><br/>Informal settlements are the biggest contemporary challenge in Mexico City. 4 million people live in these areas which comprise of low quality housing which people have often built for themselves using materials they can find. The communities are overcrowded with limited facilities, in some areas clean water has to be delivered by truck twice a week.</p> |

J384/03

Mark Scheme

June 2023

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|  |  | <p><b>Level 3 (7–9 marks)</b><br/>An answer at this level demonstrates a <b>thorough</b> understanding of contemporary challenges within Mexico City (AO2). There will be a <b>reasonable</b> interpretation of the information provided (AO3) and a <b>reasonable</b> evaluation of the influence of inequality on these challenges (AO3).</p> <p>This will be shown by including <b>well-developed</b> ideas <b>either</b> about contemporary challenges <b>or</b> the reasons why inequality influences these challenges and <b>developed</b> ideas about the other question focus. (contemporary challenges or inequality)</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> <p><b>Level 2 (4–6 marks)</b><br/>An answer at this level demonstrates a <b>reasonable</b> understanding of contemporary challenges within Mexico City (AO2). There will be a <b>basic</b> interpretation of the information provided (AO3) and a <b>basic</b> evaluation of the influence of inequality on these challenges (AO3).</p> <p>This will be shown by including <b>developed</b> ideas <b>either</b> about contemporary challenges <b>or</b> the reasons why inequality influences these challenges and <b>simple</b> ideas about the other question focus. (contemporary challenges or inequality)</p> <p>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p> <p><b>Level 1 (1–3 marks)</b></p> |  | <p><b>Example of developed point:</b><br/>Informal settlements are a contemporary challenge in Mexico City. People often build the houses for themselves on swampy land, they are overcrowded with basic amenities.</p> <p><b>Example of simple point:</b><br/>Squatter settlements are a contemporary challenge as these are made of low quality housing.</p> <p><b>Example of a basic point:</b><br/>Squatter settlements are a challenge</p> <p>Highlight the issues. Candidates should link to inequality within the city</p> <p>No links to inequalities in the city, L2 – 4 marks max.</p> |
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J384/03

Mark Scheme

June 2023

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|--|--|---|--|--|
|  |  | <p>An answer at this level demonstrates a <b>basic</b> understanding of contemporary challenges within Mexico City (AO2). There will be a <b>basic or no</b> interpretation of the information provided (AO3) and a <b>basic or no</b> evaluation of the influence of inequality on these challenges (AO3).</p> <p>This will be shown by including <b>simple</b> ideas <b>either</b> about contemporary challenges <b>or</b> the reasons why inequality influences these challenges.</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><br/>No response worthy of credit.</p> |  |  |
|--|--|---|--|--|

J384/03

Mark Scheme

June 2023

| Question |     |      | Answer  | Mark | Guidance  |
|----------|-----|------|---|------|---|
| 3        | (a) | (i)  | 17.58 (✓)   | 1    | 1 x 1 (✓)<br><br>The answer on the line takes precedence over other answers written.<br><br>If no answer written on the line, credit correct answer if given in the calculation.  |
| 3        | (a) | (ii) | The earthquake can cause buildings to collapse (✓), which can kill people (DEV)<br><br>Flooding from a tsunami can destroy farmland (✓), which can leave farmers with no crops to sell (DEV)<br><br>Ash clouds contaminate the air (✓) leaving people struggling to breathe (DEV)   | 2    | 2 x 1 (✓) or<br>1 x 1 (✓) and 1 x 1 (DEV)<br><br>Accept any answer relevant to tectonic hazards, does not need to be specific to Mexico City.   |
| 3        | (b) |      | <b>Level 3 – (5-6 marks)</b><br>An answer at this level demonstrates a <b>thorough</b> understanding of the consequences of tectonic hazards (AO2) and a <b>thorough</b> analysis of tectonic hazards on people in Mexico City(AO3).<br><br>This will be shown by including <b>well-developed</b> ideas about consequences of tectonic hazards.<br><br><b>Level 2 – (3-4 marks)</b><br>An answer at this level demonstrates a <b>reasonable</b> understanding of the consequences of tectonic hazards (AO2) and a <b>reasonable</b> analysis of tectonic hazards on people in Mexico City(AO3).<br><br>This will be shown by including <b>developed</b> ideas about consequences of tectonic hazards.<br><br><b>Level 1 – (1-2 marks)</b> |      | Information must be taken from Figs 6 & 7<br><br>Consequences could include any social, economic or environmental impact of tectonic hazards on Mexico City<br><br><b>Example of well developed point:</b><br>One consequence is that slum housing might collapse during an earthquake as these are low quality houses and there are no foundations to absorb the shaking. As houses are poorly built, they are more likely to collapse and there is insufficient money for the government to rebuild them.<br><br><b>Example of developed point:</b><br>One impact is that slum housing might collapse during an earthquake as these are low quality houses that cannot withstand the shaking. |

J384/03

Mark Scheme

June 2023

|  |  |  |  |  |
|--|--|--|--|--|
|  |  | <p>An answer at this level demonstrates a <b>basic</b> understanding of the consequences of tectonic hazards (AO2) and a <b>basic</b> analysis of tectonic hazards on people in Mexico City(AO3).</p> <p>This will be shown by including <b>simple</b> ideas about consequences of tectonic hazards.</p> <p><b>0 marks</b><br/>No response worthy of credit.</p> |  | <p><b>Example of simple point:</b><br/>One impact is that slum housing might collapse during an earthquake</p> |
|--|--|--|--|--|

| Question | Answer  | Mark | Guidance   |
|----------|---|------|--|
| 4        | <p><b>Level 4 (10-12 marks)</b></p> <p>An answer at this level demonstrates a <b>comprehensive</b> understanding of the contemporary challenges in LIDC/EDC cities (AO2). There will be a <b>comprehensive</b> evaluation of the physical factors causing these challenges (AO3). There will be a <b>comprehensive</b> analysis of how Mexico City could become more sustainable (AO3) in order to provide a <b>comprehensive</b> judgement to suggest one initiative to support the development of long term sustainability (AO3).</p> <p>This will be shown by including <b>well-developed</b> ideas about the contemporary challenges in Mexico City <b>and</b> an initiative to improve sustainability.</p> <p>There are clear and explicit attempts to make appropriate synoptic links between content from different parts of the course of study.</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 3 (7-9 marks)</b></p> <p>An answer at this level demonstrates a <b>thorough</b> understanding of the contemporary challenges in LIDC/EDC cities (AO2). There will be a <b>thorough</b> evaluation of the physical factors causing these challenges (AO3). There will be a <b>thorough</b> analysis of how Mexico City could become more sustainable (AO3) in order to provide a <b>thorough</b> judgement to suggest one initiative to support the development of long term sustainability (AO3).</p> | 12   | <p>Issues should be taken from the Resource Booklet and must apply to Mexico City; influencing factors will be interpreted from the Resource Booklet and from applied understanding.</p> <p>These could include:</p> <ul style="list-style-type: none"> <li>• Some contemporary challenges are the result of physical factors e.g. climate, relief, hazards</li> <li>• Some contemporary challenges are the result of human factors e.g. population growth, increased demand for water, water management, informal settlements.</li> <li>• Some may be influenced by both physical and human factors e.g. water supply, climate change</li> </ul> <p>To support marking, examiners are looking for three aspects of the candidates response to this question:</p> <ul style="list-style-type: none"> <li>• The development of statements describing the challenges faced by residents in Mexico City.</li> <li>• The development of statements <b>evaluating</b> the physical and / or human factors causing these challenges.</li> <li>• The development of statements describing and analysing the sustainability of <b>an initiative</b> that Mexico City could use to combat a challenge in the long term.</li> </ul> <p>Candidates responses should be marked holistically however;</p> <p>For level 2, there may be developed ideas about one part of the question and simple ideas about the others.</p> <p>For level 3, there may be well developed ideas about one part of the question and developed ideas about the others.</p> |

J384/03

Mark Scheme


June 2023

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|  |  | <p>This will be shown by including <b>well-developed</b> ideas about <b>either</b> the contemporary challenges in Mexico City <b>or</b> an initiative to improve sustainability and <b>developed</b> ideas about the other question focus (contemporary challenges or sustainability)</p> <p>There are clear attempts to make synoptic links between content from different parts of the course of study but these are not always appropriate.</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> <p><b>Level 2 (4-6 marks)</b><br/>An answer at this level demonstrates a <b>reasonable</b> understanding of the contemporary challenges in LIDC/EDC-cities (AO2). There will be a <b>reasonable</b> evaluation of the physical factors causing these challenges (AO3). There will be a <b>reasonable</b> analysis of how Mexico City could become more sustainable (AO3) in order to provide a <b>reasonable</b> judgement to suggest one initiative to support the development of long term sustainability (AO3).</p> <p>This will be shown by including <b>developed</b> ideas about <b>either</b> the contemporary challenges in Mexico City <b>or</b> an initiative to improve sustainability and <b>basic</b> ideas about the other question focus (contemporary challenges or sustainability)</p> <p>There are limited attempts to make synoptic links between content from different parts of the course of study.</p> | <p>For level 4, there may be well-developed ideas for all parts of the question.</p> <p><b>Example of well developed point:</b><br/>Human factors such as 4 million people living in Neza-Chalco-Itza with only basic amenities create the biggest challenge for Mexico City. Increasing demand for clean water from the rapidly increasing population combined with the 40% loss of clean water from poorly maintained pipes in the city results in many people struggling to have any access to clean water. This results in diseases from drinking contaminated water, putting increased pressure on a limited healthcare service.</p> <p><b>Example of developed point:</b><br/>There are water supply issues in Mexico City resulting mainly from human factors such as the rapidly increasing population as people migrate to the capital, 20% of the country's population live in Mexico city.</p> <p><b>Example of simple point:</b><br/>There are water supply issues in Mexico City resulting mainly from factors such as the increase in demand from the population.</p> |
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J384/03

Mark Scheme

June 2023

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|  |   | <p>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p> <p><b>Level 1 (1-3 marks)</b><br/> An answer at this level demonstrates a <b>basic</b> understanding of the contemporary challenges in LIDC/EDC cities (AO2). There will be a <b>basic</b> evaluation of the physical factors causing these challenges (AO3). There will be a <b>basic</b> analysis of how Mexico City could become more sustainable (AO3) in order to provide a <b>basic</b> judgement to suggest one initiative to support the development of long term sustainability (AO3).</p> <p>This will be shown by including <b>basic</b> ideas about <b>either</b> the contemporary challenges in Mexico City <b>or</b> an initiative to improve sustainability.</p> <p>There are no synoptic links between content from different parts of the course of study.</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>Example of a basic point:</b><br/> Supplying water to people is an issue.</p> |
|  |  | <p>Spelling, punctuation and grammar and the use of specialist terminology (SPaG) are assessed using the separate marking grid in Appendix 1.</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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