



GCSE (9–1)

Geography B (Geography for Enquiring Minds)

J384/03: Geographical exploration

General Certificate of Secondary Education

Mark Scheme for Autumn 2021

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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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1. 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 |
|  | Correct response |
|  | Incorrect response |
|  | Level 1 |
|  | Level 2 |
|  | Level 3 |
|  | Level 4 |
|  | Development |
|  | 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.

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. |

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| Question | | Answer | Mark | Guidance |
|----------|-----|--|---|---|
| 1 | (a) | Vanuatu is located: In Oceania/Australasia/ Australia (continent) (✓) North / North East of Australia (✓) North of New Zealand (✓) Between the Equator and the tropic of Capricorn (✓) North of the Tropic of Capricorn (✓) South of the Equator (✓) | 3 | 3 x 1 (✓) for valid location points Answers should be related to compass points |
| | (b) | (i) | 160m (✓) | 1 (✓) Only accept 160m |
| | | (ii) | Gradient reduction – 150m Distance – 2000m / 2km <u>150</u> 2000 (✓) 7.5% (✓) 0.075 (✓) 1km:75m (✓) | 2 (✓) 1 mark can be awarded if gradient reduction and distance are both correctly identified for the working out Gradient can be expressed in any form |
| | (c) | (i) | \$41600 (✓) | 1 (✓) |
| | | (ii) | 100% (✓) | 1 1 x 1 (✓) for correct answer |

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| | <p>(iii) Level 3 (5-6 marks) An answer at this level demonstrates thorough understanding of the characteristics of an LIDC (AO2) and thorough interpretation of the information provided to explain how Vanuatu is typical of an LIDC (AO3).</p> <p>This will be shown by including well-developed ideas about the typical development indicators associated with LIDCs and the ways in which Vanuatu fits this description.</p> <p>Level 2 (3-4 marks) An answer at this level demonstrates reasonable understanding of the characteristics of an LIDC (AO2) and reasonable interpretation of the information provided to explain how Vanuatu is typical of an LIDC (AO3).</p> <p>This will be shown by including developed ideas about the typical development indicators associated with LIDCs and the ways in which Vanuatu fits this description.</p> <p>Level 1 (1-2 marks) An answer at this level demonstrates basic understanding of the characteristics of an LIDC (AO2) and basic interpretation of the information provided to explain how Vanuatu is typical of an LIDC (AO3).</p> <p>This will be shown by including simple ideas about the typical development indicators associated with LIDCs and the ways in which Vanuatu fits this description.</p> <p>0 marks No response worthy of credit.</p> | 6 | <p>Indicative Content The resource has several areas that candidates may choose to write about – some of which are typical and some are not. Expect some balance in the answers for L3.</p> <p>Typical of LIDC: Low GDP, high birth rate, lower literacy rate, higher infant mortality</p> <p>Not typical of LIDC: Low death rate, higher life expectancy</p> <p>Example of well-developed ideas One way in which Vanuatu is typical of an LIDC is that the GDP is only \$2700 compared to \$44 300 per capita in the UK showing that Vanuatu has a much lower value of goods and services. This means that there is a small amount of industry making money for the country.</p> <p>Example of developed ideas The GDP of Vanuatu is very low which is typical of an LIDC. It is only \$2700 compared to \$44 300 per capita in the UK.</p> <p>Example of simple ideas The GDP of Vanuatu is very low which is typical of an LIDC.</p> |
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| Question | | | Answer | Mark | Guidance |
|----------|-----|------|--|------|---|
| 2 | (a) | (i) | Changes in global temperature / climate (✓) Over a long period of time (✓) Over at least 30 years (✓) | 2 | (✓) One mark for reference to a global change One mark for reference to long term change |
| | | (ii) | Cyclone (✓) Drought (✓) El Nino (✓) Temperature rise / global warming (✓) | 2 | (✓) |
| | (b) | (i) | 50% (✓) | 1 | (✓) Accept 40-60% |
| | | (ii) | Market place/businesses flooded (✓) Which could lead to a loss of income (DEV) Which could mean people have no job (DEV) Tourists would not visit (holiday apartments) (✓) So there would be less income (DEV) So people will not spend money in the tourist areas (DEV) Fishing industry destroyed (✓) So traditional employment reduced (DEV) Because there are not enough people to fish for(DEV) Because the warmer seas have killed fish (DEV) Passenger Ferry Service stopped (✓) Because less people would live there (DEV) Which means people would not have an easy way to leave the island (DEV) | 3 | 1 x 1 (✓) for economic impact identified from Fig. 5 2 x 1 (DEV) for explanation as to why there would be an economic impact |

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| | (c) | <p>Level 4 (10–12 marks) An answer at this level demonstrates a comprehensive understanding of responses to climate change and development (AO2). There will be a thorough interpretation of the information provided to (AO3) and a thorough evaluation of the reasons why the level of development of Vanuatu would impact the responses to Climate Change (AO3).</p> <p>This will be shown by including well-developed ideas about responses to climate change and the reasons why the level of development would impact this response.</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>Level 3 (7–9 marks) An answer at this level demonstrates a thorough understanding of responses to climate change and development (AO2). There will be a reasonable interpretation of the information provided to (AO3) and a reasonable evaluation of the reasons why the level of development of Vanuatu would impact the responses to Climate Change (AO3).</p> <p>This will be shown by including well-developed ideas either about responses to climate change or the reasons why the level of development would impact this response and developed ideas about the other question focus (climate change or development)</p> | 12 | <p>Indicative Content There needs to be specific mention of responses to climate change and specific reference to the level of development in Vanuatu.</p> <p>Specific responses could be to build sea defences, evacuate people, move further inland.</p> <p>Specific reference to development is likely to stem from the low GDP.</p> <p>Synoptic links between the two elements need to be clearly demonstrated for L3 and L4.</p> <p>Example of well-developed ideas One response to climate change could be to build more effective sea defences such as higher sea walls that may be able to withstand a rise in sea level. This would be very expensive as the threat is very high so would be very difficult for Vanuatu to complete with a GDP of \$2700 therefore the cost-benefit analysis would probably not be viable.</p> <p>Example of developed ideas One response to climate change could be to build more effective sea defences that may be able to withstand a rise in sea level. This would be difficult for Vanuatu as there is a low GDP and therefore not as much money to complete this.</p> <p>Example of simple ideas One response to climate change could be to build sea walls but Vanuatu have no money to do this.</p> |
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| | | <p>There are clear attempts to make appropriate synoptic links between content from different parts of the course of study.</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>Level 2 (4–6 marks) An answer at this level demonstrates a reasonable understanding of responses to climate change and development (AO2). There will be a basic interpretation of the information provided to (AO3) and a basic evaluation of the reasons why the level of development of Vanuatu would impact the responses to Climate Change (AO3).</p> <p>This will be shown by including developed ideas either about responses to climate change or the reasons why the level of development would impact this response and simple ideas about the other question focus (climate change or development)</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>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p> <p>Level 1 (1–3 marks) An answer at this level demonstrates a basic understanding of responses to climate change and development (AO2). There will be a basic or no interpretation of the information provided to (AO3) and a basic or no evaluation of the reasons why the level</p> | | |
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| | | <p>of development of Vanuatu would impact the responses to Climate Change (AO3).</p> <p>This will be shown by including basic ideas either about responses to climate change or the reasons why the level of development would impact this response.</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>0 marks No response worthy of credit.</p> | | |
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| Question | | Answer | Mark | Guidance |
|----------|-----|--|------|---|
| 3 | (a) | <p>Warm ocean water creates rapid evaporation (✓) Coriolis Effect / Spin of earth creates spiralling winds (✓) More evaporation increases amount of precipitation (✓) High levels of rainfall causes flooding (✓) Cold air sinks in the centre of the tropical storm creating eye (✓) Eye Wall most destructive winds (✓)</p> <p>Tropical storms cause torrential / high levels of rain (✓) which can cause inland flooding (✓).</p> <p>Another consequence is strong wind (✓) which can cause a storm surge (✓).</p> | 3 | <p>3 x 1 (✓) for explanation points of how tropical storms cause extreme weather conditions</p> <p>Candidate responses could focus on either how the formation of a tropical storm causes extreme weather conditions (explains formation of eye wall where most destructive winds are) or how tropical storms cause extreme weather conditions (torrential rain, strong winds, etc).</p> <p>No credit given for the impact of tropical storms</p> |
| | (b) | (i) | 1 | (✓) |
| | | (ii) | 1 | (✓) |

| Question | | Answer | Mark | Guidance |
|----------|-----|---|------|--|
| 3 | (c) | <p>Level 3 – (5-6 marks) An answer at this level demonstrates a thorough understanding of the global impacts of climate change (AO2) and a thorough analysis of the effects that this has had on Vanuatu (AO3).</p> <p>This will be shown by including well-developed ideas about global impacts of climate change and the effects that this has had on Vanuatu.</p> <p>Level 2 – (3-4 marks) An answer at this level demonstrates a reasonable understanding of the global impacts of climate change (AO2) and a reasonable analysis of the effects that this has had on Vanuatu (AO3).</p> <p>This will be shown by including developed ideas about global impacts of climate change and the effects that this has had on Vanuatu.</p> <p>Level 1 – (1-2 marks) An answer at this level demonstrates a basic understanding of the global impacts of climate change (AO2) and a basic analysis of the effects that this has had on Vanuatu (AO3).</p> <p>This will be shown by including simple ideas about global impacts of climate change and the effects that this has had on Vanuatu.</p> <p>0 marks No response worthy of credit.</p> | 6 | <p>Indicative content The answers to this question should refer to the global impacts of climate change suggested in Fig.8 and credit can still be given for using their own understanding.</p> <p>The ideas from Fig.8 are likely to include:</p> <ul style="list-style-type: none"> • Increased CO2 levels due to fossil fuels • Economic Impact of Climate Change • Damage from tropical storms or sea level rise <p>Example of well-developed ideas: Vanuatu may have negative economic impacts because the foreign minister believes that the consequences have deprived Vanuatu of investment as they will need to pay for the damage caused by sea level rise.</p> <p>Example of developed ideas: Vanuatu may have negative economic impacts because they do not have enough money to fix the damage of sea level rise.</p> <p>Example of simple ideas: Vanuatu may have been affected because there is no money being spent in the country.</p> |


| Question | Answer | Mark | Guidance |
|----------|--|------|---|
| 4 | <p>Level 4 (10-12 marks) An answer at this level demonstrates a comprehensive understanding of the concept of development (AO2) with a comprehensive evaluation whether environmental problems are the most significant reason for Vanuatu's current level of development (AO3). There will be a comprehensive analysis of how aid strategies could help Vanuatu (AO3) in order to provide a comprehensive judgement to outline one way in which Vanuatu may be helped through aid (AO3).</p> <p>This will be shown by including well-developed ideas about the reasons for the level of development in Vanuatu and the way in which aid could be used as a response.</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>Level 3 (7-9 marks) An answer at this level demonstrates a thorough understanding of the concept of development (AO2) with a thorough evaluation whether environmental problems are the most significant reason for Vanuatu's current level of development (AO3). There will be a thorough analysis of how aid strategies could help Vanuatu (AO3) in order to provide a thorough</p> | 12 | <p>Indicative Content The content can be drawn from any resource and should refer to reasons why Vanuatu's level of development is and is not impacted by its environment.</p> <p>As no specific aid strategies have been used within the resource booklet, any viable suggestion that would help would be accepted.</p> <p>Consider the following three questions when identifying a level:</p> <ul style="list-style-type: none"> - Has the candidate used the resources and developed their understanding of the environmental problems affecting development? - Has the candidate developed their ideas on one aid strategy for Vanuatu? - Has the candidate developed their evaluation of the significance of environmental impacts? <p>Examples of well-developed ideas Vanuatu's small population of 288 000 could be one reason for its low level of development because this means that there are less people available to work and therefore less people earning money and paying taxes into the economy. This could then lead to a lower standard of public services.</p> <p>Examples of developed ideas Vanuatu's smaller population may lead to a lower GDP because there are less people to work and earn money.</p> |

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| | | <p>judgement to outline one way in which Vanuatu may be helped through aid (AO3).</p> <p>This will be shown by including well-developed ideas about either the reasons for the level of development in Vanuatu or the way in which aid could be used as a response and developed ideas about the other question focus (reasons for development status or aid strategy).</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>Level 2 (4-6 marks) An answer at this level demonstrates a reasonable understanding of the concept of development (AO2) with a reasonable evaluation whether environmental problems are the most significant reason for Vanuatu's current level of development (AO3). There will be a reasonable analysis of how aid strategies could help Vanuatu (AO3) in order to provide a reasonable judgement to outline one way in which Vanuatu may be helped through aid (AO3).</p> <p>This will be shown by including developed ideas about either the reasons for the level of development in Vanuatu or the way in which aid could be used as a response and simple ideas about the other question focus (reasons for development status or aid strategy).</p> | <p>Examples of simple ideas Vanuatu has a small population which may lead to a low GDP</p> |
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| | | <p>There are limited attempts to make synoptic links between content from different parts of the course of study.</p> <p>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p> <p>Level 1 (1-3 marks) An answer at this level demonstrates a basic understanding of the concept of development (AO2) with a basic evaluation whether environmental problems are the most significant reason for Vanuatu's current level of development (AO3). There will be a basic analysis of how aid strategies could help Vanuatu (AO3) in order to provide a basic judgement to outline one way in which Vanuatu may be helped through aid (AO3).</p> <p>This will be shown by including simple ideas about the reasons for the level of development in Vanuatu and/or the way in which aid could be used as a response.</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>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

| |
|---|
| <i>High performance 3 marks</i> |
| <ul style="list-style-type: none"> • 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> |
| <ul style="list-style-type: none"> • 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> |
| <ul style="list-style-type: none"> • 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> |
| <ul style="list-style-type: none"> • 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 |

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