

GCSE

Geography B Geography for Enquiring Minds

J384/02: People and society

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**

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 component. 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 **required number** of 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% deadlines. If you experience problems, you must contact your Team Leader without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM assessor messaging system, or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

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

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate). *When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.*

Contradictory Responses

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

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

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

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

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

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional

judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.

7. Award No Response (NR) if:

- there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

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 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 |

11. Annotations

| Annotation | Meaning |
|------------|--|
| ✓ | Tick |
| ? | Unclear |
| ✗ | Cross |
| ▲ | Omission mark |
| L1 | Level 1 |
| L2 | Level 2 |
| L3 | Level 3 |
| DEV | Development |
| PLC | Relevant place detail |
| BOD | Benefit of doubt |
| IRRL | Significant amount of material which doesn't answer the question |
| ~~~~~ | Vertical wavy line |
| C | Communicate findings |
| BP | Blank page |
| SEEN | 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.

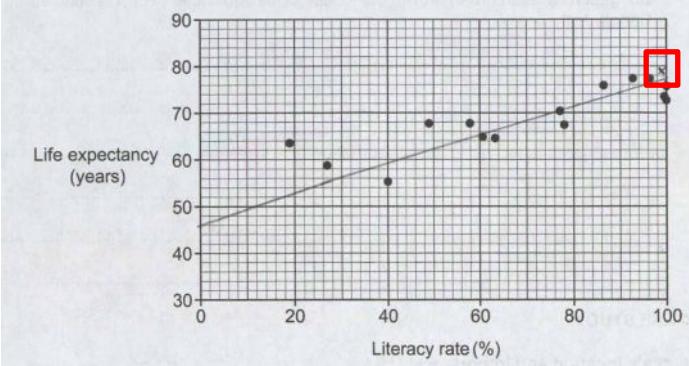
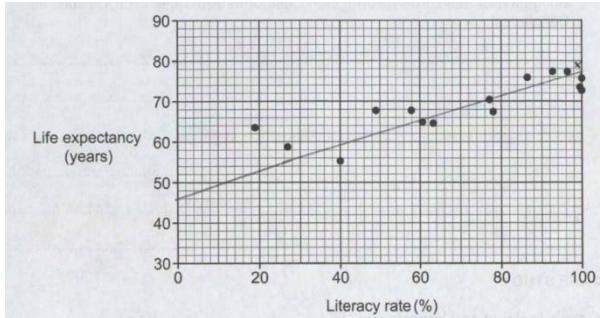
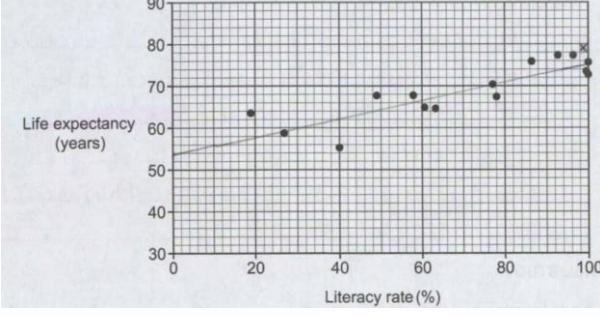
Be prepared to use the full range of marks. Do not reserve (e.g.) highest level marks 'in case' something turns up of a quality you have not yet seen. If an answer gives clear evidence of the qualities described in the level descriptors, reward appropriately.

| | AO1 | AO2 | AO3 |
|-------------------|---|---|---|
| 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) | B: An increase in the proportion of people living in towns and cities (✓). | 1 | (✓) |
| | (b) | (i) Proportional symbols (✓) Bar chart (✓) | 1 | 1 x 1 (✓) for any valid suggestion Do not credit: Line graph Choropleth map Pie chart Histogram On a map |
| | (ii) | = 28% (✓) $32869 - 25582 = 7287$ (DEV) $7287/25582 = 0.28$ (DEV) 0.28×100 (DEV) <u>$32869 - 25582$</u> (DEV) 25582 | 2 | 1 x 1 (✓) for correct answer Allow 28.5 % (✓) 28.48 % (✓) 28.485 % (✓) 1 x 1 (DEV) for correct working out. The answer on the line takes precedence over other answers. Mark can be awarded for working out even if the answer is wrong. |
| | (iii) | Cities become overpopulated (✓). Shanty towns are built quickly (✓). There are too few schools to educate the children(✓). Cities become overcrowded (✓). Jobs are difficult to get (✓), so people work in the informal sector (DEV). People live in self built housing (✓) as they cannot afford to buy a house (DEV). Houses are crammed together so diseases spread easily (DEV). | 3 | 3 x 1 (✓) for valid suggestions about how rapid urban growth can cause consequences in LIDCs. Development awarded with (DEV) for further explanation of a valid suggestion. No credit for stating generic terms such as resources, products, pollution, quality of life, standard of living without further clarification. |

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| | | People can suffer with diseases (✓) because they have poor sanitation (DEV) and cannot afford to visit a doctor (DEV). | | |
| (c) | | <p>Case study: A city's location and importance</p> <p>Level 3 (5–6 marks) An answer at this level demonstrates a thorough knowledge of the city's importance within its region, the country, and the wider world (AO1) with a thorough evaluation of the importance (AO3).</p> <p>This will be shown by including well-developed ideas about the importance of the city within its region, the country and the wider world.</p> <p>The answer must also include place-specific detail about the opportunities that this provides. Amount of relevant place-specific detail determines credit within level.</p> <p>Level 2 (3–4 marks) An answer at this level demonstrates a reasonable knowledge of the city's importance within its region, the country, and the wider world (AO1) with a reasonable evaluation of the importance (AO3).</p> <p>This will be shown by including developed ideas about the importance of the city within its region, the country and the wider world.</p> <p>Developed ideas but no place-specific detail credited up to bottom of level.</p> <p>Level 1 (1–2 marks) An answer at this level demonstrates a basic knowledge of the city's importance within its region and/</p> | 6 | <p>Case study will be marked using 3 levels.</p> <p>Indicative content Responses will depend on candidate's area of study. The importance of the city could relate to ideas such as trade, industry, jobs, migration, travel.</p> <p>Examples of well-developed ideas: Lagos is Nigeria's centre of business and commerce, it is the main financial centre for the whole of West Africa with 80% of flights to West Africa going into Murtala Muhammed International airport in Lagos. The city has been the venue for major international sporting events such as the African Cup of Nations football tournament. Around 80% of Nigeria's industry is based in Lagos, and the city generates about 30% of Nigeria's GDP. Nigeria's main TV and radio stations are based in Lagos. 10% of Nigeria's population live in Lagos and it provides jobs, schools and hospitals for those living in the region.</p> <p>Examples of developed ideas: Lagos has been the venue for international sporting events such as the African Cup of Nations football tournament. Most of Nigeria's industries are based in Lagos, and the city generates about a third of Nigeria's income.</p> <p>Examples of simple ideas: Lagos provides jobs, schools and hospitals for those people who live there.</p> <p>L2 (3) maximum for an AC city or LIDC or EDC.</p> |

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| | | <p>or the country, and/or the wider world (AO1) with a basic evaluation of the importance inferred (AO3).</p> <p>This will be shown by including simple ideas about the importance of the city within its region and/or the country and/or the wider world. This may include an accurate description of the city.</p> <p>Named example only receives no place specific detail credit.</p> <p>0 marks No response worthy of credit.</p> | | Highlight region, country and wider world examples. |
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| Question | | | Answer | Mark | Guidance |
|----------|-----|------|---|------|--|
| 2 | (a) | (i) |  | 1 | <p>1 x 1 (✓) for the correct plot</p> <p>Accept plot with a dot or cross.</p> |
| | | (ii) |   | 1 | <p>1 x 1 (✓) for correct, ruled line of best fit location</p> <p>The best fit line should have a similar number of plots above and below the line and should reflect the overall distribution over the points. There are a number of correct placements for this line.</p> <p>It must have a positive correlation.</p> <p>It must not go through the origin.</p> |

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| | | (iii) | C: There is a positive correlation (✓). | 1 | (✓) |
| | (b) | | If countries are in debt then they will need to pay back the money that they owe (✓). They therefore cannot spend money on education or health care (DEV). Countries have to spend their income paying back the debt (✓) and therefore do not have enough money to spend on infrastructure (DEV). | 2 | 1 x 1 (✓) for identifying that finance will be needed to repay the debt. 1 x 1 (DEV) for explaining how this hinders the country's development. Credit for impacting the rate of development. |
| | (c)* | | <p>Case Study – LIDC development</p> <p>Level 3 (6–8 marks) An answer at this level demonstrates thorough knowledge of the global connections of the LIDC (AO1). There will be a thorough analysis of the global connections have influenced its development (AO3) with a reasonable judgement of the extent to which the global connections influenced its development (AO3).</p> <p>This will be shown by including well-developed ideas about the global connections of the LIDC and how they have influenced its development.</p> <p>The answer must also include place-specific detail about the LIDC. Amount of relevant place-specific detail determines credit within level.</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 2 (3–5 marks) An answer at this level demonstrates reasonable knowledge of the global connections of the LIDC (AO1). There will be a reasonable analysis of the global connections have influenced its development (AO3)</p> | 8 | <p>Case study will be marked using 3 levels.</p> <p>Indicative content Ideas will depend on the country chosen but may focus on trade, TNCs, investment, aid, tourism.</p> <p>Example of well-developed ideas: Zambia relies on copper for 70% of its exports. As China is a huge consumer of copper, 500 companies have invested in mining and manufacturing in Zambia. The China Non-Ferrous Company bought the Chambishi copper mine and has spent money improving it. Chinese investment has been successful in helping Zambia to develop further through the funding of the road, rail and telecommunications infrastructure.</p> <p>Example of developed ideas: 70% of Zambia's exports are copper. As China is a big consumer of copper, they have invested money in mines and have taught Zambian people improved mining and manufacturing techniques which has played a significant part in helping Zambia to develop.</p> |

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| | | <p>with a basic judgement of the extent to which the global connections influenced its development (AO3).</p> <p>This will be shown by including developed ideas about the global connections of the LIDC and how they have influenced its development.</p> <p>Developed ideas but no place-specific detail credited up to middle of level.</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 1 (1–2 marks) An answer at this level demonstrates basic knowledge of the global connections of the LIDC (AO1). There will be a basic analysis of the global connections have influenced its development (AO3) with a basic judgement of the extent to which the global connections influenced its development (AO3).</p> <p>This will be shown by including simple ideas about the global connections of the LIDC and how they have influenced its development.</p> <p>Named example only receives no place specific detail credit.</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> | | <p>Example of simple ideas: Other countries buy products from Zambia. This creates jobs for people who live there.</p> <p>L2 (3) max for AC or EDC</p> <p>Highlight the global connection.</p> |
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| Question | | | Answer | Mark | Guidance |
|----------|-----|------|---|------|---|
| 3 | (a) | (i) | A: Areas with the highest population density are around cities. | 1 | (✓) |
| | | (ii) | Label cities on the map (✓). Add a scale (✓). Adjust the key so that there is no overlap with the figures (✓). Make the data intervals on the key the same (✓). Use colour (✓). | 1 | 1 x 1 (✓) for appropriate suggestion of how the data presentation technique could be improved. |
| | (b) | (i) | $= 9.2$ (✓) $2.7 + 2.2 + 1.8 + 1.3 + 1.2$ (DEV) $(2.6 - 2.8) + (2.1 - 2.3) + (1.7 - 1.9) + (1.2 - 1.4) + (1.1 - 1.3)$ (DEV) | 2 | 1 x 1 (✓) for correct answer (accept range of 8.7 to 9.7) 1 x 1 (DEV) for correct working out. Credit for candidates writing full number e.g. 9,200,000 |
| | | (ii) | Older people are more likely to get ill (✓) and therefore need overnight stays in hospital (DEV) and this is costly to the NHS (DEV). Older people often stay in employment after the retirement age (✓). Those who are retired often volunteer in the community (✓). Older people spend a lot of money on leisure activities (✓). Many older people are looked after by their middle-aged children (✓) as there are insufficient care homes available (DEV). This reduces the workforce (DEV). | 3 | 3 x 1 (✓) for valid explanations of the effects on the UK of having an ageing population. Development awarded with (DEV) for further explanation of a valid suggestion. No credit for stating generic terms such as resources, products, quality of life, standard of living without further clarification. No credit for 'older people don't pay tax', 'more/less people working', 'the death rate increases/ birth rate decreases/ life expectancy increases'. |

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| (c) | <p>Level 3 (5-6 marks) An answer at this level demonstrates thorough knowledge of the economic changes on the UK since 2001 (AO1) and a thorough understanding of the impact this has had on the job market (AO2). This will be shown by including well-developed ideas about economic changes and their impact on the job market.</p> <p>Level 2 (3-4 marks) An answer at this level demonstrates reasonable knowledge of the economic changes in the UK since 2001 (AO1) and a reasonable understanding of the impact this has had on the job market (AO2). This will be shown by including developed ideas about economic changes and their impact on the job market.</p> <p>Level 1 (1-2 marks) An answer at this level demonstrates basic knowledge of the economic changes in the UK since 2001 (AO1) and a basic understanding of the impact this has had on the job market (AO2). This will be shown by including simple ideas about economic changes and their impact on the job market.</p> <p>0 marks No response worthy of credit.</p> | 6 | <p>Indicative content Accept responses on changes in political priorities, changing employment sectors and working hours. Candidates may refer to changes during the Covid pandemic including furlough scheme, working from home, closure of the hospitality sector etc. Introduction of zero hours contracts, minimum wage or the impact of BREXIT.</p> <p>Example of a well-developed idea There was a recession in 2008 which meant that thousands of people lost their jobs. Unemployment rose from 1.6million in 2008 to 2.7million by 2011. The government offered tax incentives to encourage people to continue investing in their own businesses. Some people took on zero-hour contracts for companies, but this is risky as people are not guaranteed hours so do not have a stable income.</p> <p>Example of a developed idea There was a recession in 2008 which meant that thousands of people lost their jobs. Some people took on zero-hour contracts in order to get a job, but this means that their pay is not as reliable.</p> <p>Example of a simple idea There was a recession in 2008 which meant that people lost their jobs.</p> <p>Highlight the change in the job market.</p> <p>No credit for simply stating 'more/ less jobs available'</p> |
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| Question | | | Answer | Mark | Guidance |
|----------|-----|------|---|------|--|
| 4 | (a) | (i) | A: When all people, at all times, have access to sufficient, safe and nutritious food (✓). | 1 | (✓) |
| | | (ii) | <p>Climate change (✓) may influence food security as it can lead to droughts (DEV) and this can make it harder for farmers to grow their crops (DEV).</p> <p>War and conflict (✓) may influence food security as people may be forced to flee their land (DEV) and this means that farmers are not there to harvest their crops (DEV).</p> <p>Poverty (✓) may influence food security as people cannot afford to feed their children (DEV). This may result in families using food banks (DEV).</p> <p>Mechanisation (✓) may increase food security by increasing the efficiency of harvesting (DEV) and allowing a greater yield off the land (DEV).</p> <p>International charity work (✓) may influence food security as people donate to charities such as CAFOD (DEV), who fund feeding centres in LIDCs to ensure consistent access to food.</p> | 3 | <p>1 x 1 (✓) for stating a valid human factor.</p> <p>2 x 1 (DEV) for explanation of how the human factor can influence food security.</p> <p>No credit for more food/ less food without development.</p> <p>No credit for physical factors.</p> |
| | (b) | (i) | <p>Percentages (✓)</p> <p>Year (✓)</p> <p>Different categories / more specific categories (✓)</p> <p>Cost (✓)</p> <p>Wastage linked to location in the UK (✓)</p> | 2 | <p>2 x 1 (✓) for valid suggestions for pieces of extra information that could be added to Fig. 4</p> <p>No credit for</p> <p>Colour</p> <p>Weight / mass / how much</p> |

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| | | (ii) | <p>It could make people more aware of how much food is wasted (✓). Show people / make people realise how much food is wasted (✓). It might make people change their shopping / eating habits (✓).</p> | 1 | <p>1 x 1 (✓) for an appropriate suggestion of how information like this could encourage people to be ethical consumers.</p> |
| | (c) | | <p>Level 3 (5–6 marks) An answer at this level demonstrates thorough knowledge of food production methods (AO1) and a thorough analysis of changes in food production methods can lead to food production being more sustainable (AO3). This will be shown by including well-developed ideas about food production and how changes to led have led to more sustainable methods.</p> <p>Level 2 (3–4 marks) An answer at this level demonstrates reasonable knowledge of food production methods (AO1) and a reasonable analysis of changes in food production methods can lead to food production being more sustainable (AO3). This will be shown by including developed ideas about food production and how changes to led have led to more sustainable methods.</p> <p>Level 1 (1–2 marks) An answer at this level demonstrates basic knowledge of food production methods (AO1) and a basic analysis of changes in food production methods can lead to food production being more sustainable (AO3).</p> | 6 | <p>Indicative content</p> <p>Accept responses on ideas such as organic farming, hydroponics, permaculture, urban gardens / allotments, GM crops, intensive farming and green revolution.</p> <p>Example of a well-developed idea Organic farming is environmentally sustainable as it is better for the environment as no pesticides are used on crops, so a greater variety of insects remain. It is more environmentally sustainable because animals are not given antibiotics unnecessarily and animals are given more room to roam which is better for their welfare. However, as it is more expensive to farm organically, it may not be economically sustainable.</p> <p>Example of a developed idea Organic farming is more environmentally sustainable than intensive farming because no pesticides are used on crops, so a greater variety of insects remain.</p> <p>Example of a simple idea Organic farming is sustainable because it is better for the environment.</p> <p>Credit given for negative impacts on sustainability.</p> <p>Highlight the food production method.</p> <p>No credit for Fairtrade / ethical consumerism.</p> |

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| | | <p>This will be shown by including simple ideas about food production and how changes to led have led to more sustainable methods.</p> <p>0 marks No response worthy of credit.</p> | | |
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| Question | | Answer | Mark | Guidance |
|----------|-----|--|------|--|
| 5 | (a) | <p>(i) North arrow / compass direction (✓) Scale (✓) Key (✓) Name the location / improve the title (✓) Naming the roads (✓) How many houses are in the row (✓)</p> <p>Addition of a relevant named feature e.g. Trees (✓) Bus stops (✓)</p> | 2 | <p>2 x 1 (✓) for valid suggestions as to how to improve the sketch map.</p> <p>No credit for: Colour Data</p> |
| | | (ii) D: Traffic count (✓) | 1 | (✓) |
| | | <p>(iii) This would allow students to get an indication of the noise pollution (✓).</p> <p>The students would be able to get an indication of the level of air pollution (✓).</p> <p>It would show how busy / congested the area is / more vehicles on the road (✓).</p> | 2 | <p>2 x 1 (✓) for valid reasons why this would be a suitable method of data collection.</p> <p>Candidate must refer to specific type of pollution.</p> <p>Incorrect response to (a) (ii) does not preclude giving credit on (a) (iii).</p> |
| | (b) | I used a bar chart as it made my results clearer / more visual/ easy to understand (✓) and I could compare the results to each other (✓). | 2 | <p>2 x 1 (✓) for valid points justifying chosen presentation technique.</p> <p>Credit data tables.</p> |

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|------|--|---|---|--|
| | | <p>I drew a pictogram as it was more visually interesting / memorable (✓) and useful for representing a large amount of data (✓).</p> <p>I created a scattergraph as it is easy to spot anomalies (✓) and I could draw a line of best fit (✓).</p> <p>I annotated a photograph, this highlighted specific features I had observed (✓) and I was able to compare it to an old photograph of the area to see how it had changed (✓).</p> <p>A radial graph meant I could easily recognise patterns (✓) and analyse the range of results I had obtained (✓).</p> | | <p>Do not credit responses that do not specify which type of graph / chart is being justified.</p> <p>No credit for stating the technique, describing the technique, or describing the data presented. Credit why the technique was effective.</p> <p>No credit for 'it was easy to draw'.</p> <p>No credit for tally chart.</p> <p>Expect a wide range of data presentation techniques.</p> |
| (c)* | | <p>Level 3 (6–8 marks) The answer must include a thorough analysis of the methods used to collect the primary data (AO3) with a thorough evaluation of whether this enabled evidence conclusions to be reached (AO3).</p> <p>This will be shown by including well-developed ideas.</p> <p>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p>Level 2 (3–5 marks) The answer must include a reasonable analysis of the methods used to collect the primary data (AO3) with a reasonable evaluation of whether this enabled evidence conclusions to be reached (AO3).</p> <p>This will be shown by including developed ideas.</p> | 8 | <p>Example of well-developed ideas We asked people questionnaires to find out where they worked as this is one thing that would help us to work out whether Tadcaster is an economic hub. This gave us some evidence, but we also needed to find out other things, such as whether there were many new start-up businesses as this would also indicate that it is an economic hub. We only managed to ask 20 people our questionnaire and this is not enough to form strong conclusions as it is not statistically significant.</p> <p>Example of developed ideas We asked people questionnaires to find out where they worked as this is one thing that would help us to work out whether Tadcaster is an economic hub. This gave us some evidence, but we also needed to find out other things in order to draw an evidenced conclusion.</p> <p>Example of simple ideas</p> |

| | | | | |
|--|--|---|--|---|
| | | <p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p> <p>Level 1 (1–2 marks) The answer must include basic analysis of the methods used to collect the primary data (AO3) with basic evaluation of whether this enabled evidence conclusions to be reached (AO3).</p> <p>This will be shown by including simple ideas.</p> <p>The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</p> <p>0 marks No response worthy of credit.</p> | | <p>We asked questionnaires to find out where people worked, this gave us information for our conclusion.</p> <p>L1 (2) max if the candidate uses their physical geography fieldwork.</p> <p>Highlight primary data collection methods</p> |
| | |  <p>Spelling, punctuation and grammar and the use of specialist terminology (SPaG) are assessed using the separate marking grid in Appendix 1.</p> | | |

Appendix 1

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

| High performance 3 marks |
|--|
| <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 |
| Intermediate performance 2 marks |
| <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 |

| Threshold performance 1 mark |
|---|
| <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 |
| 0 marks |
| <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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