GCSE

Geography A Geographical Themes

J383/03: Geographical skills

General Certificate of Secondary Education

Mark Scheme for June 2022

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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.

MARKING INSTRUCTIONS

PREPARATION FOR MARKING

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM assessor Online Training*; *OCR Essential Guide to Marking*.

2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal http://www.rm.com/support/ca

3. Log-in to *RM assessor* and mark the **required number** of practice responses ("scripts") and the **number of required** standardisation responses.

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

MARKING

1. Mark strictly to the mark scheme.

2. Marks awarded must relate directly to the marking criteria.

3. The schedule of dates is very important. It is essential that you meet the *RM assessor* 50% and 100% deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.

4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the *RM assessor* messaging system, or by email.

5. **Crossed Out Responses**
    Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

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

    Multiple Choice Question Responses

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

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

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

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

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

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

7. Award No Response (NR) if:
   - there is nothing written in the answer space

   Award Zero '0' if:
   - anything is written in the answer space and is not worthy of credit (this includes text and symbols).

   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
✖	Cross
❓	Unclear
L1	Level 1
L2	Level 2
L3	Level 3
DEV	Development
PLC	Relevant place detail
C	Communicate findings
IRRL	Significant amount of material which doesn't answer the question
BOD	Benefit of doubt
∧	Omission mark
BP	Blank page
SEEN	Noted not 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.
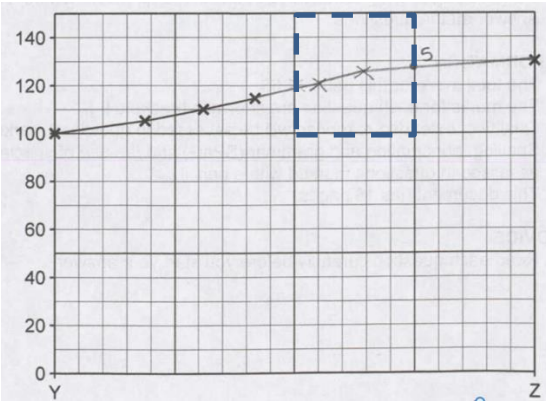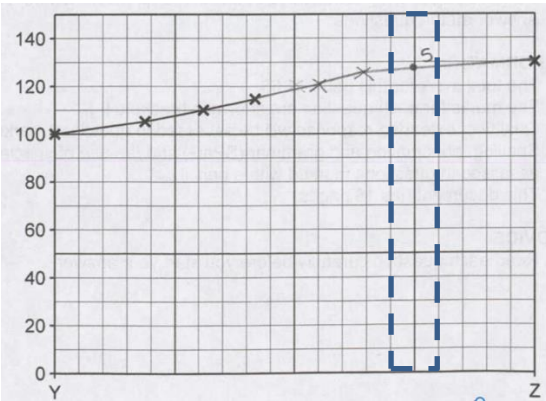
Highest mark: If clear evidence of all the qualities in the level descriptors is shown, the HIGHEST Mark should be awarded.

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.

Question			Answer	Mark	Guidance
1	**(a)**	**(i)**	North West / NW (✓)	1	1 x 1 (✓)
		(ii)	C: Longner Hall (✓)	1	1 x 1 (✓)
		(iii)	C: 3.3km (✓)	1	1 x 1 (✓)
	(b)	**(i)**		1	1 x 1 (✓) Line should be complete. Slope angle must change at 125m point to become gentler. Line must go through 120m and 125m points within third large square along, indicated by the dotted box.
		(ii)		1	1 x 1 (✓) 'S' should be marked in the area indicated by the dotted box. It does not need to be on / next to the cross-section line.
	(c)	**(i)**	South West / SW(✓)	1	1 x 1 (✓)

		(ii)	South of the A5 (✓) East of railway / trainline (✓) East of the A49 / Hereford Road (✓) East of Sharpstone Hill (✓) North East / East of Bayston Hill (✓) South of Shrewsbury (✓) 700m from Park and Ride (✓) 700m (✓) South East from Park and Ride (✓)	2	2 x 1 (✓) Accept any two accurate statements that locate the quarry in relation to another map feature, e.g. name of place/named road etc.
	(d)		Good transport links / close to roads / A5 / A49 / A5112 (✓), which provide good access to Shrewsbury (DEV). The village has several services / churches /a post office (✓) which will attract people to move here for the facilities (DEV) Surrounded by open countryside (✓) so people might move for the views / pleasant working environment (DEV) It is close to Shrewsbury (✓), so people can still commute to work (DEV)	4	2 x 1 (✓) for correct identification of a reason why people may want to live there 2 x 1 (DEV) for appropriate explanation of these reasons. Accept any reasonable explanation which is grounded in map evidence.
	(e)		**Level 3 (5–6 marks)** An answer at this level demonstrates a **thorough** understanding of the causes of UK environmental change (AO2). There is a **thorough** evaluation of whether housing has more impact than other causes of change (AO3). This will be shown by including **well-developed** ideas about the causes of UK environmental change There are clear and explicit attempts to make appropriate synoptic links between content from different parts of the course of study. **Level 2 (3–4 marks)** An answer at this level demonstrates a **reasonable** understanding of the causes of UK environmental change (AO2). There is a **reasonable** evaluation of whether	6	**Indicative Content** Candidates need to evaluate the causes of UK environmental change and assess how important housing developments have been to this change. Candidates are directed towards discussion of energy, farming and/or water supply as other components of change but other causes of environmental change can also be credited. Candidates should make use of the information provided as well as draw upon their own knowledge from the course of study. Housing developments must be mentioned somewhere in the answer. Examples of **well-developed** ideas: Whilst housing developments have had a big impact on the UK environment in recent years, I disagree that they are the main cause of change. Housing does lead to an increase in

housing has more impact than other causes of change (AO3).

There is a **reasonable** evaluation of whether housing has more impact than other causes of change (AO3).

This will be shown by including **developed** ideas about the causes of UK environmental change.

There are attempts to make synoptic links between content from different parts of the course of study but these are not always appropriate.

Level 1 (1–2 marks)
An answer at this level demonstrates a **basic** understanding of the causes of UK environmental change (AO2). There is a **basic** evaluation of whether housing has more impact than other causes of change (AO3).

This will be shown by including **simple** ideas.

There are no synoptic links between content from different parts of the course of study.

0 marks
No response worthy of credit

impermeable surfaces which can cause an increase in surface run-off and can lead to flooding, if built on greenfield sites it can also lead to the loss of some habitats and an increase in air pollution due to an associated increase in traffic congestion. However, I feel that the intensification of farming has led to the greatest change as the increase size of fields and hedgerow loss has seen the removal of numerous habitats, whilst the use of artificial fertilizers on fields has meant increased water pollution and eutrophication occurring in rivers and ponds.

Examples of **developed** ideas:

I disagree that housing is the main cause of environmental change. Changes to farming has led to the greatest change as more intensive agriculture has meant increase size of fields and the loss of hedgerows which means many species lose habitats, whilst the use of artificial fertilizers on fields has meant increased water pollution. Housing can increase flooding though, as it leads to more impermeable surfaces.

Examples of **basic** ideas:

I agree that housing is the main cause of environmental change. Housing is being built all over the countryside and can increase flooding as water goes straight to the river instead of sinking into fields.

2	(a)	(i)		2	2 x 1 (✓) Bar for February should be clearly on the 40mm line Bar for May should be halfway between lines for 50 and 60mm.
		(ii)	57mm (✓)	1	1 x 1 (✓) mm not required for credit.
		(iii)	669 / 12 = (✓) 55.75 (✓)	2	1 x 1 (✓) for correct method (even if values are wrong) 1 x 1 (✓) for correct answer to 2dp
	(b)		Rainfall is unevenly distributed throughout the year (✓) Each month of the year receives some rainfall (✓) Rainfall increases throughout the year/drops in February (✓) Rainfall is highest in Autumn/lowest in Spring/Summer has more rain than Spring (✓) Highest rainfall is in October (✓) Lowest rainfall is in February (✓)	4	2 x 1 (✓) for describing the pattern of rainfall 1 x 1 (DEV) for using rainfall data (in mm) from the graph (only one piece of data required) 1 x 1 (C) for communicating the answer in an appropriate and logical order
	(c)	(i)	There is housing close to the river (✓). They are likely to be affected if the river breaks its banks (DEV) The river looks quite wide (✓). It is likely to have more power when it overflows the banks (DEV) The land is fairly flat/ flood plain (✓). The water will spread out quickly if the river floods (DEV)	2	1 x 1 (✓) for identification of feature 1 x 1 (DEV) for appropriate point of explanation

			The water level is high / there is not a lot of space between the river and the bank (✓) so a small increase in discharge could cause flooding.		
		(ii)	Can lead to assumptions about a place based on one photograph (✓) Can be used to portray a positive/negative only viewpoint/photos may only show what people want us to see (✓) Only show a place at one moment in time (✓) A photograph may only show how things look from one angle (✓) Photographs can be staged/faked/manipulated to make it look like something is happening (✓)	2	2 x 1 (✓) for appropriate suggestions of why photographs can sometimes show bias

3	(a)		Delhi (✓)	1	1 x 1 (✓)
	(b)		C: Osaka (✓)	1	1 x 1 (✓)
	(c)		Delhi has a higher birth rate (✓) Tokyo went through industrialisation earlier / is more developed (✓) Delhi might be seeing more inward migration (✓), as people move from poorer rural areas in search of work (✓) Tokyo may have a lower birth rate (✓) because traditions / cultures which encourage less children (✓) which means that there is a natural decrease/lower natural increase in the city. (✓)	3	3 x 1 (✓) for valid reasons for the difference in the rate of urban change between Tokyo and Delhi Credit can be for three separate reasons or for development of one idea. Do not double credit opposite statements i.e. Delhi has a higher birth rate; Tokyo has a lower birth rate.
	(d)	(i)	Coastal location for ports / access to trade routes (✓) Places with a large amount of rural-urban migration (✓) Historically important world cities (✓)	1	1 x 1 (✓) for appropriate reason for pattern.
		(ii)	Less information included on one map / larger map / separate maps (✓) Different colours might be chosen for the size of cities (✓) The key for urban percentage/agglomerations should not overlap (✓) Have fewer categories of city size/only include cities of a larger size (✓)	2	2 x 1 (✓) for valid ways the presentation of the information might be improved.
	(e)		**Level 3 (6–8 marks)** An answer at this level demonstrates a **thorough** understanding of the challenges of cities worldwide (AO2). There is a **thorough** evaluation of whether the challenges faced by cities are the same in different global contexts with a **reasonable** judgement as to the extent to which the statement is agreed with (AO3).	8	**Indicative Content** Candidates need to evaluate the challenges faced by cities in different parts of the world (must refer to cities and not countries in general). There should be a judgement as to whether the challenges faced 'are the same all over the world'.

This will be shown by including well-developed ideas about the challenges of cities in different world locations.

There are clear and explicit attempts to make appropriate synoptic links between content from different parts of the course of study.

There is a well-developed line of reasoning which is logically structured. The information presented is relevant and substantiated.

Level 2 (3–5 marks)
An answer at this level demonstrates a **reasonable** understanding of the challenges of cities worldwide (AO2). There is a **reasonable** evaluation of whether the challenges faced by cities are the same in different global contexts with a **basic** judgement as to the extent to which the statement is agreed with (AO3).

This will be shown by including developed ideas about the challenges of cities worldwide

There are attempts to make synoptic links between content from different parts of the course of study but these are not always appropriate.

There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.

Level 1 (1–2 marks)
An answer at this level demonstrates a **basic** understanding of the challenges of cities worldwide (AO2). There is a **basic** evaluation of whether the challenges faced by cities are the same in different global contexts with a **basic** judgement as to the extent to which the statement is agreed with (AO3).

Candidates may discuss migration, pollution, traffic congestion, waste or housing but all relevant challenges should be credited.
Credit reference to UK or EDC/LIDC cities that have been studied.
Candidates may approach the question by comparing LIDC/HIDC countries, but they might equally compare cities in different continents at similar levels of development.

Examples of **well-developed** ideas: (e.g. housing/migration)

I would agree to a large extent with the statement as even though they might develop differently, the problems faced by cities are often linked to an increase in their population. In LIDCs, inward migration has placed real demand on housing supply in locations such as Lagos, Nigeria, where the informal housing or squatter settlements have grown so much that they have built onto Lagos lagoon, with housing on stilts in areas such as Makoko. In comparison, London in the UK also faces many problems of housing supply linked to inward migration, however, this high demand for housing is seen rather in a increase in house prices making much housing unaffordable for key workers such as teachers and nurses.

Examples of **developed** ideas:

I agree with the statement as the problems faced by cities are often really the same whether in LIDCs or HIDCs. Migration to Lagos, Nigeria, has meant informal housing or squatter settlements have been built with housing on stilts in areas such as Makoko. In comparison, London in the UK also faces problems with housing as an increase in house prices has made many houses unaffordable for key workers.

Examples of **basic** ideas:

			This will be shown by including simple ideas about the challenges cities in different world locations. There are no synoptic links between content from different parts of the course of study. **0 marks** No response worthy of credit.		I agree because providing housing is a problem in all cities. In poor countries they build slums like Makoko and they need to build many more houses for people in UK cities as people can't afford the prices.

4	(a)		Split sample into a wider number of age groups (✓) Ensure age groups are not overlapping (✓) Don't include young children who wouldn't be able to answer (✓)	1	1 x 1 (✓) for any reasonable adaption suggested.
	(b)		Pie chart / bar graph / divided bar / pictogram (✓) E.g. I would choose to use a pie chart / bar chart (✓). These would simply show the percentages buying online or in the city centre (✓). Pie charts/bar charts are easy to read (✓) and will also allow you to compare the results for different products (✓). E.g. I would choose to use a pictogram (✓). These could be shown with each picture representing 10% of the responses (✓). It could be presented like a bar chart with the goods on the x-axis and percentage on the y-axis(✓). This would be good because it would be clear which product each graph refers to (✓).	4	4 x 1 (✓) for description of presentation technique and reasons for choice 1 mark reserved for explanation of why technique is appropriate. Only accept presentation methods which show discrete data (e.g.no credit for scatter graph, line graph or histogram).
	(c)		One challenge for Bristol might be the high number of people (under 65) shopping online / not shopping in the city centre (✓). This is likely to mean less passing trade and lower profits. (DEV) One challenge for Bristol might be the low percentage of people looking to buy furniture in the city. (✓) This is likely to lead the closure of existing furniture shops(DEV)	2	1 x 1 (✓) for identifying challenge 1 x 1 (DEV) mark for explanation of the challenge. Accept any reasonable challenge based on the data.

Question	Answer	Mark	Guidance
5*	**Level 3 (6–8 marks)** An answer at this level demonstrates a thorough analysis of the fieldwork data collection sheet (AO3) with a thorough evaluation of how effective the collection sheet might be in an investigation (AO3). This will be shown by including well-developed ideas. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. **Level 2 (3–5 marks)** An answer at this level demonstrates a reasonable analysis of how the fieldwork data collection sheet (AO3) with a reasonable evaluation of how effective the fieldwork data collection sheet might be in an investigation (AO3). This will be shown by including developed ideas. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. **Level 1 (1–2 marks)** An answer at this level demonstrates a basic analysis of how the fieldwork data collection sheet (AO3) with a basic evaluation of how effective data collection sheet might be in an investigation (AO3). This will be shown by including simple ideas. The information is basic and communicated in an unstructured way. The information is supported by	8	**Indicative Content** This question will be marked using three levels: Candidates should evaluate how well the data collection sheet will provide relevant information to the study. They might assess weaknesses of the sheet or suggest improvements or a combination of both. Focus should be on the data collection sheet and not methods of data collection. Examples of **well-developed** ideas: I think the data collection sheet is mostly very effective. It provides information on the width and depths at the site which can be compared to the other sites surveyed. By including the Powers index of roundness, students can judge the shape of the stones more easily and assess how erosion has affected the shape of stones at different sites. However, it will be very difficult for most students to know the latitude and longitude of a particular site unless they have advanced equipment and by only including a limited number of spaces for the depth measurements, this could create problems if the river is very wide. Examples of **developed** ideas: I think the data collection sheet would be effective. It provides information on the width and depths at the site and By includes the index of roundness, to judge the shape of the stones and levels of erosion. The float time and distance does not give a calculation though, so they won't know the actual speed of the river at different sites.

			limited evidence and the relationship to the evidence may not be clear. **0 marks** No response worthy of credit.		Examples of **basic i**deas: I think it is effective. It provides information on the width and depths at the site and roundness, to judge the shape of the stones. I don't know how you would find out latitude and longitude.
			Spelling, punctuation and grammar and the use of specialist terminology (SPaG) are assessed using the separate marking grid in Appendix 1.	3	

APPENDIX 1

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

High performance 3 marks
- 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
- 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
- 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
- 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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