



Oxford Cambridge and RSA

**GCSE (9–1) Geography B (Geography for Enquiring Minds)**  
**J384/03** Geographical Exploration

MARK SCHEME

**Duration:** 1 hour 30 minutes

MAXIMUM MARK 60

**This document consists of 21 pages**

**MARKING INSTRUCTIONS****PREPARATION FOR MARKING  
SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris 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 scoris 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 scoris 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the scoris 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 scoris **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 scoris messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response: Not applicable in F501
- 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
	Blank page
	Noted but no credit given
	Tick
	Cross
	Omission mark
	Level 1
	Level 2
	Level 3
	Level 4
	Development
	Benefit of doubt
	Irrelevant

## 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 in pencil 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.



	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Comprehensive</b>	A range of detailed and accurate knowledge that is fully relevant to the question.	A range of detailed and accurate understanding that is fully relevant to the question.	Detailed and accurate interpretation through the application of relevant knowledge and understanding. 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.
<b>Thorough</b>	A range of accurate knowledge that is relevant to the question.	A range of accurate understanding that is relevant to the question.	Accurate interpretation through the application of relevant knowledge and understanding. 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.
<b>Reasonable</b>	Some knowledge that is relevant to the question.	Some understanding that is relevant to the question.	Some accuracy in interpretation through the application of some relevant knowledge and understanding. 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.
<b>Basic</b>	Limited knowledge that is relevant to the topic or question.	Limited understanding that is relevant to the topic or question.	Limited accuracy in interpretation through lack of application of relevant knowledge and understanding. 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)	Built up area/Buildings (✓) Housing (✓) Motorways (✓) Roads (✓) Transport (✓) Named urban place/road (✓) Airport (✓) Farmland (✓)	1	1 x 1 (✓) for human feature identified from Fig. 1  Not enough to state 'town' or 'city' or 'suburbs' as this is too vague.  'Infrastructure' on its own is also too vague.
1		(ii)	Coastline (✓) Coastal location (✓) Islands (✓) Beach (✓) Bay (✓) Spit (✓) Forest/woodland areas (✓) Green areas (✓) Hills/Mountain areas (✓) Named physical feature (✓)	1	1 x 1 (✓) for physical feature identified from Fig. 1  Not enough to state 'plants' or 'trees' as this is not something that can be identified from Fig. 1  Do not credit sea or ocean.  Do not credit farmland as this is a human feature.
1		(iii)	60km <sup>2</sup> (✓)	1	(✓) Accept 40-80km <sup>2</sup>
1		(iv)	South or South East of Rio de Janeiro (✓) On the coast/coastal location (✓) Within the old part of the city/in the city before 1900 (✓) South of Botafogo (✓) N/S/E/W of a named feature (✓) Correct distance from a named feature (✓) Any correct distance from a location (✓)	3	3 x 1 (✓) for each valid description of the location of Copacabana Beach  For example: 10km (✓) East (✓) of a named feature  Do not credit 'below', 'above', 'near', 'close to', 'left' etc.  No credit for 'in Copacabana'

1	(b)		Relaxing on the beach/Sunbathing/hanging around (✓) Leisure (✓) Swimming (✓) Bike rides (✓) Sailing / Yachting / Yacht clubs (✓) Water sports / jet ski (✓) Beach volleyball / volleyball (✓) Football / ball games (✓) Sports (✓) Bird watching / looking at wildlife (✓) Photography (✓) Restaurants / Bars / Clubs (✓) Shopping (✓) Selling things (✓) Stealing things (✓) Sewage disposal (✓) Tourism (✓)	2	2 x 1 (✓) for correctly identified human uses of the coastal areas  Not to accept “beach” or “going to the beach”. Need to specify an activity/human use.
1	(c)	(i)	£45 000 (✓)	1	1 x 1 (✓) for correct answer
1	(c)	(ii)	Rock Armour (✓)  Able to withstand the force of water (DEV) Lasts a long time (DEV)  Criticism of beach nourishment e.g. does not last a long time (DEV), not able to withstand the force of water (DEV)	2	1 x 1 (✓) for identifying rock armour as the most appropriate option  1 x 1 (DEV) for explanation of why linked to geomorphic processes

1	(d)*	<p><b>Level 4 – (10-12 marks)</b> An answer at this level demonstrates a <b>comprehensive</b> understanding of challenges in cities (AO2). There will be a <b>thorough</b> interpretation of the information provided (AO3) and a <b>thorough</b> analysis of how challenges in the city in Rio de Janeiro affect the coastal landscape (AO3).</p> <p>There are clear and explicit attempts to make appropriate synoptic links between content from different parts of the course of study.</p> <p>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p><b>Level 3 (7-9 marks)</b> An answer at this level demonstrates a <b>thorough</b> understanding of challenges in cities (AO2). There will be a <b>reasonable</b> interpretation of the information provided (AO3) and a <b>reasonable</b> analysis of how challenges in the city in Rio de Janeiro affect the coastal landscape (AO3).</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>	12	<p>This question will be marked using <b>four</b> levels</p> <p><b>Indicative Content</b> Challenges within Rio should come from Fig. 1, 2, 3 and 4. Challenges could include:</p> <p>Growing City Growing Population Tourism Water Pollution Coastal Flooding Inequality</p> <p><b>Highlight the challenge identified</b></p> <p>Annotate <b>DEV</b> for developed points</p> <p>Annotate the level awarded at the end of the response.</p> <p>L1 correctly identified a challenge/s</p> <p>L2 identified a simple impact/cause of the challenge or a simple impact on the coastal landscape</p> <p>L3 further development of impact/cause of the challenge or impact on the coastal landscape</p> <p>L4 further development clearly linked to coastal landscape stemming from the original challenge</p> <p>If all development is taken directly from the resource limited to L2.</p> <p>Max L2 6 marks if they have not used Fig. 1, 2, 3 or 4 in their response at all.</p> <p>Need two challenges developed to enter L4.</p>
---	------	---	----	---

		<p><b>Level 2 (4-6 marks)</b> An answer at this level demonstrates a <b>reasonable</b> understanding of challenges in cities (AO2). There will be a <b>basic</b> interpretation of the information provided (AO3) and a <b>basic</b> analysis of how challenges in the city in Rio de Janeiro affect the coastal landscape (AO3).</p> <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><b>Level 1 (1-3 marks)</b> An answer at this level demonstrates a <b>basic</b> understanding of challenges in cities (AO2). There will be a <b>basic or no</b> interpretation of the information provided (AO3) and a <b>basic or no</b> analysis of how challenges in the city in Rio de Janeiro affect the coastal landscape (AO3).</p> <p>There are no synoptic links between content from different parts of the course of study.</p> <p>The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</p> <p><b>0 marks</b> No response worthy of credit.</p>	<p>Examples of <b>well-developed</b> ideas: Inadequate sewage disposal is negatively affecting coastal landscapes (Challenge L1). Coastal areas such as Marapendi Lagoon are polluted from sewage from the cities favelas (L2). These settlements lack proper sanitation and sewage infrastructure (L3). This challenge causes waste to be drained straight down into local coastal areas, causing issues such as eutrophication (L4)</p> <p>Examples of <b>developed</b> ideas: There is a challenge to provide enough accommodation for tourists (Challenge L1) encouraging the creation of new high-rise hotels along the shore (L2). This create a more urban feel along the beaches thus affecting the coastal landscape.</p>
--	--	--	--

Question			Answer	Mark	Guidance
2	(a)	(i)	2010 plotted at 11.5 million 2015 plotted at 11.9 million	2	2 x 1 (✓) for each correctly plotted point on the graph  2015 – should be able to see the 12 million line above the centre of the point or cross plotted.  Give credit if the candidate draws an <b>accurate</b> line but with no points plotted.
2	(a)	(ii)	13.9 (million) (✓)	1	(✓)  Accept 13.7 – 14.1 (million)  No need to state million.
2	(b)		Globally important/affects the world, impacts other places, influences other places (✓) Financial centres/international banking (✓) Stock exchange (✓) Decision making power (✓) HQs of TNCs (✓) Universities/centres for research and development (✓) Diversity of culture/language (✓) World sport events (✓) Major building work/construction projects (✓) Centre for media and communications (✓) Major centre for manufacturing (✓) International transport infrastructure (✓)	4	4 x 1 (✓) for each valid explanation of the characteristics of world cities  Accept a definition of world city (✓)  Marks can be awarded for development of characteristic/s  Not ideas related to tourism.

2	(c)	<p><b>Level 3 – 5-6 marks</b> An answer at this level demonstrates <b>thorough</b> understanding of the concept of urban growth (AO2) and <b>thorough</b> interpretation of the evidence to suggest why Rio de Janeiro has experienced rapid urban growth (AO3).</p> <p>This will be shown by including <b>well-developed</b> idea/s about concept of urban growth and the evidence to suggest why Rio de Janeiro has experienced rapid urban growth.</p> <p><b>Level 2 – 3-4 marks</b> An answer at this level demonstrates <b>reasonable</b> understanding of the concept of urban growth (AO2) and <b>reasonable</b> interpretation of the evidence to suggest why Rio de Janeiro has experienced rapid urban growth (AO3).</p> <p>This will be shown by including <b>developed</b> idea/s about concept of urban growth and the evidence to suggest why Rio de Janeiro has experienced rapid urban growth.</p> <p><b>Level 1 – 1-2 marks</b> An answer at this level demonstrates <b>basic</b> understanding of the concept of urban growth (AO2) and <b>basic</b> interpretation of the evidence to suggest why Rio de Janeiro has experienced rapid urban growth (AO3).</p> <p>This will be shown by including <b>simple</b> idea/s about concept of urban growth and the evidence to suggest why Rio de Janeiro has experienced rapid urban growth.</p> <p><b>0 marks</b> No response worthy of credit.</p>	6	<p>This question will be marked using <b>three</b> levels</p> <p><b>Indicative Content</b> Causes of rapid growth could be linked to either migration or natural increase. Key ideas should come from Fig. 5 – Rio has</p> <ul style="list-style-type: none"> <li>• higher average income</li> <li>• higher literacy rate</li> <li>• better access to safe water and sanitation</li> <li>• more doctors</li> <li>• lower unemployment rate</li> </ul> <p>Annotate <b>DEV</b> for developed points</p> <p>L1 Basic ideas that might just be linked to Rio. Basic reason/s for rapid urban growth.</p> <p>L2 Responses show understanding of urban growth. Using accurate comparative figures from the table can allow access to the bottom of L2. Candidates must develop an idea in their own words for top of L2.</p> <p>L3 Well developed idea/s and/or manipulation of data to support idea/s</p> <p>Max L2 4 marks if they have not used Fig. 5 at all.</p> <p>Example of <b>well-developed</b> idea: The average monthly income in Rio is \$188 above the national average (L1), attracting many from rural areas who want to make money (L2) to send back to impoverished families in the countryside (L3).</p> <p>Example of <b>developed</b> idea: The average monthly income in Rio is higher (L1), the unemployment rate 6.8% whereas in the rest of Brazil it is 12.6% (L2) Therefore people are moving to the city for job opportunities (L2).</p>
---	-----	--	---	--


Question			Answer	Mark	Guidance
3	(a)	(i)	1.35 km (✓)	1	(✓) Accept 1.2 – 1.5km
3	(a)	(ii)	<p>There are open sewers (✓) which could lead to an increase in diseases (DEV) / contaminated drinking water (DEV) / foul smell in the area (DEV)</p> <p>There are cramped living conditions (✓) / There is overcrowding (✓) which could result in conflicts with neighbours (DEV) / diseases being spread (DEV)</p> <p>Education facilities are very basic (✓) meaning people may not learn to read and write (DEV) / people may not be able to get a good education (DEV)</p> <p>Houses on steep land (✓) which may not withstand landslides (DEV) / difficult to build houses (DEV)</p>	2	<p>1 x 1 (✓) for identification of <b>one challenge from Fig. 6 or 7</b></p> <p>1 x 1 (DEV) for explanation of the challenge people living in Santa Maria may face.</p> <p>Any other reasonable challenge identifiable in Fig. 6 or 7 can be credited.</p> <p>Do not credit bad infrastructure or lack of facilities alone as a challenge.</p>



3	(b)	<p><b>Level 3 – 5-6 marks</b> An answer at this level demonstrates <b>thorough</b> understanding of contemporary challenges in cities (AO2) and <b>thorough</b> analysis of the contemporary challenges created by inequality within Botafogo (AO3).</p> <p>This will be shown by including <b>well-developed</b> ideas about the contemporary challenges created by inequality within Botafogo.</p> <p><b>Level 2 – 3-4 marks</b> An answer at this level demonstrates <b>reasonable</b> understanding of contemporary challenges in cities (AO2) and <b>reasonable</b> analysis of the contemporary challenges created by inequality within Botafogo (AO3). This will be shown by including <b>developed</b> ideas about the contemporary challenges created by inequality within Botafogo.</p> <p>.</p> <p><b>Level 1 – 1-2 marks</b> An answer at this level demonstrates <b>basic</b> understanding of contemporary challenges in cities (AO2) and <b>basic</b> analysis of the contemporary challenges created by inequality within Botafogo (AO3).</p> <p>This will be shown by including <b>simple</b> ideas about the contemporary challenges created by inequality within Botafogo.</p> <p><b>0 marks</b> No response worthy of credit.</p>	6	<p>This question will be marked using <b>three</b> levels</p> <p>The contemporary challenges should be taken from Figs 2, 6 and 7.</p> <p><b>Indicative Content</b> Challenges should come from Fig. 2, 6 and 7</p> <ul style="list-style-type: none"> <li>• Water pollution</li> <li>• Conflicting uses of the beach</li> <li>• Safety/crime</li> <li>• Relief/topography</li> <li>• Sanitation</li> <li>• Education</li> </ul> <p>Annotate <b>DEV</b> for developed points</p> <p>Development of challenge can be causes or consequences.</p> <p>Max L2 4 marks if they have not used Fig. 2, 6 or 7 in their response at all.</p> <p>Two challenges needed to access L3.</p> <p>Examples of <b>well-developed</b> ideas: One contemporary challenge created by inequality would be sewage (L1). This is because Rio has a high population density, so a huge strain is put on waste disposal (L2) and because the favelas are illegal settlements the sewers are not invested in by the government (L3).</p> <p>There is a lack of flat land to build on (L1) which has pushed poorer citizens in to living on steeper land (L2) and so their hillside houses are vulnerable to landslides (L3)</p>
---	-----	---	---	--

4*	Question	Answer	Mark	Guidance
		<p><b>Level 4 (10-12 marks)</b>            An answer at this level demonstrates a <b>comprehensive</b> interpretation of the information provided (AO3) with a <b>comprehensive</b> understanding of coastal management and squatter settlements (AO2). It also shows a <b>comprehensive</b> examination of the information provided to determine whether Rio de Janeiro should prioritise coastal management or improving squatter settlements (AO3) with a <b>comprehensive</b> judgement to suggest an option and how it could lead to long-term sustainability for the city (AO3).</p> <p>There are clear and explicit attempts to make appropriate synoptic links between content from different parts of the course of study.</p> <p>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p><b>Level 3 (7-9 marks)</b>            An answer at this level demonstrates a <b>thorough</b> interpretation of the information provided (AO3) with a <b>thorough</b> understanding of coastal management and squatter settlements (AO2). It also shows a <b>thorough</b> examination of the information provided to determine whether Rio de Janeiro should prioritise coastal management or improving squatter settlements (AO3) with a <b>thorough</b> judgement to suggest an option and how it could lead to long-term sustainability for the city (AO3).</p>	12	<p>This question will be marked using <b>four</b> levels.</p> <p><b>Indicative Content</b>            Consider the following three questions when identifying a level:</p> <ol style="list-style-type: none"> <li>1.Has the candidate used the resources and developed their understanding of the challenges?</li> <li>2.Has the candidate developed their ideas on long term sustainability?</li> <li>3.Has the candidate developed their examination of both options?</li> </ol> <p>Annotate the level awarded at the end of the response.</p> <p>Reasons for prioritising coastal management could be due to the cost of long term management, the need for the beach for tourism.</p> <p>Reasons for prioritising squatter settlements could be to do with the low standard of living, the need to improve health and education within the favelas, tackling inequality within the city.</p> <p>Long term sustainability for the coastal management option could be related to putting money into longer term management solutions. References might also be made to climate change or ways to keep tourist revenue high.</p> <p>Long term sustainability for the squatter settlements could relate to making the favelas a more permanent way to solve housing shortage, improving healthcare to increase the standard of living or improving long term educational achievements.</p>

		<p>There are clear attempts to make synoptic links between content from different parts of the course of study, but these are not always appropriate.</p> <p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p> <p><b>Level 2 (4-6 marks)</b>  An answer at this level demonstrates a <b>reasonable</b> interpretation of the information provided (AO3) with a <b>reasonable</b> understanding of coastal management and squatter settlements (AO2). It also shows a <b>reasonable</b> examination of the information provided to determine whether Rio de Janeiro should prioritise coastal management or improving squatter settlements (AO3) with a <b>reasonable</b> judgement to suggest an option and how it could lead to long-term sustainability for the city (AO3).</p> <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><b>Level 1 (1-3 marks)</b> An answer at this level demonstrates a <b>basic</b> interpretation of the information provided (AO3) with a <b>basic</b> understanding of coastal management and squatter settlements (AO2). It also shows a <b>basic</b> examination of the information provided to determine whether Rio de Janeiro should prioritise coastal management or improving squatter settlements (AO3) with a <b>basic</b> judgement to suggest an option and how it could lead to long-term sustainability for the city (AO3).</p> <p>There are no synoptic links between content from different parts of the course of study.</p> <p>The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</p> <p><b>0 marks</b> No response worthy of credit.</p>		
		Spelling, punctuation and grammar and the use of specialist terminology (SPaG) are assessed using the separate marking grid in Appendix 1.	<b>3</b>	Refer to page 21 of mark scheme.

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

<b>High performance 3 marks</b>
<ul style="list-style-type: none"> <li>• Learners spell and punctuate with consistent accuracy</li> <li>• Learners use rules of grammar with effective control of meaning overall</li> <li>• Learners use a wide range of specialist terms as appropriate</li> </ul>
<b>Intermediate performance 2 marks</b>
<ul style="list-style-type: none"> <li>• Learners spell and punctuate with considerable accuracy</li> <li>• Learners use rules of grammar with general control of meaning overall</li> <li>• Learners use a good range of specialist terms as appropriate</li> </ul>
<b>Threshold performance 1 mark</b>
<ul style="list-style-type: none"> <li>• Learners spell and punctuate with reasonable accuracy</li> <li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder overall</li> <li>• Learners use a limited range of specialist terms as appropriate</li> </ul>
<b>0 marks</b>
<ul style="list-style-type: none"> <li>• The learner writes nothing for question 4.</li> <li>• The learner's response does not relate to the question</li> <li>• The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>

**For candidates who have used a scribe**

Check the additional object scribe sheet, for example:

- |   |                                     |
|---|-------------------------------------|
| 1. The candidate used a scribe/ <del>voice recognition technology</del> but did not dictate spellings (letter by letter) and punctuation. | <input checked="" type="checkbox"/> |
| 2. The candidate used a scribe/voice recognition technology and dictated punctuation.   | <input type="checkbox"/>            |
| 3. The candidate used a scribe/voice recognition technology and dictated spellings letter by letter.                                      | <input type="checkbox"/>            |
| 4. The candidate used a scribe/voice recognition technology and dictated punctuation and spellings letter by letter.                      | <input type="checkbox"/>            |
| 5. The candidate used a word processor with the spell check enabled (switched on).  | <input type="checkbox"/>            |
| 6. The candidate used a word processor with the spell check and grammar check enabled (switched on).                                      | <input type="checkbox"/>            |

Consider the response to question 4, following this guidance:

1. Max 1 for SPAG
2. Max 2 for SPAG
3. Max 2 for SPAG
4. Max 3 for SPAG
5. Max 2 for SPAG
6. Max 1 for SPAG