



**CAMBRIDGE**  
OCR



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

Version 1.4

**Date – Morning/Afternoon**

Time allowed: 1 hour 30 minutes

**You must have:**

- the Resource Booklet (inside this document)

**You may use:**

- a ruler (cm/mm)
- a scientific or graphical calculator



Please write clearly in black ink. **Do not write in the barcodes.**

Centre number

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Candidate number

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First name(s) \_\_\_\_\_

Last name \_\_\_\_\_

**INSTRUCTIONS**

- Use black ink. You may use an HB pencil for graphs and diagrams.
- Write your answer to each question in the space provided. If you need extra space use the lined pages at the end of this booklet. The question number(s) must be clearly shown.
- Answer **all** the questions.
- Where appropriate, your answer should be supported with working. Marks might be given for using a correct method, even if your answer is wrong.

**INFORMATION**

- The total mark for this paper is **60**.
- The marks for each question are shown in brackets [ ].
- Quality of extended responses will be assessed in questions marked with an asterisk (\*).
- Spelling, punctuation and grammar and the use of specialist terminology (SPaG) will be assessed in questions marked with a pencil (✎).
- This document consists of **12** pages.

**ADVICE**

- Read each question carefully before you start.

1

(a) Look at **Figures 1, 2 and 3** in the Resource Booklet.

(i) Describe the location of Ghana.

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[2]

The Life Expectancy at birth for the UK is 80 and for Kenya it is 64.

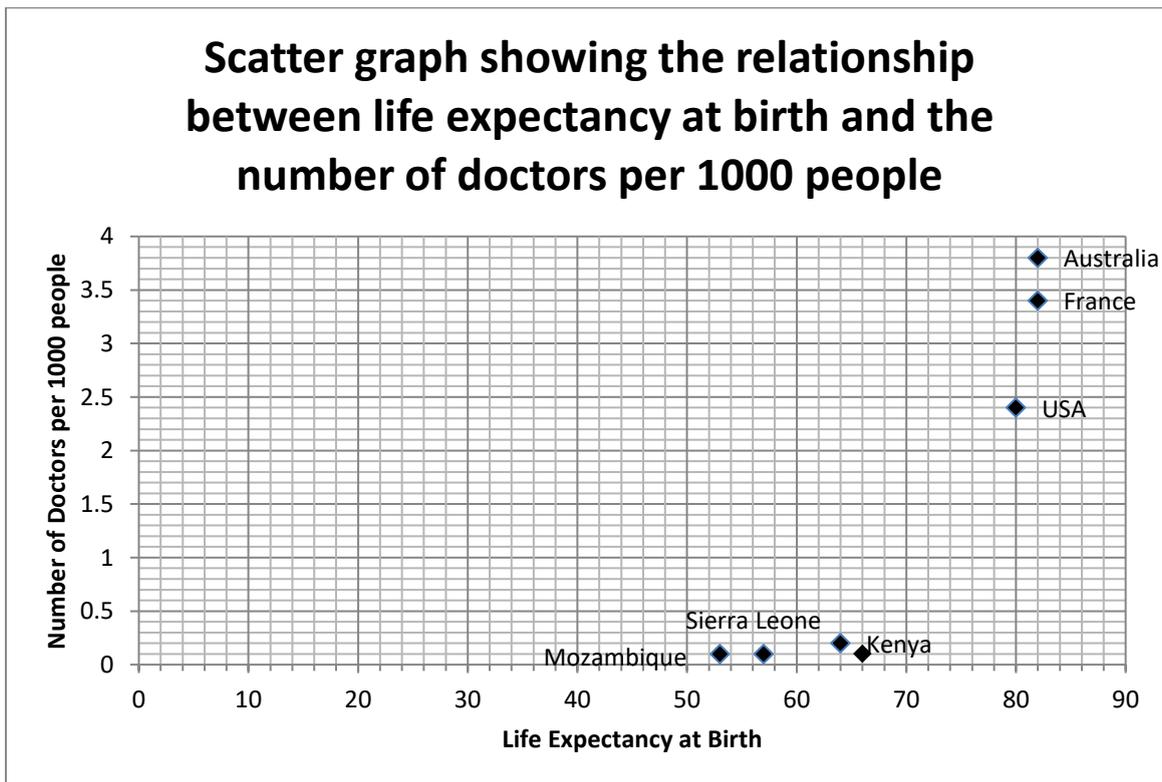
(ii) Write the ratio 80:64 in its simplest form.

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[1]

(b) Look at **Figure 2** in the Resource Booklet.

(i) Using the data in **Figure 2**, complete this scatter graph by plotting the points for the UK and Ghana.



[2]



**2**

**(a)** Look at **Figures 4, 5a, 5b and 6** in the Resource Booklet.

**(i)** Describe how the climate for Axim is different from Tamale.

You should use data from **Figure 4** to support your answer.

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**[3]**

Look at **Figure 5a** in the Resource Booklet.

**(ii)** Describe the differences in food security in Axim and Tamale.

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**[2]**



3

(a) Look at **Figure 5b** in the Resource Booklet.

(i) Describe the location of Kakum National Park.

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[3]

Look at **Figure 7** in the Resource Booklet.

(ii) Using **Figure 7** and your own understanding, identify and explain **two** ways in which the rainforest in Kakum National Park could be a source of income for local people.

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[4]

The world's rainforests are at risk from a number of threats. It is thought that over 50% of the original 16 million km<sup>2</sup> of tropical rainforest has now been destroyed and that only 20% will remain by 2030. Since 1990, 25% of Ghana's rainforests have been cut down and 15% of Ghana's rainforest have become protected areas. What will the future hold?

- (b) Using the newspaper extract above and your own understanding, evaluate the impacts of human activity on Ghana's rainforest.

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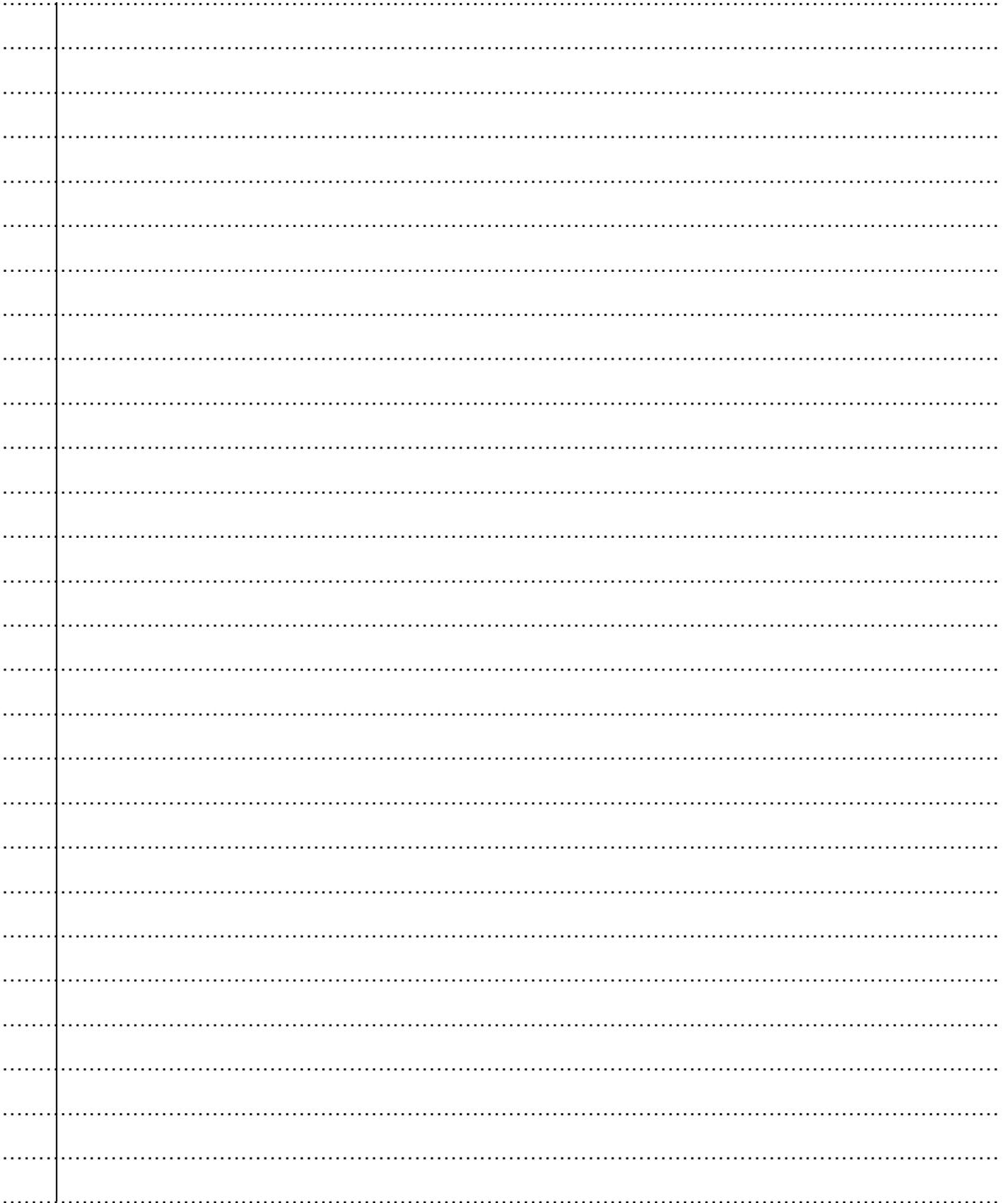
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[6]



**EXTRA ANSWER SPACE**

If you need extra space use these lined pages. You must write the question numbers clearly in the margin.



**EXTRA ANSWER SPACE**

If you need extra space use these lined pages. You must write the question numbers clearly in the margin.

A large area of lined paper for writing answers. It features a vertical margin line on the left side and horizontal dotted lines for writing. The lines are evenly spaced and extend across the width of the page.

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## Summary of updates

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Date	Version	Details
January 2024	1.2	Updated as part of accessibility improvements.
August 2025	1.3	Updated as part of accessibility improvements.
December 2025	1.4	Insertion of additional instruction to candidates on front cover.

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# CAMBRIDGE OCR

**...day June 20XX – Morning/Afternoon**

**GCSE (9–1) Geography B (Geography for Enquiring Minds)**

**J384/03 Geographical Exploration**

**SAMPLE MARK SCHEME**

**Duration:** 1 hour 30 minutes

**MAXIMUM MARK 60**

**Version: 1.4**

**Last Updated: December 2025**

**This document consists of 24 pages**



## Marking Instructions

### Preparation For Marking

#### 1. RM Assessor

- Access and complete the on-screen marking training packages: OCR Examiner Training (RMA3).
- Read the mark scheme and question paper for this component or unit.
- The mark scheme and question paper are available in RM Assessor or on your Component Page if you use the Training Platform for standardisation.
- Log in to RM Assessor and mark the **required number** of practice scripts and the **required number** of standardisation scripts.

### Marking

#### 2. General Guidance

- Mark strictly to the mark scheme.
- Marks awarded must relate directly to the marking criteria.
- If you are in any doubt about applying the mark scheme, consult your Team Leader by phone, email or via the RM Assessor messaging system.
- It is **essential** that you meet the RM Assessor 50% and 100% batch deadlines. For traditional marking this will be 40% and 100%. If you experience problems, contact your Team Leader without delay.
- 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 the annotation '**SEEN**' to confirm that the work has been seen and mark any responses using the annotations in Section 11.
- The RM Assessor **comments box** is used by your Team Leader to explain the marking of the practice responses. Use these comments when checking your practice responses. **Do not use the comments box for any other reason.**

- **Before the end of the marking period** send a brief report on the performance of candidates to your Team Leader via email. The report should contain notes on strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

### 3. No Response and Crossed-out Answers

Using the No Response (NR) option. Only mark as NR if:

- the answer space is blank
- there is only a comment not related to the question (e.g., 'can't do', 'don't know')
- there is only a mark (e.g., a dash, a question mark) which is not an attempt at the question.

Note: Enter 0 marks for an attempt that earns no credit (including copying out the question). Do **not** use NR.

#### **Crossed-out answers**

If a candidate has crossed out an answer and written a clear alternative, do **not** mark the crossed-out answer.

If a candidate has crossed out an answer and **not** written a clear alternative, mark the crossed-out answer if it is readable.

### 4. Responses with more answers than needed

- **Multiple-choice question answers**

When a multiple-choice question has only **one** correct answer and a candidate has written two or more answers (even if one of these answers is correct), do **not** award a mark.

When a multiple-choice question asks candidates to select **more than** one option the marking guidance from your Principal Examiner will ensure consistency of approach.

### Contradictory answers in points-based questions

Do **not** award any marks, even if one of the answers is correct.

- **Rubric error answers – optional questions**

Where candidates have a choice of question/s and they provide more answers than required, all responses are marked and entered into RM Assessor. The highest mark allowable within the rubric will automatically be selected.

- **Questions that ask for a set number (including 1) of short answers or points**

Mark only the **first set number** of answers/points. (e.g. **two** reasons for something)

**First** mark the answers/points against printed numbers on the answer lines. Mark the first answer/point against each printed number. **Second**, if candidates have not followed the printed numbers, mark the answers/points from left to right on each line. **Third**, mark line by line until the set number of answers/points have been marked. Do **not** mark any remaining answers/points.

Examiners should use their own judgement to decide if a 'second answer' on the same line is adding more detail to the first answer, or if it is a completely separate answer.

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

If the candidates are required to provide a description of, for example, three items and four items are provided, mark line by line until the set number of descriptions have been marked (it is unlikely a candidate will provide more than one response on each line in this scenario).

- **Longer Answer Questions (requiring a developed response)**

If a candidate has written two or more answers to a question that only requires one (developed) answer, only mark the first answer (which has not been crossed out).

**5. Questions using levels of response (LOR):**

To determine the **level** – start at the highest level and work down until you reach the level that matches the answer.

To determine the **mark** within the level, use the following:

<b>Descriptor</b>	<b>Award mark</b>
Consistently meets the criteria for this level	At top of level
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)
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)
On the borderline of this level and the one below	At bottom of level

**6. Annotations available in RM Assessor**

<b>Annotation</b>	<b>Meaning</b>

7. Abbreviations, annotations and conventions used in the mark scheme (including subject-specific conventions).

Abbreviation / Annotation	Meaning

## 8. Subject-specific Marking Instructions

### Introduction

Your first task is to familiarise yourself with:

- the specification, especially the assessment objectives
- the question paper and any inserts or resource booklets
- the mark scheme, including annotation requirements
- the administrative procedures related to the marking process.

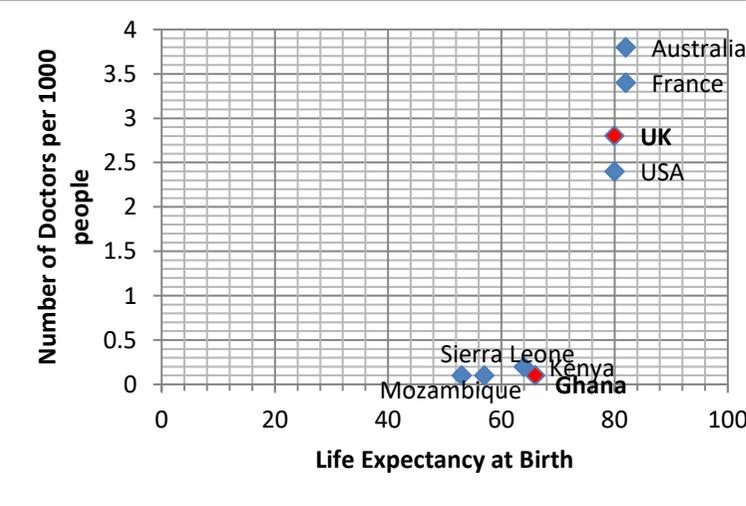
The administrative procedures are set out in the OCR booklet **Instructions for Examiners**.

If you are examining for the first time, please read **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

All relevant training materials are accessed from the Training Platform.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

	<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 s	Guidance
1	(a)	(i)	In Africa (✓) Just North of the Equator (✓) In West Africa (✓) Between the Equator and the Tropic of Cancer (✓) On the Prime Meridian (✓)	2	2 x 1 (✓)
		(ii)	5:4 (✓)	1	(✓)
	(b)	(i)	Correct placement of UK and Ghana on the scatter graph UK = Life Expectancy at Birth 80, Number of Doctors per 1000 people 2.8 (✓) Ghana = Life Expectancy at Birth 66, Number of Doctors per 1000 people 0.1 (✓)	2	2 x 1 (✓)  Accept within 0.1 range of Doctors per 1000 people  Accept within 1 range year for Life Expectancy at Birth on the graph
		(ii)		1	1 x 1 (✓) for describing the relationship shown between the number of doctors per 1000 people and life expectancy
		(iii)	Development indicators show evidence of uneven development by comparing the development of regions or countries (✓). Countries perform differently for the	3	3 x 1 (✓)  1 mark for each valid point

Question	Answer	Mark s	Guidance
	<p>various indicators and these can be used to indicate where a country is on the development spectrum (✓). Development indicators can be used within countries to shown patterns of uneven development between different geographical areas (✓).</p>		No DEV required
(c)	<p><b>Level 3 (5–6 marks)</b> An answer at this level demonstrates a <b>thorough</b> understanding of the characteristics of LIDCs (AO2) and a <b>thorough</b> analysis of how Ghana is typical of an LIDC (AO3).</p> <p>This will be shown by including <b>well-developed</b> ideas about what an LIDC is and how Ghana is typical of an LIDC.</p> <p><b>Level 2 (3–4 marks)</b> An answer at this level demonstrates <b>reasonable</b> understanding of the characteristics of LIDCs (AO2) and a <b>reasonable</b> analysis of how Ghana is typical of an LIDC (AO3).</p> <p>This will be shown by including <b>developed</b> ideas about what an LIDC is and how Ghana is typical of an LIDC.</p> <p><b>Level 1 (1–2 marks)</b> An answer at this level demonstrates <b>basic</b> understanding of the characteristics of LIDCs (AO2) and a <b>basic</b> analysis of how Ghana is typical of an LIDC (AO3).</p> <p>This will be shown by including <b>simple</b> about what an LIDC is and how Ghana is typical of an LIDC.</p> <p><b>0 marks</b> No response or no response worthy of credit.</p>	6	<p><b>Indicative Content</b> Candidates should refer to the figures so should be using references to GNI per capita, Life Expectancy at Birth, Doctors per 1000 people and % access to clean drinking water.</p> <p>There should be some understanding of the characteristics of an LIDC including low GNI per capita, low life expectancy and low number of doctors per 1,000 people.</p> <p>Some candidates may argue that Ghana is developed in some areas such as 87% access to clean water and so is not ‘typical’.</p> <p>Example of <b>well-developed</b> ideas: Ghana is typical of an LIDC to some extent as it is low for some development indicators, such as number of doctors, at just 0.1 per 1000 people. This is at great contrast when compared to an AC, like Australia which has 3.8 doctors per 1000 people. This indicates that Ghana has less money available to develop healthcare systems and lower investment in education for doctors. However, Ghana has 87% access to clean drinking water which is high compared to other LIDC countries such as Kenya with 62% which indicates that it is more than a ‘typical’ LIDC.</p> <p>Example of <b>developed</b> ideas: LIDCs typically have low statistics for development indicators and Ghana has a low number of doctors per 1000 people with just 0.1. This is because there is not</p>

Question	Answer	Mark s	Guidance
			<p>enough money to build hospitals so fewer doctors will be employed. It is likely that less people are educated as doctors in the first place.</p> <p>Example of <b>simple</b> ideas: Ghana has low numbers of doctors 0.1 per 1000 people and LIDCs do not have many doctors.</p>

Question			Answer	Marks	Guidance
2	(a)	(i)	<p>Axim has a slightly lower average temperature than Tamale (✓)</p> <p>Tamale had lower average rainfall than Axim (✓)</p> <p>Tamale has a slightly higher average temperature than Axim (✓) with the average temperature in the first few months of the year in Tamale reaching over 30°C (DEV)</p> <p>Axim has higher average rainfall than Tamale (✓) reaching over 500 mm for June compared to about 150 mm (DEV)</p> <p>For most of the year the average temperatures of Tamale and Axim are roughly the same (✓) but the average rainfall differs more significantly with Axim generally being higher (✓), although during August and September Tamale has roughly double the average rainfall of Axim at over 200mm in each month (DEV)</p>	3	<p>1 x 1 (✓) for describing the temperature trend</p> <p>1 x 1 (✓) for describing the rainfall trend</p> <p>1 x 1 (DEV) for use of figures from the climate graphs</p>
		(ii)	<p>In Axim most people are food secure (✓)</p> <p>In Axim there is a high percentage of people in food security (✓)</p> <p>In Tamale, there is medium food security (✓) and people there are less food secure than in Axim (✓)</p> <p>In Tamale there is more food security than in the North of Ghana (✓)</p>	2	<p>2 x 1 (✓)</p> <p>1 mark associated to each place or for a comparative point between places (✓)</p>
	(b*)		<p><b>Level 4 (10–12 marks)</b></p> <p>An answer at this level demonstrates a <b>comprehensive</b> understanding of the concept of food security (AO2) and a <b>thorough</b> analysis of the information provided (AO3) to make a <b>thorough</b> judgement as to what extent the physical geography of Ghana causes its pattern of food security (AO3).</p>	12	<p><b>Indicative Content</b></p> <p>Candidates need to make the link between the physical geography (climate, ecosystems, landscape, soil type, relief) and the pattern of food security for Level 4 answers.</p> <p>Candidates should show a good awareness of the concept of food security and what this means in the context of Ghana.</p>

Question	Answer	Marks	Guidance
	<p>This will be shown by including <b>well-developed</b> ideas about the concept of food security <b>and</b> an analysis of the information to judge whether the physical geography of Ghana causes its pattern of food security.</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 the concept of food security (AO2) and a <b>reasonable</b> analysis of the information provided (AO3) to make a <b>reasonable</b> judgement as to what extent the physical geography of Ghana causes its pattern of food security (AO3).</p> <p>This will be shown by including <b>well-developed</b> ideas about <b>either</b> the concept of food security <b>or</b> an analysis of the information to judge whether the physical geography of Ghana causes its pattern of food security <b>and developed</b> ideas about the <b>other</b> question focus (concept or analysis and judgement).</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>Candidates should acknowledge that there is a range of different levels of food security.</p> <p>Candidates could link food security to climate, with the north of the country having less rainfall and higher temperatures than the south.</p> <p>Candidates could link food security with the ecosystems with rainforest being more productive than grasslands. Expect reference to the speech bubble opinions.</p> <p>Candidates could link food security with the landscape, with the Atlantic Ocean in the South and Lake Volta in the East.</p> <p>Candidates may reference other factors linked to food security, including human geography factors such as investment programmes, aid, transport links, mechanisation.</p> <p>Examples of <b>well-developed</b> ideas: In Ghana levels of food security vary, with the north of the country being less food secure than the south. This pattern could be due to the warm and wetter weather in the south, near Axim, which will allow communities to farm crops and raise Cattle. Food security exists when all people, at all times, have physical and economic access to sufficient, safe and nutritious food that meets their dietary needs and food preferences for an active and healthy life.</p> <p>Examples of <b>developed</b> ideas: Food security in Ghana varies. The north west of the country has the lowest food security with 35% of the population being food insecure. This can be compared with the south west which has the least food insecure</p>

Question	Answer	Mark s	Guidance
	<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> understanding of the concept of food security (AO2) and a <b>basic</b> analysis of the information provided (AO3) to make <b>basic</b> judgement as to what extent the physical geography of Ghana causes its pattern of food security (AO3).</p> <p>This will be shown by including <b>developed</b> ideas about <b>either</b> the concept of food security <b>or</b> an analysis of the information to judge whether the physical geography of Ghana causes its pattern of food security and <b>simple</b> ideas about the <b>other</b> question focus (concept or analysis and judgement).</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 the concept of food security (AO2) and <b>basic or no</b> analysis of the information provided (AO3) to make <b>basic or no</b> judgement as to what extent the</p>		<p>people at just 1%. This could be to do with the fact that people in the south have better weather for growing crops.</p> <p>Examples of <b>simple</b> ideas: There is some food security in Ghana. This can be seen by looking at the map areas in the south showing high food security. It is wetter in the Axim in the south as well.</p>

Question	Answer	Mark s	Guidance
	<p>physical geography of Ghana causes its pattern of food security (AO3).</p> <p>This will be shown by including <b>simple</b> ideas about <b>either</b> the concept of food security <b>or</b> an analysis of the information to judge whether the physical geography of Ghana causes its pattern of food security.</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 or no response worthy of credit.</p>		

Question			Answer	Marks	Guidance
3	(a)	(i)	South Ghana (✓) In the rainforest area (✓) West of Accra (✓) North-east of Axim (✓) South-west of Lake Volta (✓)	3	3 x 1 (✓)  Description should include three separate and appropriate points for full marks
		(ii)	Log trees (✓) so the trees can be sold for timber (DEV)  Grow cocoa (✓) to sell to companies to make chocolate (DEV)  Tourism in the NP (✓) work in the gift shops / cafes / hotels (DEV)	4	2 x 1 (✓) for interpreting valid use from the resources 2 x 1 (DEV) for the reason of how this could be a source of income
	(b)		<p><b>Level 3 (5–6 marks)</b> An answer at this level demonstrates a <b>thorough</b> understanding the impact of human activity on tropical rainforests (AO2) and a <b>thorough</b> evaluation of how much impact human activity is having on Ghana's rainforest (AO3).</p> <p>This will be shown by including <b>well-developed</b> ideas about both the understanding of the impacts of human activity on tropical rainforests <b>and</b> the evaluation of how much human activity is having on Ghana's rainforest.</p> <p><b>Level 2 (3–4 marks)</b> An answer at this level demonstrates <b>reasonable</b> understanding the impact of human activity on tropical rainforests (AO2) and <b>reasonable</b> evaluation of how much impact human activity is having on Ghana's rainforest (AO3).</p> <p>This will be shown by including <b>developed</b> ideas about the understanding of the impact of human activity on tropical rainforests <b>and/or</b> the evaluation of how much human activity is having on Ghana's rainforest.</p>	6	<p><b>Indicative Content</b> Human activity can impact tropical rainforests in a number of ways, both positively and negatively. These may include logging, mineral extraction, agriculture and tourism.</p> <p>Evaluation of the impact of human activity may include references to how 25% of Ghana's rainforest has been cut down and that 15% of Ghana's rainforest has become protected areas. The evaluation may focus on the potential use of the deforested areas to help drive Ghana's economic development or the reasons behind the protection of the areas such as for tourism or environmental reasons.</p> <p>Examples of <b>well-developed</b> ideas: Since 1990, Ghana has logged a 25% of its rainforest; this could have had both positive and negative impacts. Some of the best benefits include economic growth such as the creation of jobs and trade. The logged areas could be used for growing crops such as cocoa and the trees could be sold for timber. Some of the worst impacts could be increased flood risk as trees intercept rainwaters. Also loss</p>

Question	Answer	Mark s	Guidance
	<p><b>Level 1 (1–2 marks)</b> An answer at this level demonstrates <b>basic</b> understanding the impact of human activity on tropical rainforests (AO2) and <b>basic</b> evaluation of how much impact human activity is having on Ghana’s rainforest (AO3).</p> <p>This will be shown by including <b>simple</b> ideas about the understanding of the impact of human activity on tropical rainforests <b>or</b> the evaluation of how much human activity is having on Ghana’s rainforest.</p> <p><b>0 marks</b> No response or no response worthy of credit.</p>		<p>of the potential gene pool for medicinal value and protection of threatened species.</p> <p>Examples of <b>developed</b> ideas: Ghana has destroyed 25% of its rainforest but it has also protected some. Logging trees means that they can sell it for timber and make money to develop economically, this would have a positive impact on the economy of Ghana but negative impact on the planet. The carbon store would be reduced and threatened species lose their habitat. These impacts are potentially the worst.</p> <p>Example of <b>simple</b> ideas: The rainforest is being cut down to earn money. This has negative impacts.</p>
4*	<p><b>Level 4 (10–12 marks)</b> An answer at this level demonstrates a <b>comprehensive</b> interpretation of the information provided to outline Ghana’s level of development including both successes and challenges (AO3). It also shows a <b>comprehensive</b> evaluation of the information provided to propose a strategy (AO3) with a <b>comprehensive</b> understanding of a development strategy (AO2). The answer demonstrates a <b>comprehensive</b> judgement to justify how the strategy would be able to help Ghana develop further with a clear decision reached (AO3).</p>	12	<p><b>Indicative Content</b> Interpretation of information to outline Ghana’s level of development could include reference to data from the development indicators’ table and the Ghana fact file.</p> <p>The development strategy the learner proposes will determine what understanding and evaluation is shown. The decision needs to be appropriate to Ghana and any of the <b>Figs</b> in the Resource Booklet can be used to help justify why the development strategy would be able to help Ghana develop further.</p>

Question	Answer	Marks	Guidance
	<p>This will be shown by including <b>well-developed</b> ideas about Ghana's current level of development <b>and</b> one strategy which would allow Ghana to develop further.</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 to outline Ghana's level of development including both successes and challenges (AO3). It also shows a <b>thorough</b> evaluation of the information provided to propose a strategy (AO3) with a <b>thorough</b> understanding of a development strategy (AO2). The answer demonstrates a <b>thorough</b> judgement to justify how the strategy would be able to help Ghana develop further with a clear decision reached (AO3).</p> <p>This will be shown by including <b>well-developed</b> ideas about <b>either</b> Ghana's current level of development <b>or</b> one strategy which would allow Ghana to develop further <b>and developed</b> ideas about the <b>other</b> question focus (level of development or strategy to develop further).</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>Examples of <b>well-developed</b> ideas: Ghana currently has many successes in its development. One success is the increase in ecotourism, such as at Kakum National Park, which has increased its GNI per capita to \$1760 which is well above other LIDC countries such as Kenya.</p> <p>87% of Ghana's people have access to clean drinking water; this is relatively high for an LIDC especially when compared to Mozambique at just 49%. However it has not been totally successful, for example in the north of the country 34% of people are food insecure.</p> <p>In the future, I believe that Ghana should invest further in ecotourism through creating biosphere reserves. This would bring in more foreign direct investment while also protecting the rainforest therefor reducing the impacts of deforestation.</p> <p>Examples of <b>developed</b> ideas: Ghana has a range of successes and challenges. One success is that it has more GNI per capita than other LIDC countries at \$1760. This could be partly because of ecotourism to bring in visitors.</p> <p>In the future, Ghana should make more national parks so more people come to visit them and spend money in the area.</p> <p>Examples of <b>simple</b> ideas: Ghana is a poor has a low level of development. This means that people do not have a lot to eat, cannot go to school and have no doctors.</p>

Question	Answer	Mark s	Guidance
	<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 <b>reasonable</b> interpretation of the information provided to outline Ghana’s level of development including both successes and challenges (AO3). It also shows <b>reasonable</b> evaluation of the information provided to propose a strategy (AO3) with <b>reasonable</b> understanding of a development strategy (AO2). The answer demonstrates <b>reasonable</b> judgement to justify how the strategy would be able to help Ghana develop further with a clear decision reached (AO3).</p> <p>This will be shown by including <b>developed</b> ideas about <b>either</b> Ghana’s current level of development <b>or</b> one strategy which would allow Ghana to develop further and <b>simple</b> ideas about the <b>other</b> question focus (level of development or strategy to develop further).</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 <b>basic</b> interpretation of the information provided to outline Ghana’s level of development including both successes and challenges (AO3). It also shows <b>basic or no</b></p>		<p>The government should try to make more money to improve the country.</p>

Question	Answer	Mark s	Guidance
	<p>evaluation of the information provided to propose a strategy (AO3) with <b>basic or no</b> understanding of a development strategy (AO2). The answer demonstrates <b>basic or no</b> judgement to justify how the strategy would be able to help Ghana develop further with a clear decision reached (AO3).</p> <p>This will be shown by including <b>simple</b> ideas about <b>either</b> the Ghana’s current level of development <b>or</b> one strategy which would allow Ghana to develop further.</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 or no response worthy of credit.</p>		
	<p> Spelling, punctuation and grammar and the use of specialist terminology (SPaG) are assessed using the separate marking grid in Appendix 1.</p>	<b>3</b>	

## APPENDIX 1

## 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</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>

## Awarding Spelling, Punctuation and Grammar and the use of specialist terminology to scripts with a scribe cover sheet

- a. If a script has a **scribe cover sheet** it is vital to check which boxes are ticked and award as per the instructions and grid below:
- i. Assess the work for SPaG in accordance with the normal marking criteria. The initial assessment must be made as if the candidate had not used a scribe and was eligible for all the SPaG marks.
  - ii. Check the cover sheet to see what has been dictated and therefore what proportion of marks is available to the candidate.
  - iii. Convert the SPaG mark to reflect the correct proportion using the conversion table given below.

SPaG mark awarded	Mark if candidate eligible for one third (e.g. grammar only)	Mark if candidate eligible for two thirds (e.g. grammar and punctuation only)
0	0	0
1	0	1
2	1	1
3	1	2

### Word processed scripts

- b. If a script has a **word processor cover sheet** attached to it, the candidate **can** still access SPaG marks unless the cover sheet states that the checking functionality is enabled, in which case no SPaG marks are available.
- c. If you have any queries please contact the OCR Special Requirements Team at [srteam@ocr.org.uk](mailto:srteam@ocr.org.uk)

### Other

If the script has a **transcript, Oral Language Modifier, Sign Language Interpreter** or a **Practical Assistant cover sheet**, award SPaG as normal.

## Assessment Objectives (AO) grid

Question	AO1	AO2	AO3	AO4	Marks	SPaG
1(a)(i)				2	2	
1(a)(ii)				1	1	
1(b)(i)				2	2	
1(b)(ii)				1	1	
1(b)(iii)		3			3	
1(c)		3	3		6	
2(a)(i)				3	3	
2(a)(ii)				2	2	
2(b)		6	6		12	
3(a)(i)				3	3	
3(a)(ii)		2	2		4	
3(b)		3	3		6	
4		3	9		12	3
<b>Total</b>		<b>20</b>	<b>23</b>	<b>14</b>	<b>57</b>	<b>3</b>