

GCSE

Geography A Geographical Themes

J383/02: The world around us

General Certificate of Secondary Education

Mark Scheme for June 2025

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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MARKING INSTRUCTIONS

PREPARATION FOR MARKING RM ASSESSOR

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 available in RM Assessor
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

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% (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, email or via the RM Assessor messaging system.
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 the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.

7. There is a NR (**No Response**) option. Award NR (No Response):

- if there is nothing written at all in the answer space
- OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')
- OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

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.**

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:

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, 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, use to show where marks gained for all short answer questions, place where mark(s) gained
?	Unclear, use to show mark(s) cannot be awarded as answer is illegible or unclear
✗	Cross, use for incorrect idea(s) for all short answer questions and for incorrect case study examples for Q1c) 2b) 3c)
^	Omission mark to show key idea(s) missing from answer that prevents mark(s) being given
L1	Level 1 Annotate end of answer with L1 for overall level for Q1c) 2b) 3c)
L2	Level 2 Annotate end of answer with L2 for overall level for Q1c) 2b) 3c)
L3	Level 3 Annotate end of answer with L3 for overall level for Q1c) 2b) 3c)
L4	Level 4 Annotate end of answer with L4 for overall level for Q 2b)
DEV	Use for developed points for Q2aiii) Q3aii) and for developed/well developed ideas for Q1c) Q2b) Q3c)
C	Communicate findings = 1 mark for Q1aii)
PLC	Use for relevant place specific detail for Q1c) 2b) 3c)
EVAL	Evaluation, use for evaluation or judgment ideas for Q 2b)
BOD	Benefit of doubt, use to show mark(s) given where answer lacks clarity
IRRL	Irrelevant, significant amount of material which does not answer the question
BP	Blank page, this annotation must be used on all blank pages within an answer booklet and on each page of an additional object where there is no candidate response.
SEEN	Seen, response seen but no credit given and use for all unanswered question items, along with NR

12. Subject Specific Marking Instructions

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet Instructions for Examiners. If you are examining for the first time, please read carefully Appendix 5 Introduction to Script Marking: Notes for New Examiners.

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

USING THE MARK SCHEME

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

In your marking, you will encounter valid responses which are not covered by the Mark Scheme: these responses must be credited. You will encounter answers which fall outside the 'target range' of bands for the paper which you are marking. Please mark these answers according to the marking criteria.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

LEVELS OF RESPONSE QUESTIONS:

The indicative content indicates the expected parameters for candidates' answers but be prepared to recognise and credit unexpected approaches where they show relevance.

Using 'best-fit', decide first which set of level descriptors best describes the overall quality of the answer. Once the level is located, adjust the mark concentrating on features of the answer which make it stronger or weaker following the guidelines for refinement.

Highest mark: If clear evidence of all the qualities in the level descriptors is shown, the HIGHEST Mark should be awarded.

Lowest mark: If the answer shows the candidate to be borderline (i.e. they have achieved all the qualities of the levels below and show limited evidence of meeting the criteria of the level in question) the LOWEST mark should be awarded.

Middle mark: This mark should be used for candidates who are secure in the level. They are not 'borderline' but they have only achieved some of the qualities in the level descriptors.

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

	A01	A02	A03
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)	Sahara Desert (✓)	1	1 x 1 mark for correct answer from Fig. 1
1	(a)	(ii)	Most hot deserts are located along/around/between the Tropics (✓) Most hot deserts are along the Tropic of Cancer (✓) Some hot deserts are along the Tropic of Capricorn (✓) Some are located closer to the Equator (✓) Some are further north of the Tropic of Cancer (✓) Some deserts are located on the western side of the continents (✓) Most hot deserts are located in Africa (✓)	3	2 x 1 marks for each valid idea to describe the distribution of hot deserts shown on Fig.1 1 x 1 (C) for communicating the answer in an appropriate and logical order. Two valid descriptive points needed for (C) (C) not awarded if answer lacks clarity, but 2 marks can be given for valid description points No credit for describing where hot deserts are not located
1	(a)	(iii)	Hot/very hot/high temperatures (✓) High day time temperatures (✓) Low annual precipitation/dry (✓) Low night time temperatures (✓) High diurnal temperature range (✓)	2	2 x 1 mark for each valid climate feature of a hot desert Ecosystem. Credit one valid idea about temperature and one valid idea about precipitation. Credit two valid different ideas about temperature. Credit two valid different ideas about precipitation. Credit accurate data for temperature and rainfall.

Question			Answer	Mark	Guidance
1	(a)	(iv)	Animals live in burrows/underground (✓) Animals are nocturnal/come out at night (✓) Camels have humps (✓) to store fat (✓) Camels have long eyelashes (✓) to keep out the sand during storms (✓) Camels have large feet (✓) to prevent them sinking into the sand (✓)	2	1 x 1 mark for each valid idea about how animals are adapted to live in a hot desert ecosystem Development awarded with (✓) for valid explanation of one idea Credit two separate descriptive points, explanation not needed Credit one valid point with development or detail
1	(b)		Nutrients are exchanged between algae/zooxanthellae and coral (✓) This is a symbiotic relationship (✓) Zooxanthellae provide coral with nutrients via photosynthesis (✓) Algae/zooxanthellae absorb waste nutrients from the coral (✓) Coral absorb nutrients by consuming zooplankton or other food sources (✓) Zooplankton obtain nutrients by consuming phytoplankton (✓) Coral digest nutrients from bacteria and edible detritus upwelling from ocean floor (✓) Fish excrete ammonia/nitrogen into the water (✓) this can be absorbed by coral and algae (✓)	4	4 x 1 mark for each valid idea about how nutrient cycle operates in coral reef ecosystem shown in Fig. 2 Development awarded with (✓) for further valid explanation of one idea

Question			Answer	Mark	Guidance
			Waste nutrients can be nitrogen/ammonia and phosphorus/phosphates (✓)		

1	(c)	CASE STUDY Threats to tropical rainforest biodiversity Explain how threats to biodiversity affect interdependence in a tropical rainforest. Level 3 (7-8 marks) An answer at this level demonstrates thorough knowledge of threats to tropical rainforest biodiversity and interdependence in a tropical rainforest (AO1) with a thorough understanding of how these threats affect interdependence in a tropical rainforest (AO2). This will be shown by including well-developed ideas about threats to biodiversity and interdependence in a tropical rainforest. The answer must also include place-specific detail about threats to biodiversity and interdependence.	8	Case study will be marked using 3 levels: Indicative Content Case study must focus on a valid named tropical rainforest or an area within a valid named tropical rainforest. Threats to biodiversity could include deforestation, farming, extraction of oil and gas, mining, hydro-electric schemes. Effects on interdependence could include changes to climate, soil erosion, water pollution, destruction of habitats, and disruption to indigenous tribes' way of life. Effects on interdependence must be coherently linked to given threats to biodiversity. Detailed coverage of one threat to biodiversity affecting interdependence can be awarded full marks
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		Amount of relevant place-specific detail determines credit within level. There is line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. Level 2 (4-6 marks) An answer at this level demonstrates reasonable knowledge of threats to tropical rainforest biodiversity and interdependence in a tropical rainforest (AO1) with a reasonable understanding of how these threats affect interdependence in a tropical rainforest (AO2). This will be shown by including developed ideas about threats to biodiversity and interdependence in a tropical rainforest. The information has some relevance and is presented with limited structure. The information is supported by limited evidence. Developed ideas but no place-specific detail credited up to middle of level. Level 1 (1-3 marks) An answer at this level demonstrates basic knowledge of threats to tropical rainforest biodiversity and interdependence in a tropical rainforest (AO1) with a basic understanding of how these threats affect interdependence in a tropical rainforest (AO2). This will be shown by including simple ideas about threats to biodiversity and interdependence in a tropical rainforest.	Use PLC for relevant knowledge linked to case study example. Place specific detail could include credible data linked to rainforest exploitation, names of companies involved in rainforest exploitation, climate data, names of plants, animals and indigenous tribes, location of rainforest Maximum mid-Level 2 – 5 marks, if a valid named tropical rainforest is not given, for valid ideas about threats to biodiversity and interdependence. Example of well-developed ideas: Deforestation in the Peruvian Amazon is the cause of many threats to biodiversity. Logging for timber affects interdependence between plants and soil, as tree roots no longer hold soil in place, leading to massive soil erosion and landslides. The logging of large areas of rainforest destroys habitats for plants and animals. Which can lead to the extinction of rare animals such as the jaguar. Gold mining has even more serious consequences as the mercury used in the process is highly toxic. This damages aquatic ecosystems and poisons water supplies. These threats disrupt interdependence for the local indigenous people who depend upon the plants, animals and water for food, drink and medicine. Example of developed ideas: Logging for timber in the Peruvian Amazon causes massive soil erosion as the trees cannot hold the soil in place. Logging also destroys wildlife habitats which could lead to the extinction of rare animals such as the jaguar. Mercury used in gold mining in the Amazon is
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			The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to evidence may not be clear. 0 marks No response worthy of credit.		highly toxic. This pollutes the water for animals and local indigenous people who live in the rainforest. Example of simple ideas: Deforestation for logging destroys wildlife habitats in the Peruvian Amazon rainforest. This could cause the extinction of rare animals.
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Question			Answer	Mark	Guidance
2	(a)	(i)	Oceania (✓)	1	1 x 1 mark for correct answer from Fig.3
2	(a)	(ii)	B: 1.2 (✓)	1	1 x 1 mark for correct answer from Fig. 3
2	(a)	(iii)	Increased unplanned growth/expansion of informal settlements (✓) due to lack of affordable accommodation for new arrivals (DEV) Increase in health problems (✓) due to poor sanitation/access to health care in informal settlements (DEV) Higher levels of crime (✓) as arrivals struggle to find regular employment/ways to earn money (DEV) Increased air pollution (✓) due to more commuters/wood burning stoves in informal settlements (DEV) Increased waste pollution (✓) due to poor refuse collection/recycling systems (DEV)	4	2 x 1 for two valid negative consequences of rapid urbanisation in LIDCs 2 x DEV for further relevant detail about each consequence (DEV) Credit valid ideas for negative consequences on rural areas

2	(b)*	CASE STUDY- one aid project in an LIDC or EDC An aid project can promote and hinder economic development in an LIDC or EDC. Evaluate the success of an aid project in your chosen LIDC or EDC. Level 4 (10-12 marks) An answer at this level demonstrates comprehensive knowledge of one aid project (AO1) with a comprehensive understanding of the success of the aid project on the chosen LIDC or EDC (AO2). There will be a comprehensive evaluation of the success of the aid project (AO3). This will be shown by including well-developed ideas about one aid project and its success. The answer must also include place-specific details about one aid project and its success in the LIDC or EDC. Amount of relevant place-specific detail determines credit within the level. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. Level 3 (7-9 marks) An answer at this level demonstrates thorough knowledge of one aid project (AO1) with a thorough understanding of the success of the aid project on the chosen LIDC or EDC (AO2). There will be a thorough evaluation of the success of the aid project (AO3).	12	Case study will be marked using 4 levels. Indicative Content Answer must focus on a valid aid project in a valid named LIDC or EDC. If more than one valid aid project is given, only credit the first one. The aid project can be linked to NGOs, other organisations, government schemes and multilateral/bilateral aid from other countries/agencies. No credit for TNC investment unless linked to a specific aid project. Ideas about success must be coherently linked to the given aid project. Use PLC for relevant knowledge linked to case study example. PLC could include NGOs/agencies associated with the aid project, data/detail about the project's features, data/detail about the success of the project. PLC could also include relevant information/data about the LIDC/EDC. Maximum of mid-Level 2 - 5 marks, if a valid LIDC or EDC is not given, for valid ideas about an aid project and its success.
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		This will be shown by including developed ideas about one aid project and its success. The answer must also include place-specific details about one aid project and its success in the LIDC or EDC. Amount of relevant place-specific detail determines credit within the level. There is line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. Level 2 (4-6 marks) An answer at this level demonstrates reasonable knowledge of one aid project (AO1) with a reasonable understanding of the success of the aid project on the chosen LIDC or EDC (AO2). There will be a reasonable evaluation of the success of the aid project (AO3). This will be shown by including developed ideas about one aid project and its success. Developed ideas but no place-specific detail credited up to middle of level. The information has some relevance and is presented with limited structure. The information is supported by limited evidence. Level 1 (1-3 marks) An answer at this level demonstrates basic knowledge of one aid project (AO1) with a basic understanding of	Maximum of mid-Level 2 - 5 marks, if a valid aid project is not given, for valid general ideas about aid and its success in the LIDC/EDC Examples of well-developed ideas Goat Aid, operated by Oxfam in Ethiopia, is a successful, sustainable aid project. Pairs of goats are given to young girls, the goats are bred to create a flock. Milk and dairy products from the goats improve nutrition and health and surplus produce can be sold to raise money for education, clothing and food. Continuous breeding of goats makes the project sustainable. The project is successful as it improves the health, wealth and quality of life of girls and young women and their families. However, the aid project can create dependency, with Ethiopia relying on outside charities such as Oxfam for support. The project also has a limited impact on economic development due to its small scale and it does not address more serious issues such as Ethiopia's debt burden. But by improving opportunities for girls and young women Goat Aid helps to support equality and reduce birth rates. Examples of developed ideas Oxfam's Goat Aid in Ethiopia, is a successful, aid project. Pairs of goats are given to young girls. Milk and dairy products from the goats improve nutrition and
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		the success of the aid project on the chosen LIDC or EDC (AO2). There will be a basic evaluation of the success of the aid project (AO3). This will be shown by including simple ideas about one aid project and its success. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to evidence may not be clear. 0 marks No response worthy of credit.	health. Breeding of goats makes the project sustainable. The project is successful as it improves the quality of life of girls and young women and their families. However, the aid project can create dependency by relying on outside charities such as Oxfam for support. But improved opportunities for girls helps to support equality and reduce birth rates. Examples of simple ideas Goat Aid has improved the health and wealth of young girls in Ethiopia. However the project is small in scale and is dependent on charity aid.
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Question			Answer	Mark	Guidance
3	(a)	(i)	Climate change has been evident from the 1970s (✓) Climate change has been happening for a long time (✓) Industrial pollution/burning fossil fuels are causes (✓) The consequences of climate change are happening now/in the 2020s (✓) Some people have been unaware of climate change (✓) Some people have been slow or reluctant to accept climate change (✓) Little action taken to tackle climate change (✓) Urgent action needed to tackle climate change (✓)	2	2 x 1 mark for each valid idea about climate change shown in Fig. 4 Two separate ideas needed for full marks One mark maximum for direct lifting from Fig. 4 without any further development or interpretation. Such as: 'climate change is coming' 'climate change is here' 'woah, did not see that coming.'
3	(a)	(ii)	Ice caps melting (✓) sea levels rising (DEV) Sea levels rising (✓) increased coastal flooding (DEV) More frequent and severe wildfires (✓) due to high temperatures and drier conditions (DEV) More frequent and severe drought events (✓) due to higher temperatures and evaporation rates (DEV) More frequent and severe storm events (✓) due to increased water vapour in the atmosphere (DEV)	2	1 x 1 mark for valid consequence of climate change 1 x DEV for further explanation of the consequence

Question			Answer	Mark	Guidance
3	(a)	(iii)	Paintings and diaries can be inaccurate making them unreliable (✓) Paintings and diaries show the perspectives/bias of the artist/author rather than provide accurate depictions (✓) Paintings can show visual evidence of colder or warmer climates compared to the present day (✓) Such as ice fairs on the frozen river Thames (✓) Personal accounts can lack objective accuracy (✓) Older evidence, such as cave paintings can be difficult to date accurately (✓) Paintings/diaries lack scientific data associated with other evidence (✓) such as ice cores/trees rings (✓)	3	3 x 1 marks for valid ideas about the validity of paintings and diaries as evidence of climate change Development awarded with (✓) for further valid detail for one idea Credit exemplification of valid ideas, such as types of paintings or diaries.
3	(a)	(iv)	C: changes in the Earth's orbit (✓)	1	1 mark for correct answer
3	(b)	(i)	D: warm air rises at 0° and descends at 30°	1	1 mark for correct answer from Fig. 5
3	(b)	(ii)	Warm air rising/low pressure at the equator causes rapid evaporation/condensation (✓) leading to high precipitation/storms (✓)	4	1 mark for each valid idea about how global circulation of the atmosphere, shown in Fig.5, leads to extreme weather conditions at the equator and the poles. Development awarded with (✓) for further valid detail

Question			Answer	Mark	Guidance
			Descending cold air/high pressure has less water vapour/dry air (✓) causing low precipitation at the poles (✓) Descending cold air/high pressure creates clear skies (✓) contributing to cold temperatures at the poles (✓)		for one idea Only credit extreme weather conditions if part of a valid explanation linked to circulation of atmosphere. Only credit ideas about circulation of atmosphere if linked to a valid explanation of extreme weather conditions. Maximum of three marks if valid ideas about only the equator or the poles. No credit for cold descending air causes cold temperatures at the poles.
3	(c)		CASE STUDY – Causes of a drought event Level 3 (5-6) marks An answer at this level will demonstrate thorough knowledge of the causes of drought (AO1), with a thorough understanding of how these causes led to a drought event (AO2). This will be shown by including well-developed ideas about the causes of a drought event The answer must also include place-specific detail about the causes of the drought event. Amount of relevant place-specific detail determines credit within level.	6	Case study will be marked using 3 levels Indicative Content Answer must focus on a valid named drought event. Causes of the drought event could include the influence of El Nino/La Nina, the movement of the Inter Tropical Convergence Zone (ITCZ). Credit relevant human factors which caused the drought Full marks can be awarded for detailed coverage of one cause. Use PLC for relevant knowledge linked to case study example.

		Level 2 (3-4) marks An answer at this level will demonstrate reasonable knowledge of the causes of drought (AO1), with a reasonable understanding of how these causes led to a drought event (AO2). This will be shown by including developed ideas about the causes of a drought event Developed ideas but no place-specific detail credited up to middle of level. Level 1 (1-2) marks An answer at this level will demonstrate basic knowledge of the causes of drought (AO1), with a basic understanding of how these causes led to a drought event (AO2). This will be shown by including simple ideas about the causes of a drought event 0 marks No response worthy of credit.	PLC could include valid climate data, detail/data about the intensity or duration of the drought event, named places affected by the drought. Maximum of mid-Level 2 - 3 marks, if a valid drought event is not given, for valid ideas about the causes of drought. Examples of well-developed ideas. El Nino was the main cause of the 'Big Dry' drought event in Australia. Moist trade winds normally blow westwards across the Pacific Ocean to Australia to bring warmer water causing rising air and rainfall. However during El Nino the winds weakened and blew eastwards towards South America. The water near Australia was cooler, so there was less air rising leading to very low rainfall. High evaporation reduced water supplies, and poor management of water within the Murray-Darling river basin made the drought worse, but the main cause was El Nino. Examples of developed ideas. El Nino caused the 'Big Dry' drought event in Australia. The normally moist winds weakened and blew eastwards away from Australia. The water near Australia was cooler, leading to lower than normal rainfall. High evaporation rates made the drought worse but the main cause was El Nino. Examples of simple ideas. The 'Big Dry' drought in Australia was caused by El Nino. The winds changed causing lower than normal
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					rainfall.
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Appendix 1
Spelling, punctuation and grammar and the use of specialist terminology (SPaG) assessment grid

<i>High performance 3 marks</i>
• Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate
<i>Intermediate performance 2 marks</i>
• Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate
<i>Threshold performance 1 mark</i>
• Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder overall • Learners use a limited range of specialist terms as appropriate
<i>0 marks</i>
• 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

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:
- 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.
 - Check the cover sheet to see what has been dictated and therefore what proportion of marks is available to the candidate.
 - 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

Other

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

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