

GCSE

Geography A Geographical Themes

J383/03: Geographical skills

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

Annotations

Annotation	Meaning
	Correct (not to be used in levels response questions)
	Unclear
	Incorrect
	Level 1
	Level 2
	Level 3
	Development
	Not required on this paper
	Communicate findings
	Significant amount of material which does not answer the question
	Benefit of doubt
	Omission mark
	Blank page
	Noted but no credit given
	Evaluative point

Subject Specific Marking Instructions

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 carefully read **Appendix 5 Introduction to Script Marking**:

Notes for New Examiners

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

USING THE MARK SCHEME

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

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

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

LEVELS OF RESPONSE QUESTIONS

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

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

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

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

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

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

	AO1	AO2	AO3
Comprehensive	A range of detailed and accurate knowledge that is fully relevant to the question.	A range of detailed and accurate understanding that is fully relevant to the question.	Detailed and accurate interpretation through the application of relevant knowledge and understanding. Detailed and accurate analysis through the application of relevant knowledge and understanding. Detailed and substantiated evaluation through the application of relevant knowledge and understanding. Detailed and substantiated judgement through the application of relevant knowledge and understanding.
Thorough	A range of accurate knowledge that is relevant to the question.	A range of accurate understanding that is relevant to the question.	Accurate interpretation through the application of relevant knowledge and understanding. Accurate analysis through the application of relevant knowledge and understanding. Supported evaluation through the application of relevant knowledge and understanding. Supported judgement through the application of relevant knowledge and understanding.
Reasonable	Some knowledge that is relevant to the question.	Some understanding that is relevant to the question.	Some accuracy in interpretation through the application of some relevant knowledge and understanding. Some accuracy in analysis through the application of some relevant knowledge and understanding. Partially supported evaluation through the application of some relevant knowledge and understanding. Partially supported judgement through the application of some relevant knowledge and understanding.
Basic	Limited knowledge that is relevant to the topic or question.	Limited understanding that is relevant to the topic or question.	Limited accuracy in interpretation through lack of application of relevant knowledge and understanding. Limited accuracy in analysis through lack of application of relevant knowledge and understanding. Un-supported evaluation through lack of application of knowledge and understanding. Un-supported judgement through lack of application of knowledge and understanding.

Question			Answer	Mark	Guidance
1	a	i	A - HEP and solar power	1	1 x1 (✓)
1	a	ii	Wind/offshore wind	1	1 x1 (✓)
1	a	iii	Indicative content: Reduce dependence on/replace Russian gas (✓) Reduce carbon emissions (✓) Help to meet net zero targets (✓)	2	2 x1 (✓)
1	b	i	C – line graph	1	1 x1 (✓)
1	b	ii	Total amount generated has increased (✓) with a bigger increase in 2020-2021 than in 2021-2022 (✓) Solar has increased steadily each year/solar has increased the most (✓) Wind generation saw a large increase from 2020-2021 (✓) but decreased in 2021-2022 (✓) Bioenergy saw a small increase overall/bioenergy has increased the least (✓) and from 2021-2022 it stayed the same (✓) HEP saw a small/steady increase (✓)	4	4 x1 (✓) Accept any accurate description of any type of energy. Descriptions must relate to changes. Maximum 3 marks if candidate only covers the period from 2020-2021 or 2021-2022.

1	b	iii	Renewable energy becoming cheaper to generate (✓) Government targets (✓) Trying to reach net zero (✓) Reduce carbon emissions (✓) Fossil fuels running out/becoming more expensive (✓) People are better education about the impacts of fossil fuels/greater environmental awareness of climate change (✓) Higher consumer demand / homeowners installing solar panels (✓)	1	1 x1 (✓) Credit any reasonable suggestion for either the total or individual energy types.
1	c	i	$116/4 = 29\%$ $(33+69+11+9)/4 = 29\%$	2	1 x1 (✓) for appropriate calculation 1 x (✓) for correct answer
1	c	ii	$145 + 56 = 201\%$	2	1 x1 (✓) for appropriate calculation 1 x1 (✓) for correct answer

Question		Answer	Mark	Guidance
1	d	Level 3 (6–8 marks) An answer at this level demonstrates a thorough understanding of the impact of energy supply (AO2). There is a thorough evaluation of whether reduced imports or carbon emissions are more important with a reasonable judgement as to the extent to which the statement is agreed with (AO3). This will be shown by including well-developed ideas. There are clear and explicit attempts to make appropriate synoptic links between content from different parts of the course of study. There is a well-developed line of reasoning which is logically structured. The information presented is relevant and substantiated. Level 2 (3–5 marks) An answer at this level demonstrates a reasonable understanding of the impact of energy supply (AO2). There is a reasonable evaluation of whether reduced imports or carbon emissions are more important with a basic judgement as to the extent to which the statement is agreed with (AO3). This will be shown by including developed ideas. There are attempts to make synoptic links between content from different parts of the course of study, but these are not always appropriate.	8	Indicative Content Candidates need to make the link between the need for energy security by reducing imports and the need to reduce carbon emissions in looking to control levels of climate change. Reference might be made to any of the resources used in question 1 for credit alongside students' own knowledge. Answers may be developed in very different ways, focusing on issues around climate change and reducing reliance on fossil fuels or on energy security. Both are equally creditworthy but do not need to be developed equally. Examples of well-developed ideas: I disagree as I believe that reducing energy imports is a national issue, affecting individual countries but reducing carbon emissions is a global issue affecting the whole planet. Reducing imports might give us more energy security, which is important as the recent conflict between Russia and the Ukraine has shown, but it could mean that the UK ends up increasing our carbon emissions by investing more in North Sea gas, as the government suggests. Whilst this can be good economically with more money from exports, it will add further to the enhanced greenhouse effect at a time when the UK should be working to move to net zero by 2050. Examples of developed ideas:

		There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. Level 1 (1–2 marks) An answer at this level demonstrates a basic understanding of the impact of energy supply (AO2). There is a basic evaluation of whether reduced imports or carbon emissions are more important with no judgement as to the extent to which the statement is agreed with (AO3). This will be shown by including simple ideas. There are no synoptic links between content from different parts of the course of study. 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. 0 marks No response or no response worthy of credit.		I disagree, as to a large extent reducing carbon emissions is the most important thing, we can do to reduce the enhanced greenhouse effect. This is causing major consequences across the globe, affecting food supplies, leading to extreme weather events, and causing rising sea levels. Whilst reducing imports may be good for the UK, reducing our use of carbon dioxide is much more important globally. Examples of simple ideas: I think reducing carbon emissions is the most important as without doing this we will keep on adding to the gases that cause climate change. This could lead to rising sea levels and melting ice caps.
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Question			Answer	Mark	Guidance
2	a		A – Mali	1	1 x 1 (✓)
	b		D – 12%	1	1 x 1 (✓)
	c		The proportional circles show the size of a country's population. (✓) For example, India has one of the largest circles which shows a total population of 1.4 billion. (DEV)	2	1 x 1 (✓) for description 1 x 1 (DEV) for example using data.
	d		There is a positive relationship/positive correlation (✓). This means that as child mortality increases, so do the figures for natural increase (✓) Countries with a very high child mortality, such as Nigeria at nearly 10%, also have a high rate of natural population increase of around 2.5% (✓) However, some countries like Japan with a very low child mortality have a natural decrease in their population (i.e., below zero) (✓) Some countries don't fit the trend such as Mayotte which has a high rate of natural population increase but a low child mortality (✓)	4	4 x 1 (✓) for each description of relationship. Note that the question asks for information from the graph, this does not have to mean data but might be reference to individual countries. i.e., 'Mali has the highest child mortality and a high natural increase' would be creditworthy.

	e	One reason might be lack of development (✓). This leads to poor healthcare (DEV) and so the children may be susceptible to disease (DEV). A reason may be that people want large families for labour (✓) as more children can support them economically (DEV) as they may be needed to work in primary activities such as farming (DEV). Low natural increase and child mortality can be due to high levels of development (✓). Families may have fewer children by choice (DEV) as they have very good health care to support the health of children (DEV). One reason might be good availability of contraception (✓). This leads to fewer births (DEV) and children that are born survive due to good healthcare (DEV).	3	1 x 1 (✓) for reason for correlation (likely to be related to development/healthcare/choice/culture) 2 x 1 (DEV) for points of explanation as to why either variable is high/low
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Question			Answer	Mark	Guidance
3	a		Does not show exact values (✓) Provides a generalisation for large areas (✓) Does not account for variations within a country (✓)	1	1 x 1 (✓)
3	b		Country B is more likely to be an LIDC (✓) because the population growth is over 3% (DEV) which suggests higher birth rates (DEV). Country B is an LIDC (✓) because the population growth is high (DEV) as there is a lack of contraception (DEV). Country B is an LIDC (✓). Women have children at a younger age (DEV) and so the population growth exceeds 3% (DEV).	3	1 x 1 (✓) for correct identification 1 x (DEV) use of the figure 1 x (DEV) for any other reasonable justification
3	c		Majority of countries are experiencing some growth (✓) The highest population growth is found in parts of Africa (✓) with some countries having growth of over 4% (DEV) (COM). Countries closer to the equator have higher growth (✓). Japan and parts of Europe have the lowest growth (✓) with negative rates of over -2% (DEV) (COM). The global pattern is uneven (✓).	4	2 x 1 (✓) for describing the pattern of population growth 1 x 1 (DEV) for using data from the key (only one piece of data required) 1 x 1 (C) for communicating the answer in an appropriate and logical order (2 ideas about the pattern required)

Question		Answer	Mark	Guidance
3	d	Level 3 (5–6 marks) An answer at this level demonstrates a thorough understanding of the concept of migration (AO2) and applies their understanding to give a thorough assessment of whether it will have greater impact in LIDCs or ACs (AO3). This will be shown by including well-developed ideas about migration and the impact it can have on ACs and LIDCs There are clear and explicit attempts to make appropriate synoptic links between content from different parts of the course of study. Level 2 (3–4 marks) An answer at this level demonstrates a reasonable understanding of the concept of migration (AO2) and applies their understanding to give a reasonable assessment of whether it will have more impact in LIDCs or ACs (AO3). This will be shown by including developed ideas about the concept of migration and the impact it could have on countries in the future. There are attempts to make synoptic links between content from different parts of the course of study, but these are not always appropriate. Level 1 (1–2 marks) An answer at this level demonstrates a basic understanding of the concept of migration (AO2) and applies their understanding to give a basic assessment	6	This question will be marked using 3 levels: Indicative content Evaluation of the impact of climate migration on the UK in comparison to LIDCs Reference to Fig.6 in relation to LIDCs Examples of well-developed ideas: Climate migration will have a much greater impact in LIDC cities as they are likely to suffer more from the effects of climate change and also have fewer resources to cope. Addis Adaba, for example may not have the infrastructure to cope with water shortages from more frequent droughts. Rapid urbanisation can also lead to the development of low-quality housing and environmental problems due to the unplanned nature of settlements in LIDCs. In countries such as the UK, where there are advanced infrastructure and medical facilities, there is likely to be more ability to manage the impact of any climate migration. Examples of developed ideas: Climate migration will have a much greater impact in LIDC cities as they are likely to suffer more from the effects of climate change such as droughts. Urbanisation in LIDCs can lead to low quality housing and overcrowding. In the UK, we have more resources to cope.

		of whether it will have more impact on LIDCs or ACs (AO3). This will be shown by including simple ideas about the concept of migration and how it impacts on countries. There are no synoptic links between content from different parts of the course of study. 0 marks No response or no response worthy of credit.		Examples of simple ideas: Climate migration will affect LIDCs the most as they have less money than the UK so won't be able to cope as well.
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Question			Answer	Mark	Guidance
4	a		Greater range provided as options (✓) Make sure categories do not overlap (✓) Gather a larger sample (✓)	1	1 x 1 (✓)
4	b		Bar charts (✓) Divided/stacked bar chart (✓) Pictogram (✓) Allows you to compare the answers easily (DEV) It is easier/clear to read (DEV) Easy to understand (DEV) Allows you to read off specific data (DEV) Easy to draw/present (DEV)	3	1 x 1 (✓) for identification of technique 2 x 1 (DEV) for justification of choice No credit for line graph, scatter graph or tally chart.
4	c		Lots of trees/vegetation/greenery/plants (✓) Walkways/lack of roads/lack of traffic (✓) Construction/building work (✓) No evidence of litter or graffiti (✓) Clear skies with no air pollution (✓) Noise pollution from building work (✓) Presence of street furniture/benches (✓)	2	2 x 1 (✓)

Question			Answer	Mark	Guidance
4	d	i		2	2 x 1 (✓) for each correct bar on the chart (size and shading) Allow difference in width but must be in the right direction (i.e., positive, not negative)
4	d	ii	Site 2 as there seems to be no traffic, so there will be little traffic noise (✓) and there are new modern buildings which look attractive (✓) Site 2 as there is a lot of greenery (✓) and there is no evidence of air pollution (✓) Site 2 as there is a lot of greenery (✓) and the score is higher than at site 1/site 2 scores 3 and site 1 scores minus 1 (✓)	2	2 x 1 (✓) for appropriate reasons. No mark for choice of site. Site 2 is more likely choice, but site 1 can be chosen if valid reasons (negative) are provided.

4	e	Level 3 (5–6 marks) An answer at this level demonstrates a thorough examination of the evidence and detailed consideration of whether urban redevelopment has had a positive impact on this area (AO3). This will be shown by including well-developed ideas. Level 2 (3–4 marks) An answer at this level demonstrates a reasonable examination of the evidence and consideration of whether urban redevelopment has had a positive impact (AO3). This will be shown by including developed ideas. Level 1 (1–2 marks) An answer at this level demonstrates a basic examination of the evidence and suggestion about whether urban redevelopment has had a positive impact on this area. (AO3). This will be shown by including simple ideas. 0 marks No response or no response worthy of credit.	6 This question will be marked using 3 levels: Indicative content Analysis of evidence from collected fieldwork data. Reference to data and Fig.6/7. Examples of well-developed ideas: I believe that most evidence suggests that urban redevelopment has had a positive impact on this area. The photograph in Fig.6 shows a high environmental quality with increased greenery and modern buildings. In addition, 85 people of the 100 surveyed had a positive or strongly positive view of the environmental improvements which had taken place. Finally, the environmental survey shows positive scores at site 2, for all the categories listed. The weight of evidence therefore supports the idea that the changes have had a positive environmental impact on the area. Examples of developed ideas: I believe that urban redevelopment has had a positive impact on this area. 85 people of the 100 had a positive or strongly positive view of the environmental improvements which had taken place. The environmental survey shows positive scores at site 2, for all the categories listed, so it must have had a positive impact. Examples of simple ideas: Urban Redevelopment has been a good thing. This can be seen in the photo and in the surveys done which have positive scores.
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5	a	Level 3 (5–6 marks) An answer at this level demonstrates a thorough evaluation of two fieldwork techniques (AO3) and reasonable justification of why these were/were not effective techniques to investigate the chosen study. (AO3). This will be shown by including well-developed ideas. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. Level 2 (3–4 marks) An answer at this level demonstrates a reasonable evaluation of two fieldwork techniques (AO3) and basic justification of why these were/were not effective techniques to investigate the chosen study. (AO3). Alternatively, answers at this level will demonstrate a thorough evaluation of one fieldwork technique only (AO3). This will be shown by including developed ideas. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. Level 1 (1–2 marks) An answer at this level demonstrates a basic evaluation of at least one fieldwork technique (AO3) and basic justification of why these were/were not effective techniques to investigate the chosen study (AO3).	6	This question will be marked using 3 levels: Indicative content Evaluation of the success of the selected fieldwork techniques, this could include both the positive and negative reflections of these techniques, allowing the candidate to make a judgement on its success. Examples of well-developed ideas: The technique of using dog biscuits as floats to measure velocity allowed us to measure the velocity at different sites on the river and see if this changes as the river moves downstream. We took three recordings at each site to take an average which led to a fairer result. However, a limitation is that the biscuit could get stuck on the stones and needed to be dislodged, which makes it difficult to determine how accurate our measurements really were. I think a more accurate measurement could be taken with a flowmeter. Examples of developed ideas: The technique of using a dog biscuit lets us measure speed at different sites which makes it easier to compare speed along the river's course. We took an average of three measurements which was fairer. However, the biscuit kept getting stuck and we had to move it along. Examples of simple ideas: I think the technique of using a dog biscuit was easy to use. You can see the speed at different sites and whether it was faster near the bottom of the river. Max L1 if human geography fieldwork has been used, unless it is used to support physical geography fieldwork.
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		This will be shown by including simple ideas. 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. 0 marks No response or no response worthy of credit.		
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5	b	Level 3 (6–8 marks) An answer at this level demonstrates a thorough assessment of the strength of conclusions reached (AO3) Evidence from a number of different sources of information/analysis is linked to a conclusion to provide a thorough evaluation (AO3). This will be shown by including well-developed ideas. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. Level 2 (3–5 marks) An answer at this level demonstrates reasonable assessment (AO3) of the strength of conclusions reached. Evidence from at least two different sources is linked to a conclusion to reach a reasonable evaluation (AO3). This will be shown by including developed ideas. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. Level 1 (1–2 marks) An answer at this level demonstrates a basic assessment (AO3) of conclusions. At least one source of information which is linked to the conclusion to provide a basic evaluation (AO3). This will be shown by including simple ideas. The information is basic and communicated in an unstructured way. The information is supported by	8	This question will be marked using 3 levels: Indicative content Consideration of the strength of fieldwork conclusions based on analysis of evidence from fieldwork investigation. Examples of well-developed ideas: (river study) I feel that the strength of any conclusions in this investigation are limited. One conclusion that we reached was that rivers get wider and deeper as they move downstream. The increased peak depth at each study site demonstrated this, as did the increasing bank to bank width. This conclusion also matched the theory from the Bradshaw model which suggested this is true of all rivers. However, with only three sites surveyed in a limited area, we can't really be sure this is the case. The conclusion that stones get smaller and rounder is also limited by the relatively small sample size at the three sites. Stronger conclusions would have been reached if the study covered a larger area with more sites surveyed. Examples of developed ideas: I feel that the strength of any conclusions in this investigation are good. One conclusion that we reached was that rivers get wider and deeper as they move downstream. The increased depth at each study site demonstrated this and it fits with the Bradshaw model. The conclusion that stones get smaller and rounder is also quite strong as the picture from our samples was very clear. Stronger conclusions would have been reached if we studied more sites.
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			limited evidence and the relationship to the evidence may not be clear. 0 marks No response or no response worthy of credit.		Examples of simple ideas: One of my conclusions was that rivers get wider and deeper as they move downstream. The river was deeper at each site this, and it was wider too. Max L1 if human geography fieldwork has been used, unless it is used to support physical geography fieldwork.
			Spelling, punctuation and grammar and the use of specialist terminology (SPaG) are assessed using the separate marking grid in Appendix 1.	3	

APPENDIX 1**Spelling, punctuation and grammar and the use of specialist terminology (SPaG) assessment grid**

<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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