GCSE (9–1)

Geography A (Geographical Themes)

J383/03: Geographical skills

General Certificate of Secondary Education

Mark Scheme for November 2020

Annotations

Annotation	Meaning
✔	Tick
❓	Cross
✖	Unclear
L1	Level 1
L2	Level 2
L3	Level 3
DEV	Development
PLC	Relevant place detail
C	Communicate findings
IRRL	Significant amount of material which doesn't answer the question
BOD	Benefit of doubt
^	Omission mark
BP	Blank page
SEEN	Noted not no credit given

Subject Specific Marking Instructions

INTRODUCTION

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

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

You should ensure that you have copies of these materials.

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

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

USING THE MARK SCHEME

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

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

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

LEVELS OF RESPONSE QUESTIONS:

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

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

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

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

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

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

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

Question			Answer	Mark	Guidance
1	**(a)**	**(i)**	5020 (✓)	1	(✓)
		(ii)	D: 496 207 (✓)	1	(✓)
		(iii)	Works/Factories (✓) Cargo Fleet Wharf (✓) Middlesbrough Dock (✓)	1	(✓) Needs to relate specifically to the map, either through named places or using grid references.
	(b)	**(i)**	B: Motel (✓)	1	(✓)
		(ii)	River (Tees) flows through the city (✓) Housing/Building close to the river bank (✓) Urbanised/High building density (✓) increases risk Land is flat (✓)	2	2 x 1 (✓) for identifying reasons
	(c)		Clearer indication of what a high/low flood risk is (✓) Identify/Colour risk in whole area, not just those parts circled (✓) Closer/better scale if looking for just Middlesbrough (✓) Inclusion of scale/ north arrow (✓)	2	2 x 1 (✓) for stating two valid changes
	(d)		**Level 3 (5–6 marks)** An answer at this level demonstrates a **thorough** understanding of human activity in river basins and causes of flood events (AO2) with a **thorough** analysis of whether human activity along river basins increases flood risk in the UK (AO3). This will be shown by including **well-developed** ideas about whether human activity along river basins increases flood risk in the UK. There are clear and explicit attempts to make appropriate synoptic links between content from different parts of the course of study.	6	This question will be marked using 3 levels: **Indicative content** Explanation of the impact of human activity on river basins in the UK Evaluation of extent to which this reduces or increases flood risk. Examples of **well-developed** ideas: Human activity can involve schemes which bring benefit to people in river basins as they can reduce the risk of flooding. For example, reservoirs built in the upper course can store water and control the river flow whilst afforestation can intercept rainfall and slow the surface run-off to the river.

Level 2 (3-4 marks)
An answer at this level demonstrates a **reasonable** understanding of human activity in river basins and causes of flood events (AO2) with a **reasonable** analysis of whether human activity along river basins increases flood risk in the UK (AO3).

This will be shown by including **developed** ideas about whether human activity along river basins increases flood risk in the UK.

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 human activity in river basins and causes of flood events (AO2) with a **basic** analysis of whether human activity along river basins increases flood risk in the UK (AO3).

This will be shown by including **simple** ideas about whether human activity along river basins increases flood risk in the UK.

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

0 marks
No response worthy of credit.

On the other hand, urbanisation of river basins can increase the flood risk by creating more impermeable surfaces, increasing the speed of surface run-off so that rivers respond to rainfall events more quickly than before.

Examples of **developed** ideas:

Flood risk can be increased by human activity when they build on floodplains which means more tarmac or concrete surfaces that do no allow water to soak in and so the water ends up travelling to the river more quickly causing it to rise and burst its banks.
Flood prevention method however can reduce the risk in the UK, such as flood walls or river widening.

Examples of **simple** ideas:

Humans increase the flood risk by building roads and houses which don't allow water to soak in. They also try to stop floods by widening the river.

Question			Answer	Mark	Guidance
2	(a)	(i)	A: From Middlesborough to Skinningrove (✓)	1	(✓)
		(ii)	Flow diagram (✓) Proportional Arrows (✓)	1	(✓)
		(iii)	20 (difference of 30-10) (✓)	1	(✓)
		(iv)	North arrow (✓) a scale line to show distance between settlements (✓) draw/overlay the flow diagram on a map (✓) show locations on a map (✓)	1	(✓) Credit any reasonable addition.
	(b)	(i)	Both rural and urban populations have seen average ages increase (✓) but there has been a greater increase in the average age of rural population (✓) as it increased by about 3 years (DEV) (C) Steady increase in the average age in rural areas (✓) but a slower rate of change seen in urban areas (✓) of less than a year over the time period (DEV) (C)	4	2 x 1 (✓) for describing the pattern of change in the age of the population. 1 x 1 (DEV) for using data from the graph (only one piece of data required) 1 x 1 (COM) for communicating the answer in an appropriate and logical order NB – must be linked to age.
		(ii)	Increase in average age might be due to better health care (✓) / people survive longer as we are able to treat a wider range of illness (DEV). Greater increase in rural areas might be due to internal migration (✓) as many retired people move to the countryside looking for peace and quiet (DEV). Slower increase in urban areas might be due to lower public health standards (✓). Poor air quality can lead to more respiratory diseases in urban areas (DEV).	4	2 x 1 (✓) for causes 2 x 1 (DEV) for points of explanation.
	(c)		Rural has a greater percentage of elderly/older people/over 50's (✓) Urban has a greater percentage of young children/0-14yr olds (✓) Urban has a greater percentage of young adults/20-34yr olds (✓)	2	2 x 1 (✓) Do not credit direct opposites

Question			Answer	Mark	Guidance
3	(a)	(i)	C: Tertiary (✓)	1	(✓)
		(ii)	Low levels of technology in the room/ has a blackboard (✓) Room appears to have no walls (✓) Basic construction materials (✓) Corrugated iron roof (✓)	1	(✓) Must be feature of the classroom, not the surroundings, and not something that is not there.
	(b)	(i)	Poverty in all regions of southern Ghana has decreased (✓) Poverty increased in northern Ghana from 1990 to 2000 before decreasing (✓) Greatest reduction is in the rural south of Ghana (✓) Least reduction is in the rural north (✓)	3	3 x 1 (✓) Answers must relate to change in poverty levels. No credit for comparison of urban-rural poverty.
		(ii)	Greater investment in the south of Ghana (✓) would create new jobs and improve standard of living (DEV) New Infrastructure projects (✓) can attract new business to the area and bring jobs (DEV) Aid projects (✓) can support improvements in health care so people are able to work (DEV)	4	2 x 1 (✓) for potential reasons for changes 2 x 1 (DEV) for points of explanation. Accept answers relating to a reduction in poverty even if region is not specified
	(c)		0.402 x 13,800,000 (DEV) = 5,547,600 (✓)	2	1 x 1 (✓) for correct answer 1 x 1 (DEV) for a correct calculation
	(d)		**Level 3 (6–8 marks)** An answer at this level demonstrates a **thorough** understanding of the challenges of uneven development in the UK and LIDCs (AO2). There is a **thorough** evaluation of whether this is a greater challenge for LIDCs (AO3) with a **reasonable** judgement as to the extent to which the statement is agreed with (AO3).	8	This question will be marked using 3 levels: **Indicative Content** Candidates need to make the link between the challenges of uneven development for both ACs like the UK and LIDCs like Ghana. Examples of **well-developed** ideas:

This will be shown by including **well-developed** ideas about the challenges of uneven development in different contexts.

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

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

Level 2 (3–5 marks)

An answer at this level demonstrates a **reasonable** understanding of the challenges of uneven development in the UK and LIDCs (AO2). There is a **reasonable** evaluation of whether this is a greater challenge for LIDCs (AO3) with a **basic** judgement as to the extent to which the statement is agreed with (AO3).

This will be shown by including **developed** ideas about the challenges of uneven development in different global contexts.

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

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

Level 1 (1–2 marks)

An answer at this level demonstrates a **basic** understanding of the challenges of uneven development in the UK and LIDCs (AO2). There is a **basic** evaluation of whether this is

Uneven development in both the UK and in LIDCs brings challenges, however they are different and it could be argued that LIDC's face much more serious challenges. In LIDCs the challenges of absolute poverty results from a lack of investment in rural areas where poor infrastructure can mean that settlements lack basic facilities such as clean water or electricity. In the UK the lower investment in some areas provides a challenge for the Government and but not to the same degree as the challenges of poverty facing LIDCs. Whilst some areas of the UK are less developed, and poverty is only relative and the government still provides support to ensure that everyone has basic services to support a decent standard of life.

Examples of **developed** ideas:

The challenge of uneven development is greater for LIDCs than for the UK. In rural areas of LIDCs there is a lack basic facilities such as water and sanitation. This leads to disease and can shorten life expectancy so is a great challenge. The UK also have problems with uneven development levels with a north south divide but this is more for the lack of jobs in rural areas and long waiting lists for people that need health care. This is not as bad as the challenge of poverty in LIDCs.

Examples of **simple** ideas:

There are challenges in the UK and LIDC countries because of uneven development but some areas of LIDCs have much worse living conditions where even water and sanitation is a problem. Most homes in the UK have water piped to them so the challenge is greater in LIDCs.

a bigger challenge for LIDCs (AO3) **or** a **basic** judgement as to the extent to which the statement is agreed with (AO3).

This will be shown by including **simple** ideas about the challenges of uneven development.

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

0 marks
No response worthy of credit.

Question			Answer	Mark	Guidance
4	**(a)**		Questionnaire (✓) Environmental/Bi-polar survey (✓) People/pedestrian count (✓) Land Use survey (✓)	1	1 x 1 (✓)
	(b)	**(i)**	(table below)	2	2 x 1 (✓) 1 mark if one column is correct but other has a mistake. 0 marks if there are mistakes in both columns.
		(ii)	Counts might have been taken at different times (✓) Too many people made it difficult to count accurately (✓) Some people only counted people moving in one direction, others both directions (✓)	1	1 x 1 (✓)
		(iii)		1	1 x 1 (✓) No credit if line touches either the number '75' or '105'. 75 must be to the left of the line 105 must be to the right of the line.
		(iv)	**Level 3 (5–6 marks)** An answer at this level demonstrates a **thorough** description of the selected suitable choice of data presentation and explanation of why this is an appropriate choice to present the pedestrian count information (AO4).	6	This question will be marked using 3 levels: **Indicative content** Description of a selected data presentation method, method (e.g located bar charts, proportional symbols) Explanation of chosen method.

Table for (b)(i):

Site number	Pedestrian Count	Cumulative Total	Cumulative Percentage (to 1 d.p)
10	115	2169	78.6
11	210	2379	86.2
12	105	2484	90.0
13	150	2634	**95.4**
14	52	**2686**	**97.3**
15	75	**2761**	100.0
		(✓)	(✓)

		This will be shown by including **well-developed** ideas. **Level 2 (3–4 marks)** An answer at this level demonstrates a **reasonable** description of the selected suitable choice of data presentation and explanation of why this is an appropriate choice to present the pedestrian count information (AO4). This will be shown by including **developed** ideas. **Level 1 (1–2 marks)** An answer at this level demonstrates a **basic** description of the selected suitable choice of data presentation and explanation of why this is an appropriate choice to present the pedestrian count information (AO4). This will be shown by including **simple** ideas. **0 marks** No response worthy of credit.		Examples of **well-developed** ideas: A located bar chart would display the pedestrian flow at different locations in the city; this would include a bar chart at each of the locations where a count has taken place, drawn to the same scale to allow you to compare pedestrian numbers. By including all the sites on the same map, it allows you to analyse the differences in pedestrian numbers as you move away from the town centre. Examples of **developed** ideas: A located bar chart would display the pedestrian flow; this would include a bar chart at each of the locations where a count took place. By including all the sites on the same map, it allows you to see if there are less people further away from the town centre. Examples of **simple** ideas: A bar chart at each place where a count was taken. This would let you see if there are less people further away from the town centre.
	(c)		**Level 3 (5–6 marks)** An answer at this level demonstrates a **thorough** interpretation of the evidence (AO3) with a **thorough** analysis of the evidence in the context of the hypothesis (AO3). This will be shown by including **well-developed** ideas **Level 2 (3–4 marks)** An answer at this level demonstrates a **reasonable** interpretation of the evidence (AO3) with a **reasonable** analysis of the evidence in the context of the hypothesis (AO3). This will be shown by including **developed** ideas.	6	This question will be marked using 3 levels: **Indicative content** Analysis of the hypothesis, this could include both the positive and negative reflections on the statement, allowing the candidate to make a judgement on its truth. Examples of **well-developed** ideas: Most of the data does not support the hypothesis as some of the highest counts e.g site 11 are quite a distance away from the gallery. Whilst the data generally supports the idea that pedestrian numbers decrease as you move further from the gallery, the pattern is not even, with high numbers also being found near the bus station and university of Teesside.

Level 1 (1–2 marks)
An answer at this level demonstrates a **basic** interpretation of the evidence (AO3) with a **basic** analysis of the evidence in the context of the hypothesis (AO3).

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

0 marks
No response worthy of credit.

Whilst there is some evidence to support the hypothesis, with the lowest two counts being the greatest distance away, overall I do not agree with the idea that the numbers of people decrease in an even manner.

Examples of **developed** ideas:
I do not agree with the hypothesis as there are high counts a long way away. Pedestrian numbers do mainly decrease as you move further from the gallery, but there are large numbers also being found near the bus station, nearly as many as at the gallery.

Examples of **simple** ideas:
The numbers of people do decrease further away from the gallery but there are also places with high numbers quite far away from the gallery.

Question			Answer	Mark	Guidance
5	**(a)**		Area was regarded as a safe location for fieldwork (✓) Easily accessible from the school (✓) A suitable size for a fieldwork investigation (✓)	1	1 x 1 (✓) Accept any reasonable answer which relates to the title given.
	(b)		The Bradshaw model helped us set our hypothesis that the river would get wider downstream. (✓) This meant that we had a clear basis which we could use to test our measurements (✓). Provided guidance on how we should expect the velocity of the water to change along the course (✓).This helped us to evaluate the accuracy of our measurements. (✓) By studying the management on the Hornsea coast we had something to compare our results to (✓). We could see if there were different rates of longshore drift at different locations (✓). The case study supported our conclusions that management was not effective (✓) as we could see another example of where measures had been taken that were more effective (✓).	4	4 x 1 (✓) for valid explanation points of how a theory or case study could be used to support the investigation
	(c)		**Level 3 (6–8 marks)** An answer at this level demonstrates a **thorough** evaluation for the strength of conclusions reached (AO3) with a **thorough** judgement as to the extent to which the data enabled a strong conclusion to be reached (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)**	8	This question will be marked using 3 levels: **Indicative content** Evaluation of strength of conclusion based on evidence from fieldwork investigation Data from the investigation should be used as evidence Justification of conclusion through evaluated evidence Examples of **well-developed** ideas: **(river study)** One conclusion that we reached was that the River Aire increased in velocity as you move downstream. This was not a very strong conclusion however as the data did not clearly identify an increase at each site downstream and the

<table>
<tr>
<td colspan="3">An answer at this level demonstrates reasonable evaluation for the strength of conclusions reached (AO3) with a reasonable judgement as to the extent to which the data enabled a strong conclusion to be reached (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 for the strength of conclusions reached (AO3) with a basic judgement as to the extent to which the data enabled a strong conclusion to be reached (AO3).

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 worthy of credit.</td>
<td></td>
<td>limitations of our methods, using an orange float, meant that their accuracy could also be questioned. Our conclusion that width and depth increased downstream however was more strongly supported by our data. The rivers' width increased at each site downstream, whilst our cross sections displayed that there was a clear difference in the depth of the stream with a peak depth of only 20cm at site 1 but 1.5m at site 5.

Examples of developed ideas:

One conclusion that we reached was that the River Aire increased in velocity. However the data was not very clear and we only used an orange float, which meant that the accuracy of the data was not very good. could also be questioned. Our conclusion that width and depth increased downstream however was stronger The rivers' width increased at each site downstream, and there was a clear difference in the depth of the stream with site 1 being much shallower than site 5.

Examples of simple ideas:

One conclusion that we reached was that the River Aire increased in speed. This was not very clear though and the data was not very accurate. We also said that the width and depth increased at each site, this was strong because the data showed the stream get much deeper with site 1 being much shallower than site 5.</td>
</tr>
<tr>
<td colspan="3">Spelling, punctuation and grammar and the use of specialist terminology (SPaG) are assessed using the separate marking grid in Appendix 1.</td>
<td>3</td>
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APPENDIX 1

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

High performance 3 marks
• Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate
Intermediate performance 2 marks
• Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate
Threshold performance 1 mark
• Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder overall • Learners use a limited range of specialist terms as appropriate
0 marks
• The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning

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