



GCSE (9–1) Geography A
(Geographical Themes)
J383/03 Geographical Skills

MARK SCHEME

MAXIMUM MARK 80

Duration: 1 hour 30 minutes

This document consists of 22 pages

MARKING INSTRUCTIONS

PREPARATION FOR MARKING

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 posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to *RM assessor* and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the *RM assessor* 50% and 100% deadlines. If you experience problems, you must contact your Team Leader without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the *RM assessor* messaging system, or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into *RM assessor*, which will select the highest mark from those awarded. (*The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.*)

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

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

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.

7. Award No Response (NR) if:

- there is nothing written in the answer space.

Award Zero '0' if:
















- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The *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.**
If you have any questions or comments for your team leader, use the phone, the *RM* assessor messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response: Not applicable in F501
- 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
	Cross
	Level 1
	Level 2
	Level 3
	Level 4
	Development
	Relevant place detail
	Significant amount of material which doesn't answer the question.
	Two statements are linked
	Omission mark
	Just / Benefit of doubt
	Blank page
	Noted but no credit given
	Communication of Meaning for logical order of information.

12. Subject-specific Marking Instructions

INTRODUCTION

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

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

You should ensure that you have copies of these materials.

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

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

USING THE MARK SCHEME

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

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

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

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

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

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

LEVELS OF RESPONSE QUESTIONS:

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

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

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

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

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

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

	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)	5568 (✓)	1	(✓) Do not allow 6 figures
		(ii)	B: 0.5 sq km (✓)	1	(✓)
		(iii)	Cross section / line graph (✓) Layered shading / colour /relief map (✓) Contour lines / isoline map (✓) Bar graph (✓)	1	(✓) Allow any appropriate method – the question does not specify whether this is on the map or not.
	(b)	(i)	An upland landscape (✓) Reservoirs are generally found in upland areas (✓) Hilly landscape (✓) Little evidence of human activity (✓) Coniferous trees (✓) Moorland (✓)	2	Note – 0 marks if candidate states ‘Lowland’ 1 x 1 (✓) for identifying the landscape as upland 1 x 1 (✓) for valid reason why this landscape is an upland landscape from the photograph “No” human activity is not creditworthy Trees = 0
		(ii)	A: North (✓)	1	(✓)
	(c)		Use of colour (✓) Adding information/numbers to the key (✓) Adding the scale (✓) Including a north arrow (✓) Adding more place names (✓)	2	2 x 1 (✓)
2	(a)	(i)	A: Beef and Sheep (✓)	1	(✓)
		(ii)	Proportional symbols/circles (✓) Pie chart (✓) Located graph (✓)	1	(✓)
		(iii)	290 (✓)	1	(✓)

	(b)	(i)	<p>Highest population [density] is in / around Plymouth Moderate population [density] in [named towns] Sparsely populated for <u>much of</u> the rest of the area</p> <p>Data to support above point.</p> <p>Logical order for COM</p>	4	<p>2 x 1 (✓) for describing the pattern of population in the Tamar catchment 1 x 1 (DEV) for using data from the key which must include a unit. 1 x 1 (COM) for communicating the answer in an appropriate and logical order</p> <p>Must have Tick Tick Dev before COM</p> <p>For example: <i>The highest population [density] is found around / in Plymouth, (✓) with densities reaching more than 2501 people per sq km (DEV). Much of the north of the catchment has a very low population [density] (✓) (COM).</i></p>
Question		Answer		Mark	Guidance
	(b)	(ii)	<p>There is likely to be a (<u>more</u> developed infrastructure) in the higher populated areas / where there is more housing (✓).</p> <p>So there will be more demand / need for infrastructure / more investment (✓)</p> <p>Such as transport / developed broadband / electricity supply / other acceptable infrastructure (✓)</p> <p>Coastal areas are flatter and are easier to build on / steep land up valley is harder to build on (✓).</p>	3	<p>3 x 1 (✓) for valid points explaining why the level of infrastructure in the Tamar catchment area will vary</p> <p>Development awarded with (✓) as a further valid explanation</p> <p>Do not double credit but credit opposite where areas of lower population are valid</p>

	(c)	<p>Wide/r bars at top [45+] / Narrow/er bars at towards bottom [<39] (✓)</p> <p>More older people than younger people (✓)</p> <p>Greatest number in any age group is 65-69 years / more 75-79 year olds females than 0-4 / any other specific data / comparative data (✓)</p>	3	<p>3 x 1 (✓) for describing the evidence that shows that South Hams has an ageing population</p> <p>NB: List of ages and figures = ^</p>
	(d)	<p>Level 3 (6–8 marks) An answer at this level demonstrates a thorough understanding of the challenges of the ageing population in the UK and challenges faced by UK cities (AO2). There is a thorough evaluation of whether the ageing population of rural counties is a more serious challenge than any faced by UK cities with a reasonable judgement as to the extent to which the statement is agreed with (AO3).</p> <p>This will be shown by including well-developed ideas about the challenges of ageing populations and UK cities and which is the most serious challenge.</p> <p>There are clear and explicit attempts to make appropriate synoptic links between content from different parts of the course of study.</p> <p>There is a well-developed line of reasoning which is logically structured. The information presented is relevant and substantiated.</p> <p>Level 2 (3–5 marks) An answer at this level demonstrates a reasonable understanding of the challenges of the ageing population in the UK and challenges faced by UK cities (AO2). There is a reasonable evaluation of whether the ageing population of rural counties is a more serious challenge than any faced by UK cities with a basic</p>	8	<p>Indicative Content Candidates need to make the link between the challenges of an ageing population and other challenges facing the UK.</p> <p>Other challenges in the UK could include: immigration, affordable housing availability, transport provision, waste management, economic decline, uneven development.</p> <p>Examples of well-developed ideas:</p> <p><i>The ageing population of the UK will bring enormous challenges surrounding housing, care and health and it could be argued that these are the most serious challenges facing our country. These challenges result from when increasing numbers of elderly people need adaptations to their homes so that they may live an independent life or increasing levels of care and support for diseases such as dementia. However, there are many other challenges for the UK such as the lack of affordable housing which provides a challenge for the government and for residents, and the impacts of migration which has led to the challenge of building greater social cohesion in some areas of the UK. It is very difficult therefore to identify any one challenge as 'the biggest challenge'.</i></p>

		<p>judgement as to the extent to which the statement is agreed with (AO3).</p> <p>This will be shown by including developed ideas about the challenges of ageing populations and UK cities and which is the most serious challenge.</p> <p>There are attempts to make synoptic links between content from different parts of the course of study but these are not always appropriate.</p> <p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p> <p>Level 1 (1–2 marks) An answer at this level demonstrates a basic understanding of the challenges of the ageing population in the UK and / or challenges faced by UK cities (AO2). There is either a basic evaluation of whether the ageing population of rural counties is a more serious challenge than any faced by UK cities or a basic judgement as to the extent to which the statement is agreed with (AO3).</p> <p>This will be shown by including simple ideas about the challenges of ageing populations and UK cities and which is the most serious challenge.</p> <p>There are no synoptic links between content from different parts of the course of study.</p> <p>0 marks No response worthy of credit.</p>	<p>Examples of developed ideas:</p> <p><i>The challenge of ageing populations is greater than for any other issue in the UK. Ageing populations lead to problems in providing suitable housing and decent care along with pressure on health services and pensions. This leads to economic problems for the government, so it is a great challenge. The UK also has problems with the lack of affordable housing in cities and long waiting lists for people in the NHS. I feel this is not as bad as the challenge of ageing populations though.</i></p> <p>Examples of simple ideas:</p> <p><i>There are challenges in having an ageing population such as changing people’s housing but migration is a much worse problem. Most towns in the UK have migrants which causes arguments with local people so the challenge is greater.</i></p>
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Question			Answer	Mark	Guidance
3	(a)	(i)	C: 165km (✓)	1	(✓)
		(ii)	Central America / Between North and South America (✓) East of the Pacific Ocean / West of the Caribbean Sea / Between Pacific Ocean and Caribbean Sea (✓) Borders / (North) West of Panama / South of Nicaragua (✓)	2	2 x 1 (✓) for valid points describing the location of Costa Rica Do not credit "near / next to"
	(b)	(i)	Rainforest covered more of the country in 1940 / less coverage in 2005 / overall decreased / less (✓) Greatest loss has been in the north of the country / Much rainforest has been lost along the border with Nicaragua (✓) More sporadic / dispersed coverage in 2005 (✓) There has been an increase in some small areas of rainforest in 2005 (✓)	3	3 x 1 (✓) for valid points describing the change in rainforest cover

		<p>(ii) Examples such as:</p> <p>Rainforest loss may be due to cattle ranching (✓), as the land needs to be cleared for the animals to graze (DEV).</p> <p>Some loss may be due to logging (✓), as trees are cut down and sold for export (DEV).</p> <p>Forest may have been cleared for roads (✓) to enable more development of the area (DEV).</p> <p>Settlements may have been built leading to forest loss / increase in tourism (✓) as it would need to be cleared for the buildings and infrastructure (DEV).</p>	4	<p>2 x 1 (✓) for valid reasons for the changes described 2 x 1 (DEV) for explanation of reasons</p> <p>Any indigenous activity is not valid.</p> <p>DEV points can be interchangeable with the examples given</p> <p>Accept any valid point (could include mining, farming, HEP reservoirs, population growth etc)</p>
	(c)	<p>$4030/0.31 = 13\ 000$</p> <p>$4030+135 = 4165$</p> <p>$(4165/13000) \times 100$ (DEV) = 32% (✓)</p>	2	<p>1 x 1 (✓) for correct answer 1 x 1 (DEV) for correct working out</p>

	(d)	<p>Level 3 (5–6 marks) An answer at this level demonstrates a thorough understanding of the management of rainforests and the sustainable development of countries (AO2) and applies their understanding to give a thorough analysis of how the management of tropical rainforests can influence the sustainable development of a country (AO3).</p> <p>This will be shown by including well-developed ideas about the management of rainforests and how the management of tropical rainforests can influence the sustainable development of a country.</p> <p>There are clear and explicit attempts to make appropriate synoptic links between content from different parts of the course of study.</p> <p>Level 2 (3-4 marks) An answer at this level demonstrates a reasonable understanding of the management of rainforests and the sustainable development of countries (AO2) and applies their understanding to give a reasonable analysis of how the management of tropical rainforests can influence the sustainable development of a country (AO3).</p> <p>This will be shown by including developed ideas about the management of rainforests and how the management of tropical rainforests can influence the sustainable development of a country.</p> <p>There are attempts to make synoptic links between content from different parts of the course of study but these are not always appropriate.</p>	6	<p>This question will be marked using 3 levels:</p> <p>Indicative content</p> <p>Evaluation of methods of sustainable forest management.</p> <p>Demonstrates understanding of concept of sustainable development and how it applies at a national scale.</p> <p>Examples of well-developed ideas:</p> <p><i>Sustainable development involves schemes which bring benefit to people in the present without harming them in the future. The strip felling technique, which involves the deforestation of areas 50m wide, allows natural regeneration of the rainforest which means it's a sustainable alternative to felling trees on a mass scale. The regeneration of the cleared area can be helped by animals moving into the area carrying seeds or by the wind blowing seeds. Forest reserves are another method of managing the rainforest sustainably, it compromises the need to harvest the rainforest with the need to keep it for the future. They consist of pockets of rainforest which are kept and managed without any deforestation. These pockets of rainforest act as sanctuaries for species and they can migrate between these islands. By managing the forest sustainably, it will bring tax revenue to the government whilst also maintaining the resource for the future.</i></p> <p>Examples of developed ideas:</p> <p><i>Sustainable development means looking after rainforests for future generations. A technique called strip felling is an effective way of managing rainforests as it involves an area only 50m wide which allows some</i></p>
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		<p>Level 1 (1–2 marks) An answer at this level demonstrates a basic understanding of the management of rainforests and the sustainable development of countries (AO2) and applies their understanding to give a basic analysis of how the management of tropical rainforests can influence the sustainable development of a country (AO3).</p> <p>This will be shown by including simple ideas about the management of rainforests and how the development of countries and the management of tropical rainforests can influence the sustainable development of a country.</p> <p>There are no synoptic links between content from different parts of the course of study.</p> <p>0 marks No response worthy of credit.</p>	<p><i>regeneration of the rainforest. Also, small areas of rainforest can be kept and managed without any deforestation. These pockets of rainforest maintain a natural habitat for species, whilst other areas are cut down. This will enable farmers to gain income from the forest but the country will not lose too much of the resource.</i></p> <p>Examples of simple ideas:</p> <p><i>Sustainable management is when you try to limit the damage in the future. This can be done by protecting some areas of the forest and letting others be cut down. It will help the whole country by doing this.</i></p>
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Question			Answer	Mark	Guidance
4	(a)	(i)	No units used for depth (✓) Not clear which site is upstream/downstream (✓) No idea of distance from bank for near side/far side (✓)	1	(✓)
		(ii)	The gradient of the stream at each site (✓) The velocity / speed of the water (✓) The size/shape of the bedload (✓) Environmental survey / flora / fauna / water quality at the site (✓)	2	2 x 1 (✓) for any reasonable suggestion appropriate for data collection. Answer must be about the river, not land around it


		(iii)	Median value is 12 (✓).	2	1 x 1 (✓) for correct answer 1 x 1 (DEV) for correct working out = complete number line (Numbers should be ordered as shown) or $(12+12)/2$
	(b)		<p>Level 3 (5–6 marks) An answer at this level demonstrates a thorough description of one way the data could be presented with reasons for the choice (AO4). This will be shown by including well-developed ideas.</p> <p>Level 2 (3–4 marks) An answer at this level demonstrates a reasonable description of one way the data could be presented with reasons for the choice (AO4). This will be shown by including developed ideas.</p> <p>Level 1 (1–2 marks) An answer at this level demonstrates a basic description of one way the data could be presented with reasons for the choice (AO4). This will be shown by including simple ideas.</p> <p>0 marks No response worthy of credit.</p>	6	<p>This question will be marked using 3 levels:</p> <p>Indicative content Detailed description of the selected data presentation method.</p> <p>Justification of why this would be a suitable way to present the data.</p> <p>NB: If the response is not about data presentation = 0</p> <p>‘Graph’ alone will need some description.</p> <p>Max L1:2 If no reasons are given and only the data presentation technique (graph) has been described.</p> <p>Examples of well-developed ideas: <i>A cross section at each site could be used to display the depth of the river at different locations along the rivers course; by including all the sites using the same scale of the y axis it would allow you to analyse the differences in depth as the river moves downstream. However a limitation might be that it is not clear which site is further upstream from the graph alone, which would make it difficult to determine changes along a rivers course. This could be addressed by locating each cross section on a map of the river’s course.</i></p>

				<p>Examples of developed ideas: <i>A line graph could be used to displays the depth at different sites by having different coloured lines for each site and each of the depth readings across the x axis. This would make it easier to read than having four separate graphs. However it could be argued that there would be too much information on one graph so it would be confusing.</i></p> <p>Examples of simple ideas: <i>I think a bar graph of the rivers depth would be easy to understand. You would see the depth at different sites and whether it was deeper nearer the middle or far side of the river.</i></p>
	(c)	<p>Level 3 (5–6 marks) An answer at this level demonstrates a thorough analysis of the evidence for the hypothesis (AO3). This will be shown by including well-developed ideas</p> <p>Level 2 (3–4 marks) An answer at this level demonstrates a reasonable analysis of the evidence for the hypothesis (AO3). This will be shown by including developed ideas.</p> <p>Level 1 (1–2 marks) An answer at this level demonstrates a basic analysis of the evidence for the hypothesis (AO3). This will be shown by including simple ideas.</p> <p>0 marks No response worthy of credit.</p>	6	<p>This question will be marked using 3 levels:</p> <p>Indicative content Analysis of the hypothesis, this could include both the positive and negative reflections on the statement.</p> <p>NB: repetition of hypothesis = 0.</p> <p>Max L2:4 – if only the width or depth has been discussed and if there is no assessment of the hypothesis with evidence from the sources.</p> <p>Examples of well-developed ideas will have included width and depth and have used the table of data and figure 8. <i>Most of the data supports the hypothesis that the river becomes deeper as you move downstream, as sites three and four have the deepest middle section, with both over 25cm deep. The data for the width of the river also clearly supports the hypothesis as it widens from 0.5 to 2.0 metres between sites one and four. The only anomaly seems to be site three, which</i></p>

					<p><i>appears to be deeper than site four, even though it is further upstream, which suggests the pattern for depth is not entirely clear. (Alternatively candidates may indicate that site four is the anomaly but mentioning this is not a pre-requisite for the level).</i></p> <p>Examples of developed ideas:</p> <p><i>The graph demonstrates that the depth of the river does increase as you move downstream, as sites three and four have the deepest middle section, with both over 25cm deep. The data for the width of the river is clear as it widens from 0.5 to 2.0 metres between sites one and four.</i></p> <p>Examples of simple ideas will include something about site / figure / anomaly to indicate that the candidate has looked at the table of data or the figure.</p> <p><i>The width clearly increases as you move downstream and the river is also deepest at site three which is quite far downstream.</i></p>
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Question		Answer	Mark	Guidance
5	(a)	<p>Area was regarded as a safe location for fieldwork (✓) Easily accessible from the school / time element (✓) A suitable size for a fieldwork investigation / small town (✓)</p>	1	<p>1 x 1 (✓) for an appropriate reason why the location was suitable</p> <p>NB: accept reference to physical fieldwork if the reason stated would equally apply to a human fieldwork investigation.</p> <p>Do not credit any reference to the fieldwork content – the response must refer to the practicalities of the fieldwork</p>
	(b)	<p>Indicative content: (Traffic study)</p> <p>We used traffic count to measure noise pollution along a road. (✓) We also did a questionnaire to find out what people thought about the traffic levels in town. (✓)</p> <p>The traffic count was less effective (✓) because it only gave information for the times we were able to collect the data (DEV)</p>	4	<p>2 x 1 (✓) for assessing / explaining why each technique was used 1 x 1 (✓) for stating which was more / less effective 1 x 1 (DEV) for explanation of which was more / less effective</p> <p>Answers will clearly depend upon the fieldwork investigation chosen.</p> <p>Fieldwork must be primary</p> <p>Fieldwork must be human (this could include things such as bi-polar analysis of coastal defences etc).</p> <p>NB: response refers to the method used.</p>

	(c)*		8	
		<p>Level 3 (6–8 marks) An answer at this level demonstrates a thorough analysis of how the fieldwork data helped in reaching a conclusion (AO3) with a thorough evaluation of how effective the fieldwork data was in helping to reach a conclusion (AO3).</p> <p>This will be shown by including well-developed ideas.</p> <p>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p>Level 2 (3–5 marks) An answer at this level demonstrates a reasonable analysis of how the fieldwork data helped in reaching a conclusion (AO3) with a reasonable evaluation of how effective the fieldwork data was in helping to reach a conclusion (AO3).</p> <p>This will be shown by including developed ideas.</p> <p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p> <p>Level 1 (1–2 marks) An answer at this level demonstrates a basic analysis of how the fieldwork data helped in reaching a conclusion (AO3) with a basic evaluation of how effective the fieldwork data was in helping to reach a conclusion (AO3).</p> <p>This will be shown by including simple ideas.</p> <p>The information is basic and communicated in an unstructured way. The information is supported by</p>		<p>This question will be marked using 3 levels:</p> <p>Indicative content Reach a conclusion based on analysis of evidence from fieldwork investigation. Data from the information should be used as evidence Justification of conclusion through analysed evidence</p> <p>NB: Consider if the resultant data allowed the question to be answered. Must only refer to primary data collected and only human fieldwork. Physical fieldwork = 0.</p> <p>Refer back to the original hypothesis/question stated by the candidate at the start of question 5 in order to place the response in context. However, candidates should not be penalised if their response to this question does not fit with their original question/hypothesis.</p> <p>Examples of well-developed ideas: (traffic study)</p> <p><i>One conclusion that we reached was that traffic congestion is only a problem at certain times of the day and at certain locations in the town centre. Our data suggested that people felt that traffic congestion was thought to be a problem early in the morning with 73% of people suggesting this. However our traffic count showed that this was only really true on St James street and London road, as no other location had a traffic count of over 200 cars.</i></p> <p>Examples of developed ideas:</p> <p><i>One conclusion that we reached was that traffic congestion is only a problem at certain times of the day. Our questionnaire told us this as over half the people questioned felt that traffic congestion was thought to be</i></p>

		<p>limited evidence and the relationship to the evidence may not be clear.</p> <p>0 marks No response worthy of credit.</p>		<p><i>a problem early in the evening and first thing in the morning (before 9am).</i></p> <p>Examples of simple ideas:</p> <p><i>I think that congestion is a big problem early in the morning and at 5pm as most people we questioned said this.</i></p>
		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>
<ul style="list-style-type: none"> • 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>
<ul style="list-style-type: none"> • 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>
<ul style="list-style-type: none"> • 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>
<ul style="list-style-type: none"> • 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