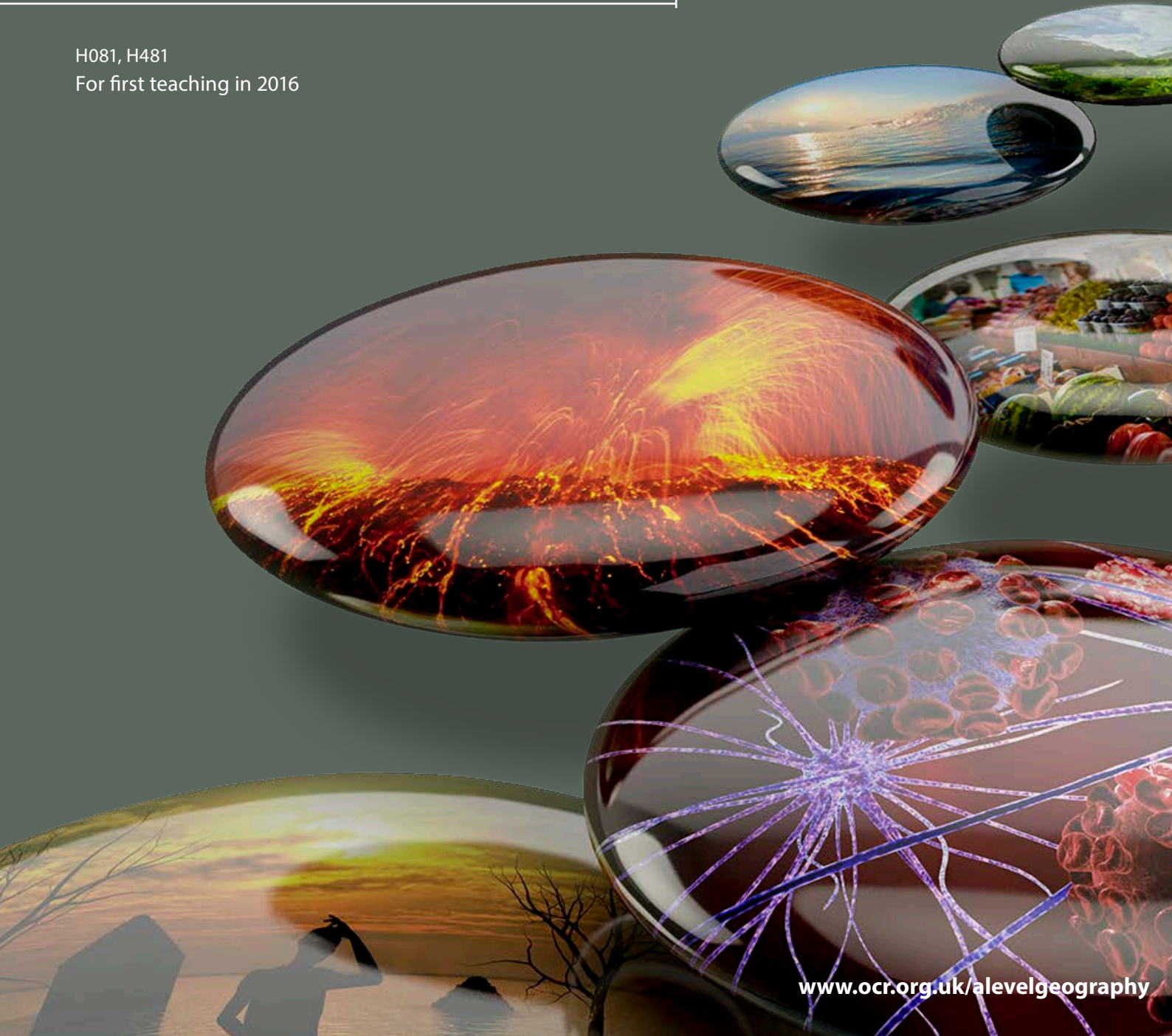


**AS and A LEVEL**  
*Sample SAM Taster Booklet*

# ***GEOGRAPHY***

H081, H481  
For first teaching in 2016



# AS and A LEVEL GEOGRAPHY

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# 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.

Quality of extended response will be assessed in questions marked with an (\*). Quality of extended response is not attributed to any single assessment objective but instead is assessed against the entire response for the question.

	AO1	AO2	AO3	Quality of extended response
<b>Comprehensive</b>	A wide range of detailed and accurate knowledge that demonstrates fully developed understanding that shows full relevance to the demands of the question. Precision in the use of question terminology.	Knowledge and understanding shown is consistently applied to the context of the question, in order to form a: <ul style="list-style-type: none"> <li>• clear, developed and convincing analysis that is fully accurate</li> <li>• clear, developed and convincing interpretation that is fully accurate</li> <li>• detailed and substantiated evaluation that offers secure judgements leading to rational conclusions that are evidence based.</li> </ul>	Quantitative, qualitative and/or fieldwork skills are used in a consistently appropriate and effective way and with a high degree of competence and precision.	There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.
<b>Thorough</b>	A range of detailed and accurate knowledge that demonstrates well developed understanding that is relevant to the demands of the question. Generally precise in the use of question terminology.	Knowledge and understanding shown is mainly applied to the context of the question, in order to form a: <ul style="list-style-type: none"> <li>• clear and developed analysis that shows accuracy</li> <li>• clear and developed interpretation that shows accuracy</li> <li>• detailed evaluation that offers generally secure judgements, with some link between rational conclusions and evidence.</li> </ul>	Quantitative, qualitative and/or fieldwork skills are used in a suitable way and with a good level of competence and precision.	There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.

*continued...*

	AO1	AO2	AO3	Quality of extended response
<b>Reasonable</b>	Some sound knowledge that demonstrates partially developed understanding that is relevant to the demands of the question.  Awareness of the meaning of the terms in the question.	Knowledge and understanding shown is partially applied to the context of the question, in order to form a: <ul style="list-style-type: none"> <li>• sound analysis that shows some accuracy</li> <li>• sound interpretation that shows some accuracy</li> <li>• sound evaluation that offers generalised judgements and conclusions, with limited use of evidence.</li> </ul>	Quantitative, qualitative and/or fieldwork skills are used in a mostly suitable way with a sound level of competence but may lack precision.	The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
<b>Basic</b>	Limited knowledge that is relevant to the topic or question with little or no development.  Confusion and inability to deconstruct terminology as used in the question.	Knowledge and understanding shows limited application to the context of the question in order to form a: <ul style="list-style-type: none"> <li>• simple analysis that shows limited accuracy</li> <li>• simple interpretation that shows limited accuracy</li> <li>• un-supported evaluation that offers simple conclusions.</li> </ul>	Quantitative, qualitative and/or fieldwork skills are used inappropriately with limited competence and precision.	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.

# A LEVEL COMPONENT 1 PHYSICAL SYSTEMS

## QUESTION 1a

Explain the influence of sea level rise and geomorphic processes in the formation of rias.

[8]

## MARK SCHEME FOR QUESTION 1a

Answer	Guidance
<p><b>Explain the influence of sea level rise and geomorphic processes in the formation of rias.</b></p> <p><b>Level 3 (6–8 marks)</b> Demonstrates <b>thorough</b> knowledge and understanding of the influence of sea level rise and geomorphic processes in the formation of rias (AO1). This will be shown by including <b>well-developed</b> explanations about the influence of sea level rise and geomorphic processes in the formation of rias.</p> <p><b>Level 2 (3–5 marks)</b> Demonstrates <b>reasonable</b> knowledge and understanding of the influence of sea level rise and geomorphic processes in the formation of rias (AO1). This will be shown by including <b>developed</b> explanations about the influence of sea level rise and geomorphic processes in the formation of rias.</p> <p><b>Level 1 (1–2 marks)</b> Demonstrates <b>basic</b> knowledge and understanding of the influence of sea level rise and geomorphic processes in the formation of rias (AO1). This will be shown by including <b>simple</b> explanations about the influence of sea level rise and geomorphic processes in the formation of rias.</p> <p><b>0 marks</b> No response or no response worthy of credit.</p>	<p><b>Indicative content</b></p> <p><b>AO1 – 8 marks</b></p> <p>Knowledge and understanding of the influence of sea level rise and geomorphic processes in the formation of rias could potentially include:</p> <ul style="list-style-type: none"> <li>• rias are formed as sea level rises in a warming climate</li> <li>• the sea level change that caused the submergence of a river valley may be either eustatic or isostatic</li> <li>• as sea level rises, low-lying coastal environments become submerged and river valleys are drowned to form rias</li> <li>• they typically have gently sloping sides, variable depth and a winding plan form reflecting the original route of the river and its valley, formed by fluvial erosion within the channel and subaerial processes on the valley sides</li> <li>• rejuvenation in river valleys as sea level fell during an earlier, colder period may have resulted in increased valley deepening before submergence occurred</li> <li>• during interglacial periods, when sea levels rose, further deposition would have occurred as the rivers had less surplus energy for erosion</li> <li>• increased water depth in rias is likely to be associated with larger waves and greater wave energy, thereby increasing rates of erosion and further modification.</li> </ul>

**QUESTION 4b**

Explain three benefits of mapping rates of deforestation using Geographical Information Systems (GIS).

[3]

**MARK SCHEME FOR QUESTION 4b**

Answer	Guidance
<p><b>Explain three benefits of mapping rates of deforestation using Geographical Information Systems (GIS).</b></p> <p>Can visualise deforestation data at a range of scales providing opportunities to detect and quantify patterns (✓)</p> <p>Ability to introduce data layers to understand patterns e.g. type of soil or land use (✓)</p> <p>Ability to compute distances, accessibility indicators and establish relationships among the spatial features (✓)</p> <p>Analysis can show spatially significant clusters of high values (hot spots) and low values (cold spots) in data (✓)</p> <p>Analysis of changes in rates and patterns of deforestation over time and potential factors influencing these which can be mapped such as transport links and / or settlement development (✓)</p> <p>Choices of base maps to enhance data understanding, such as satellite imagery (✓)</p> <p>Analytical tools allows for data modification to simplify patterns or to focus on specific elements of data (✓)</p>	<p><b>AO3 – 3 marks</b></p> <p>3 × 1 (✓) for three benefits of mapping rates of deforestation using Geographical Information Systems (GIS)</p>

## A LEVEL COMPONENT 2 HUMAN INTERACTIONS

### QUESTION 1a

Explain how **one** piece of evidence from **Fig. 1** shows this place has been rebranded to construct a new place image. [3]

Fig. 1 – Photograph of part of a city in the UK in 2014



© Ian Dagnall Commercial Collection / Alamy Stock Photo. www.alamy.com

**MARK SCHEME FOR QUESTION 1a**

Answer	Guidance
<p><b>Explain how one piece of evidence from Fig. 1 shows this place has been rebranded to construct a new place image.</b></p> <p>Boat trips are available along the canal (✓). This canal was most likely used for industrial purposes in the past (DEV), now it has rebranded to attract tourists to the area, possibly drawing on its heritage (DEV).</p> <p>Restaurants/café culture along the canal side (✓). Café culture is a relatively new addition to the UK but part of a rebranding process to create a positive atmosphere where people can meet and enjoy leisure time (DEV). The range of restaurants and cafes creates 'something for everyone,' an inclusive space where people can relax together (DEV).</p> <p>The use of street furniture in the form of hanging baskets and lighting (✓). This shows that planners have tried to make the area attractive and encourage people to use the space (DEV). Lighting up the area makes people feel safer at night time and is part of the rebranding process (DEV).</p> <p>Split level/multifunctional in layout (✓). Space has been maximised with the canal and walkways below and the road with buildings in the background of the image above (DEV). Making spaces multi-functional is part of the rebranding process and assists in creating the 24 hour city (DEV).</p> <p>Greenery in the form of trees and flowers have been added to the area (✓). This is often a strategic move by planners to make the place feel more attractive, it was a technique used historically in industrial times (DEV) and greenery is said to improve mood and health of people who use the area (DEV).</p>	<p><b>AO2 – 2 marks</b> <b>AO3 – 1 mark</b></p> <p>1 × 1 (✓) for specific evidence interpreted from the resource.</p> <p>2 × 1 (DEV) for drawing conclusions from the specific resource evidence that this place has been rebranded to construct a new place image.</p>



## QUESTION 4

'Social factors are the most important influences responsible for gender inequalities.' Discuss.

[16]

### MARK SCHEME FOR QUESTION 4

Answer	Guidance
<p><b>'Social factors are the most important influences responsible for gender inequalities.' Discuss.</b></p> <p><b>AO1</b></p> <p><b>Level 3 (6–8 marks)</b> Demonstrates <b>comprehensive</b> knowledge and understanding of factors responsible for gender inequalities, including social factors. The answer should include <b>accurate place-specific</b> detail. Amount of place-specific detail determines credit within the level.</p> <p><b>Level 2 (3–5 marks)</b> Demonstrates <b>thorough</b> knowledge and understanding of factors responsible for gender inequalities, including social factors. The answer should include some <b>place-specific</b> detail which is <b>partially accurate</b>. Amount of place-specific detail determines credit within the level.</p> <p><b>Level 1 (1–2 marks)</b> Demonstrates <b>basic</b> knowledge and understanding of factors responsible for gender inequalities, including social factors. There is an attempt to include <b>place-specific</b> detail but it is <b>inaccurate</b>.</p> <p><b>0 marks</b> No response or no response worthy of credit.</p>	<p><b>Indicative content</b></p> <p><b>AO1 – 8 marks</b> Knowledge and understanding of the influence of different factors responsible for gender inequalities, including social factors, could potentially include:</p> <ul style="list-style-type: none"> <li>• social factors, such as lack of access to education, literacy rates, discrimination in access to health care, rates of maternal mortality, sex-selective abortion, forced marriage, female genital mutilation, violence, patriarchy</li> <li>• economic factors, such as discrimination in labour participation, the wages gap, property rights, inheritance, dowry</li> <li>• political factors, such as limited political empowerment through lack of participation in councils and government institutions</li> <li>• environmental factors, such as air and water pollutants which place women and their unborn children at risk</li> </ul>

*continued...*

## MARK SCHEME FOR QUESTION 4 CONTINUED

Answer	Guidance
<p><b>AO2</b></p> <p><b>Level 3 (6–8 marks)</b> Demonstrates <b>comprehensive</b> application of knowledge and understanding to provide a clear, developed and convincing analysis that is fully accurate with a detailed and substantiated evaluation that offers secure judgements leading to rational conclusions that are evidence based, relating to the influence of factors responsible for gender inequalities.</p> <p><b>Level 2 (3–5 marks)</b> Demonstrates <b>thorough</b> application of knowledge of understanding to provide a clear and developed analysis that shows accuracy with a detailed evaluation that offers generally secure judgements, with some link between rational conclusions and evidence, relating to the influence of factors responsible for gender inequalities.</p> <p><b>Level 1 (1–2 marks)</b> Demonstrates <b>basic</b> application of knowledge and understanding with simple analysis that shows limited accuracy with an un-supported evaluation that offers simple conclusions, relating to the influence of factors responsible for gender inequalities.</p> <p><b>0 marks</b> No response or no response worthy of credit.</p> <p><b>Quality of extended response</b></p> <p><b>Level 3</b> There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p><b>Level 2</b> There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p> <p><b>Level 1</b> The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</p>	<p><b>AO2 – 8 marks</b></p> <p>Application of knowledge and understanding to analyse and evaluate factors responsible for gender inequalities, could potentially include:</p> <ul style="list-style-type: none"> <li>• the influence and relative importance of the differing social factors relative to other factors in causing / exacerbating gender inequalities</li> <li>• the significance of social norms, entrenched in differing cultures, which influence gender inequalities</li> <li>• the importance of variations in enforcement of laws regarding, for example, age of marriage, property rights, equal inheritance, abortion</li> <li>• cause and effect links between the factors and gender inequalities</li> <li>• spatial variation of factors within and between countries.</li> </ul>

# A LEVEL COMPONENT 3

## GEOGRAPHICAL DEBATES

### QUESTION 10 (Synoptic question)

Examine how the risks from tectonic hazards affect place making processes.

[12]

### MARK SCHEME FOR QUESTION 10

Answer	Guidance
<p><b>Examine how the risks from tectonic hazards affect place making processes.</b></p> <p><b>Level 4 (10–12 marks)</b> Demonstrates <b>comprehensive</b> knowledge and understanding of risks from tectonic hazards and place making processes (AO1). Demonstrates <b>comprehensive</b> application of knowledge and understanding to provide clear, developed and convincing analysis that is fully accurate of how the risks from tectonic hazards affect place making processes (AO2). This will be shown by including <b>well-developed</b> ideas about risks from tectonic hazards and place making processes. There are clear and explicit attempts to make appropriate synoptic links between content from different parts of the course of study.</p> <p><b>Level 3 (7–9 marks)</b> Demonstrates <b>thorough</b> knowledge and understanding of risks from tectonic hazards and place making processes (AO1). Demonstrates <b>thorough</b> application of knowledge and understanding to provide clear and developed analysis that shows accuracy of how the risks from tectonic hazards affect place making processes (AO2). This will be shown by including <b>well-developed</b> ideas about <b>either</b> risks from tectonic hazards <b>or</b> place making processes and <b>developed</b> ideas for the other focus. There are clear attempts to make synoptic links between content from different parts of the course of study but these are not always appropriate.</p>	<p><b>Indicative content</b></p> <p><b>AO1 – 6 marks</b> Knowledge and understanding of the risks from tectonic hazards and place making processes could potentially include:</p> <ul style="list-style-type: none"> <li>• changes in the frequency and impacts of tectonic hazards over time</li> <li>• degree of risk posed by a hazard and the probability of the hazard event occurring</li> <li>• reasons why people choose to live in tectonically active locations</li> <li>• future strategies to cope with risks from tectonic hazards</li> <li>• how governments and organisations attempt to present places to the wider world to attract inward investment and regeneration</li> <li>• why places rebrand through reimagining and regeneration to construct a different place meaning</li> <li>• range of strategies can be used to rebrand places such as art, heritage and architecture. These can be used to change a place meaning</li> <li>• range of players and their role in placemaking such as governments, not for profit or community groups</li> </ul>

*continued...*

## MARK SCHEME FOR QUESTION 10 CONTINUED

Answer	Guidance
<p><b>Level 2 (4–6 marks)</b></p> <p>Demonstrates <b>reasonable</b> knowledge and understanding of risks from tectonic hazards and place making processes (AO1).</p> <p>Demonstrates <b>reasonable</b> application of knowledge and understanding to provide sound analysis that shows some accuracy of how the risks from tectonic hazards affect place making processes (AO2).</p> <p>This will be shown by including <b>developed</b> ideas about <b>either</b> risks from tectonic hazards or place making processes and <b>simple</b> ideas for the other focus.</p> <p>There are some attempts to make synoptic links between content from different parts of the course of study but these are not always relevant.</p> <p><b>Level 1 (1–3 marks)</b></p> <p>Demonstrates <b>basic</b> knowledge and understanding of risks from tectonic hazards and place making processes (AO1).</p> <p>Demonstrates <b>basic</b> application of knowledge and understanding to provide simple analysis that shows limited accuracy of how the risks from tectonic hazards affect place making processes (AO2).</p> <p>This will be shown by including <b>simple</b> ideas about risks from tectonic hazards and place making processes.</p> <p>There are limited attempts to make synoptic links between content from different parts of the course of study.</p> <p><b>0 marks</b></p> <p>No response or no response worthy of credit.</p>	<p><b>AO2 – 6 marks</b></p> <p>Application of knowledge and understanding to analyse how the risks from tectonic hazards affect place making processes could potentially include:</p> <ul style="list-style-type: none"> <li>• places prone to tectonic hazards such as California have a variety of strategies to mitigate against the risks, which creates a particular place meaning and enables communities to live with the risks</li> <li>• regeneration following a tectonic event such as the Christchurch earthquake can be more about rebuilding what was there to preserve the place meaning</li> <li>• where places are considered or perceived to be ‘riskier’ due to the frequency of tectonic hazards it can be challenging for players to encourage inward investment for regeneration</li> <li>• there can be a time lapse between tectonic hazards occurring and the regeneration of places such as the Montserrat eruption. The government are working with a number of not for profit organisations as they are looking to re-establish communities in the south of the Island. The complexities of the place making processes have included where it is safe for communities to establish themselves, what the physical buildings will look like and be organised, how the communities will reimagine themselves to create a different place meaning</li> <li>• role of players in tectonically hazardous areas and in place making processes are key to mitigating against the risks, encouraging investment, rebranding and reimagining. These players act as gatekeepers influencing the degree to which the risks are dealt with in place making processes.</li> </ul>

**QUESTION 12**

'Physical factors influence climate change more than human factors.' Discuss.

[33]

**MARK SCHEME FOR QUESTION 12**

Answer	Guidance
<p><b>'Physical factors influence climate change more than human factors.' Discuss.</b></p> <p><b>AO1</b> <b>Level 4 (7–9 marks)</b> Demonstrates <b>comprehensive</b> knowledge and understanding of physical and human factors that influence climate change.</p> <p><b>Level 3 (5–6 marks)</b> Demonstrates <b>thorough</b> knowledge and understanding of physical and human factors that influence climate change.</p> <p><b>Level 2 (3–4 marks)</b> Demonstrates <b>reasonable</b> knowledge and understanding of physical and human factors that influence climate change.</p> <p><b>Level 1 (1–2 marks)</b> Demonstrates <b>basic</b> knowledge and understanding of physical and human factors that influence climate change.</p> <p><b>0 marks</b> No response or no response worthy of credit.</p> <p><b>AO2</b> <b>Level 4 (19–24 marks)</b> Demonstrates <b>comprehensive</b> application of knowledge and understanding to provide a clear, developed and convincing analysis that is fully accurate of how physical and human factors influence climate change. Demonstrates <b>comprehensive</b> application of knowledge and understanding to provide a detailed and substantiated evaluation that offers secure judgements leading to rational conclusions that are evidence based as to whether physical factors influence climate change more than human factors. Relevant concepts are authoritatively discussed.</p> <p><b>Level 3 (13–18 marks)</b> Demonstrates <b>thorough</b> application of knowledge and understanding to provide a clear and developed analysis that shows accuracy of how physical and human factors influence climate change. Demonstrates <b>thorough</b> application of knowledge and understanding to provide a detailed evaluation that offers generally secure judgements, with some link between rational conclusions as to whether physical factors influence climate change more than human factors. Relevant concepts are discussed but this may lack some authority.</p>	<p><b>Indicative content</b></p> <p><b>AO1 – 9 marks</b> Knowledge and understanding of physical and human factors that influence climate change could potentially include:</p> <ul style="list-style-type: none"> <li>physical / natural factors influencing climate change include tectonic events such as volcanic eruptions; cyclic changes in the earth's orbit and axis / Milankovitch cycles; variation in sunspot activity / solar energy; role of El Niño / La Niña in context of extreme events</li> <li>human / anthropogenic factors influencing climate change include levels of CO<sub>2</sub> directly linked to combustion of fossil fuels; increases in CH<sub>4</sub> due to increasing numbers of livestock, increased acreage of rice paddy; deforestation; and draining of wetlands</li> <li>long term dynamism e.g. gradual cooling over the past 100 million years – fossil records of changing distribution of plants and animals</li> <li>ice ages and interglacials of the past 2.5 million years – ice core evidence of CO<sub>2</sub> and oxygen isotope concentrations</li> <li>during our current interglacial i.e. the last 10,000 years, especially the last 1,000 years - tree rings and pollen sequences; historical records such as diaries, paintings, harvest records</li> <li>short-term recent changes e.g. last 150 years – instrumental records of air and ocean temperatures and changes in intensity and frequency of weather events such as tropical storms.</li> </ul> <p><b>AO2 – 24 marks</b> Application of knowledge and understanding to analyse and evaluate whether physical factors influence climate change more than human factors could potentially include:</p> <ul style="list-style-type: none"> <li>glacial and inter-glacial climatic changes which were natural events</li> <li>the greenhouse effect which is a natural occurrence but it has been enhanced especially after industrialisation in the 19th century</li> <li>the effects of negative and positive feedback in the earth-atmosphere system whereby the damaging effects of positive feedback may lead to a tipping point at which climate change becomes rapid and irreversible, and where negative feedback may lead to global dimming</li> <li>role of the IPCC (Intergovernmental Panel on Climate Change) and other scientific organisations such as NOAA (National Oceanographic and Aeronautical Administration) in advancing knowledge and understanding of changes</li> </ul>

*continued...*

## MARK SCHEME FOR QUESTION 12 CONTINUED

Answer	Guidance
<p><b>Level 2 (7–12 marks)</b>            Demonstrates <b>reasonable</b> application of knowledge and understanding to provide a sound analysis that shows some accuracy of how physical and human factors influence climate change.            Demonstrates <b>reasonable</b> application of knowledge and understanding to provide a sound evaluation that offers generalised judgements and conclusions, with limited use of evidence as to whether physical factors influence climate change more than human factors.            Concepts are discussed but their use lacks precision.</p> <p><b>Level 1 (1–26 marks)</b>            Demonstrates <b>basic</b> application of knowledge and understanding to provide a simple analysis that shows limited accuracy of how physical and human factors influence climate change.            Demonstrates <b>basic</b> application of knowledge and understanding to provide an un-supported evaluation that offers simple conclusions as to whether physical factors influence climate change more than human factors.            Concepts are not discussed or are so inaccurately.</p> <p><b>0 marks</b>            No response or no response worthy of credit.</p> <p><b>Quality of extended response</b></p> <p><b>Level 4</b>            There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p><b>Level 3</b>            There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p> <p><b>Level 2</b>            The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p> <p><b>Level 1</b>            The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</p>	<ul style="list-style-type: none"> <li>• the existence of a sceptical scientific point of view which includes arguments about accuracy of data, reliability of past data and places emphasis on natural processes such as variations in solar activity and frequency of volcanic eruptions</li> <li>• the role of political factors in the assessment of climate change such as the view from governments relying on fossil fuels to support development e.g. China, USA and Australia</li> <li>• data from ice cores only go back so far in time; tree ring and pollen data is regional not global</li> <li>• recording of data has improved e.g. quality of instruments such as thermometers, so how accurate and reliable are the data from the past.</li> </ul>

# AS LEVEL COMPONENT 1

## LANDSCAPE AND PLACE

### QUESTION 4a

Explain the types of evidence that could be used to show social inequality.

[4]

### MARK SCHEME FOR QUESTION 4a

Answer	Guidance
<p><b>Explain the types of evidence that could be used to show social inequality.</b></p> <p>Explanation could focus on a range of quantitative measures, such as:</p> <ul style="list-style-type: none"> <li>• use of indices as listed in the specification e.g. housing, healthcare, education and access to services (✓)</li> <li>• combinations of indices such as HDI (Human Development Index) (✓)</li> <li>• evidence from population data e.g. unemployment, poverty (✓)</li> <li>• measures that consider a wider range of social inequality such as the Happiness index (✓).</li> </ul> <p>But also more informal, qualitative, evidence such as:</p> <ul style="list-style-type: none"> <li>• levels of pollution e.g. litter, waste and graffiti (✓)</li> <li>• reputation and image (✓)</li> <li>• quality of the environment e.g. amount of 'green space' (✓)</li> </ul>	<p><b>AO1 – 4 marks</b></p> <p>4 × 1 (✓) for each point explaining types of evidence that could be used to show inequality</p> <p>Candidates do need to ensure there is a clear focus on the social element; for example, economic indices such as Income or GNP per capita would need to be linked clearly to social inequality.</p>

**QUESTION 5b**

With reference to a fieldwork investigation you have carried out, to what extent was your investigation successful? [12]

**MARK SCHEME FOR QUESTION 5b**

Answer	Guidance
<p><b>With reference to a fieldwork investigation you have carried out, to what extent was your investigation successful?</b></p> <p><b>Level 4 (10–12 marks)</b> Demonstrates a <b>comprehensive</b> conclusion as to the extent to which the investigation was successful with a <b>comprehensive</b> argument to explain this level of success relating directly to the fieldwork investigation carried out. This will be shown by including <b>well-developed</b> ideas about the fieldwork investigation and how successful it was.</p> <p><b>Level 3 (7–9 marks)</b> Demonstrates a <b>thorough</b> conclusion as to the extent to which the investigation was successful with a <b>thorough</b> argument to explain this level of success relating directly to the fieldwork investigation carried out. This will be shown by including <b>well-developed</b> ideas about either the fieldwork investigation or how successful it was and <b>developed</b> ideas about the other question focus.</p> <p><b>Level 2 (4–6 marks)</b> Demonstrates a <b>reasonable</b> conclusion as to the extent to which the investigation was successful with a <b>reasonable</b> argument to explain this level of success relating directly to the fieldwork investigation carried out. This will be shown by including <b>developed</b> ideas about either the fieldwork investigation or how successful it was and <b>simple</b> ideas about the other question focus.</p> <p><b>Level 1 (1–3 marks)</b> Demonstrates a <b>basic</b> conclusion as to the extent to which the investigation was successful with a <b>basic</b> argument to explain this level of success relating directly to the fieldwork investigation carried out. This will be shown by including <b>simple</b> ideas about the fieldwork investigation and how successful it was.</p> <p><b>0 marks</b> No response or no response worthy of credit.</p>	<p><b>Indicative content</b></p> <p><b>AO3 – 12 marks</b></p> <p>A conclusion of the relative success of the investigation with a clear reference back to the question or issue from the fieldwork investigation carried out by the candidate.</p> <p>Answers may also include explanation of the relative level of success or otherwise such as:</p> <ul style="list-style-type: none"> <li>• sample size / variety</li> <li>• repeating measurements at different times or for longer periods</li> <li>• using reliable or effective equipment, this could be low-tech and digital methods to give variety and to cross check data</li> <li>• finding further sources of data, could be secondary sources</li> <li>• sampling data / piloting questionnaires allowing for reflections and modifications to data collection techniques to ensure quality and accuracy of 'data' collected</li> <li>• willingness of people to participate in surveys and / or questionnaires, how these people were selected (sampling) and the accuracy of their responses</li> <li>• organisational aspects such as better team work with allocated roles</li> <li>• accessibility of the site / area for data collection</li> <li>• use of hypothesis and / or key questions and their relevance to the data collected and ability to draw conclusions</li> <li>• quality of data collected and variety of analytical tools used</li> <li>• analytical tools and ability to construct arguments and draw conclusions</li> </ul>



# AS LEVEL COMPONENT 2

## GEOGRAPHICAL DEBATES

### QUESTION 2a

Explain disease diffusion using the Hägerstrand model.

[4]

### MARK SCHEME FOR QUESTION 2a

Answer	Guidance
<p><b>Explain disease diffusion using the Hägerstrand model.</b></p> <p>Diffusion means a disease is transmitted to a new location (relocation diffusion) (✓). A disease spreads from a source location to a new area (✓). The spread of disease could be contagious from one directly infected person to another non-infected person (✓). The spread of disease can be affected by barriers such as distance (a natural barrier) (✓).</p>	<p><b>AO1 – 4 marks</b></p> <p>1 mark (✓) for each correct explanation</p> <p>Focus should be on the Hägerstrand model to explain disease diffusion.</p>

**QUESTION 8b (Synoptic question)**

Examine how living in an island community affects people's perception of place.

**[8]****MARK SCHEME FOR QUESTION 8b**

Answer	Guidance
<p><b>Examine how living in an island community affects people's perception of place.</b></p> <p><b>Level 3 (6–8 marks)</b></p> <p>Demonstrates <b>thorough</b> knowledge and understanding of life in an island community and people's perception of place (AO1).</p> <p>Demonstrates <b>thorough</b> application of knowledge and understanding to provide a clear and developed analysis that shows accuracy of how living in an island community affects people's perception of place (AO2).</p> <p>There must be <b>well-developed</b> ideas about how living in an island community affects people's perception of place.</p> <p>There are clear attempts to make synoptic links between content from different parts of the course of study.</p> <p><b>Level 2 (3–5 marks)</b></p> <p>Demonstrates <b>reasonable</b> knowledge and understanding of life in an island community and people's perception of place (AO1).</p> <p>Demonstrates <b>reasonable</b> application of knowledge and understanding to provide a sound analysis that shows some accuracy of how living in an island community affects people's perception of place (AO2).</p> <p>There must be <b>developed</b> ideas about how living in an island community affects people's perception of place.</p> <p>There are some attempts to make synoptic links between content from different parts of the course of study but these are not always relevant.</p> <p><b>Level 1 (1–2 marks)</b></p> <p>Demonstrates <b>basic</b> knowledge and understanding of life in an island community and people's perception of place (AO1).</p> <p>Demonstrates <b>basic</b> application of knowledge and understanding to provide a simple analysis that shows limited accuracy of how living in an island community affects people's perception of place (AO2).</p> <p>This will be shown by including <b>simple</b> ideas about how living in an island community affects people's perception of place.</p> <p>There are limited attempts to make synoptic links between content from different parts of the course of study.</p> <p><b>0 marks</b></p> <p>No response or no response worthy of credit.</p>	<p><b>Indicative content</b></p> <p><b>AO1 – 4 marks</b></p> <p>Knowledge and understanding of life in an island community and people's perception of place could potentially include:</p> <ul style="list-style-type: none"> <li>• threats to island communities</li> <li>• changing ways of life in island communities in response to food supplies, climate change, sea level rise, trade routes or geo-political relations</li> <li>• short term and long term adaptations by governments and communities</li> <li>• how people will perceive places in different ways according to their age, gender, religion and role</li> <li>• how level of emotional attachment to place can influence people's behaviour and activities in a place</li> <li>• how local communities shape the place they live</li> </ul> <p><b>AO2 – 4 marks</b></p> <p>Application of knowledge and understanding to analyse whether living in an island affects people's perception of place could potentially include:</p> <ul style="list-style-type: none"> <li>• whether an island community can affect people's perceptions of that place positively and negatively depending on their level of emotional attachment e.g. how long families have lived there, the types of jobs people have (if they commute off the island to work, people could be less emotionally attached) how involved people are in the community</li> <li>• unique geographical characteristics help shape the cultural traditions of the people e.g. Hawaii, this may influence people's perception of their place either as a resident or a visitor (tourist) e.g. festivals, aesthetic beauty, recreation and food supplies</li> <li>• influence of global connections (through flows of money, trade and the media) can drive changes in places and people's perceptions may be fluid and changing</li> <li>• threats to island communities e.g. sea level rise, overfishing, pollution, coastal erosion, decline of coral reefs can change ways of life and potentially erode people's perception of place as food supplies start to decline, once beautiful areas are less appealing for recreation due to pollution</li> <li>• ocean as a shared resource and source of isolation (geographical remoteness) and how islands build that sense of community and the players involved e.g. community groups (fishing, festivals, parents), local government through to groups of Pacific islands working together.</li> </ul>

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## OCR customer contact centre

General qualifications

Telephone 01223 553998

Facsimile 01223 552627

Email [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)



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