GCSE (9–1)

Geography A (Geographical Themes)

J383/03: Geographical skills

General Certificate of Secondary Education

Mark Scheme for June 2019

Oxford Cambridge and RSA Examinations

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

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

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

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 but 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)	49.3% (✓)	1	(✓) Does not need % symbol
		(ii)	D: wind and solar (✓)	1	(✓)
		(iii)	Reduce greenhouse gas emissions / less CO^2 emitted (✓) Cheaper / falling price of (wind / renewable) energy (✓) Replace carbon-intensive sources (✓) Low carbon economy (✓)	2	2 x 1 (✓) for benefits identified from Fig. 1 of the increased use of renewable energy Candidates do not have to quote directly from the source ^ greener
	(b)	(i)	A: Choropleth (✓)	1	(✓)
		(ii)	The highest number of sunshine hours is found in the south / east / south-east, (✓) with locations here reaching more than 55 hours in the month of January (DEV). The north-west (of Scotland/UK) has the lowest number of sunshine hours, with under 20 hours (✓) (COM). The North is lower (✓) than the South (✓)	4	2 x 1 (✓) for describing the pattern (e.g. highest / higher / more etc) of sunshine hours 1 x 1 (DEV) for using data from the key 1 x 1 (COM) for communicating the pattern in an appropriate and logical order.
		(iii)	South of the UK/south east is closer to the Equator so receives more direct sunlight (✓) Latitude(✓) Cloud cover as a result of mountains / highland (✓)	1	(✓) Ideas will either be related to latitude or altitude ^ altitude
	(c)		Ordered dataset (DEV) Lower quartile = ¼ (n +1)th value = ¼ (11+1)th value =3rd value (DEV) = 174 (✓)	3	1 x 1 (✓) for correct answer 1 x 1 (DEV) for ordering the dataset 1 x 1 (DEV) for showing the working of the lower quartile value

Ordered dataset table:

n	1	2	3	4	5	6	7	8	9	10	11
value	154	172	174	180	184	188	192	199	200	207	217

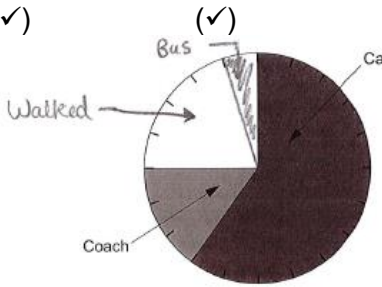|					
	(d)		Common answers will include: Ipswich has highest number / lots of sunshine hours (✓) Large site / more space (✓) Flat site (✓) No objections from local community (✓) Brownfield site / disused airfield (✓) Good existing levels of screening (✓)	2	2 x 1 (✓) for appropriate reasons for the choice of site Credit anything reasonable from the source
	(e*)		**Level 3 (6–8 marks)** An answer at this level demonstrates a **thorough** understanding of how renewable energy has impacted the UK environment and how the mechanisation of farming in the UK has modified environments in the UK (AO2). There is a **thorough** evaluation of whether renewable energy has modified the UK environment more than the mechanisation of farming (AO3) with a **reasonable** judgement as to the extent to which the statement is agreed with (AO3). This will be shown by including **well-developed** ideas about how renewable energy and the mechanisation of farming has impacted/modified the UK environment and which has modified the environment more. 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 how renewable energy has impacted the UK environment and how the mechanisation of farming in the UK has modified environments in the UK (AO2). There is a **reasonable** evaluation of whether renewable energy has modified the UK environment more than the	8	**Indicative Content** Candidates need to make the link between the impact on the UK environment by mechanisation of farming and renewable energy. Examples of **well-developed** ideas: *The following model answer is an example of L3 student answer.* I disagree with this statement, although both actions can have negative impacts on the UK environment if not properly managed. It is clear form Fig. 3b that farming releases huge amounts of harmful gases into the atmosphere. These will cause the enhanced greenhouse effect, creating poor weather conditions which may lead to increased flooding, like in the Somerset Levels in 2012. As also shown in Fig. 3b, chemicals from the machines used during the process of deforestation and spraying fertilisers, are washed off the soil and into rivers. These chemicals can decrease biodiversity by causing eutrophication and algae to bloom in waters. This kills fish and other organisms in ecosystems. Renewable energy has also modified the UK environment. However, this is largely unavoidable and it is on a far smaller scale than mechanised farming. The solar farm shown in Fig. 3a takes over a large area (57 acres) of land and this will displace animals from their habitats as a result. Wind farms can also disrupt bird migration patterns and their construction is detrimental to soil and often releases carbon dioxide during the process.

mechanisation of farming (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 how renewable energy and the mechanisation of farming has impacted/modified the UK environment and which has modified the environment more.

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 how renewable energy has impacted the UK environment and how the mechanisation of farming in the UK has modified environments in the UK (AO2). There is a **basic** evaluation of whether renewable energy has modified the UK environment more than the mechanisation of farming (AO3) with a **basic** judgement as to the extent to which the statement is agreed with (AO3).

This will be shown by including **simple** ideas about how renewable energy and the mechanisation of farming has impacted/modified the UK environment and which has modified the environment more.

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

The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to evidence may not be clear.

Fig. 3a shows sustainable management actions being put in place to overcome these challenges, such as putting in species-rich grassland, whereas Fig. 3b does not show this and illustrates the large scale of unsatisfactory effects farming with large machines has on the landscape.

Examples of **developed** ideas:

Mechanised farming has had a large impact on the UK environment. It has led to pollution of water supplies and caused some deforestation. Mechanised farming has also seen the loss of hedgerows as farmers want bigger fields. Renewable energy in the UK has also caused some change, particularly windfarms which can alter the look of the landscape where they are built and cause damage to the landscape. However I feel that mechanised farming has led to greater modifications.

Examples of **simple** ideas:

Mechanised farming has led to pollution of water supplies and caused deforestation.

Renewable energy in the UK has also caused change, particularly windfarms which can look ugly and cause damage to the land where they are built.

			0 marks No response worthy of credit.		

Question			Answer	Mark	Guidance
2	**(a)**		D: Tanzania (✓)	1	(✓)
	(b)		24 x 0.6 (DEV) **or** 24 - 9.6 (DEV) = 14.4 million (✓) = 14.4 million (✓)	2	1 x 1 (✓) for 14.4 million 1 x 1 (DEV) for showing a correct calculation. Do not accept 14.4
	(c)		It is proportional because the **width** of each block is related to the size of the population (✓). For example Nigeria has the widest bar and the largest total population / 160 million (DEV)	2	1 x 1 (✓) for description 1 x 1 (DEV) for example using data.
	(d)		Nigeria has **higher /** Kenya has a **lower** percentage of population with access to electricity. (✓) Nigeria has a much **greater** total number of citizens without electricity (✓) with 79.4 million compared to Kenya's 33.5 million people (DEV)	3	2 x 1 (✓) for comparative points about electricity use in Kenya and Nigeria 1 x 1 (DEV) for information from Fig. 4 Must be comparative terms for credit. Don't double credit opposites
	(e)		Common methods will include: Bar charts / Pie charts / Choropleth map (✓) Common justification may include: Easy to read / interpret / see a pattern (DEV) Easy to compare between countries (DEV)	3	1 x 1 (✓) for identification of an appropriate technique 2 x 1 (DEV) for justification of choice Line graph or scatter graph cannot be accepted because the data in Fig 4 is discrete. NB Candidates do not have to show all the data from Fig 4 *E.g. Could use located bar charts (✓) as this would allow you to see which areas of Africa were most affected (DEV) and see if there was any clear pattern (DEV)*

Question			Answer	Mark	Guidance
3	**(a)**		3100 (✓)	1	(✓) Allow between 3000 - 3200
	(b)		B: 70 000 US dollars (✓)	1	(✓)
	(c)		Common answers may include: People in richer countries can afford to have bigger houses (✓) with more electrical appliances (DEV) such as TVs (DEV). Richer countries have better infrastructure for energy (✓) which makes it easier for people to use (DEV) so they have more appliances (DEV)	3	1 x 1 (✓) for reason for relationship shown 2 x 1 (DEV) for points of explaining the relationship identified If more than one reason is given, only credit the first reason.
	(d)		Country **A** is more likely to be an EDC (✓) because the it has a lower GNI per person/energy use than country **B** (✓)	2	1 x 1 (✓) for correct identification 1 x 1 (✓) for valid reason Reason needs to be comparative to B
	(e)		**Level 3 (5–6 marks)** An answer at this level demonstrates a **thorough** understanding of the concepts of renewable energy and development (AO2) and applies their understanding to give a **thorough** analysis of whether renewable energy will have greater long-term impact in LIDCs or ACs (AO3). This will be shown by including **well-developed** ideas about the concepts of renewable energy and development **and** whether renewable energy will have greater long-term impact in LIDCs or ACs.	6	This question will be marked using 3 levels: **Indicative content** Analysis of the impact of renewable energy on the UK in comparison to LIDCs Reference to **Fig.5** in relation to LIDCs Examples of **well-developed** ideas: *The following model answer is an example of L3 student answer.* Renewable energy will have a greater impacts in LIDC's than AE's because the renewable energy can be put to good use, such as in health facilities where lives are

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

Level 2 (3-4 marks)
An answer at this level demonstrates a **reasonable** understanding of the concepts of renewable energy and development (AO2) and applies their understanding to give a **reasonable** analysis of whether renewable energy will have greater long-term impact in LIDCs or ACs (AO3).

This will be shown by including **developed** ideas about the concepts of renewable energy and development **and** whether renewable energy will have greater long-term impact in LIDCs or ACs.

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

Level 1 (1–2 marks)
An answer at this level demonstrates a **basic** understanding of the concepts of renewable energy and development (AO2) and applies their understanding to give a **basic** analysis of whether renewable energy will have greater long-term impact in LIDCs or ACs (AO3).

This will be shown by including **simple** ideas about the concepts of renewable energy and development **and** whether renewable energy will have greater long-term impact in LIDCs or ACs.

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

0 marks
No response worthy of credit.

saved as a result of initiatives, compared to in AC's where renewable energy is used to provide reassurance for the public that climate change measures are being put in place.

As shown by Fig. 5, solar energy "increases service delivery to patients" and this shows that it is as a direct result of renewable energy that the economy will improve. This creates a positive cycle as more people are able to work due to fewer being ill. This is because of renewables allowing "vaccines to be stored at the correct temperatures."

There is not great evidence however, that renewable energy has had this impact in AC's. In the long term, renewable energy will help LIDC's drive to maturity and develop, whereas the UK is already at this stage.

Examples of **developed** ideas:

Renewable energy, such as solar farms in LIDCs, can lead to long-term benefits. The solar farm in Sierra Leone, for example, will provide many social benefits and help to improve health care. In the UK, renewable energy will help to meet our energy needs and be cleaner than using fossil fuels.

Examples of **simple** ideas:

Renewable energy can bring many benefits to LIDCs such as being used to power a health centre. In the UK, renewable energy will help to give us energy and not cause pollution.

Question			Answer	Mark	Guidance
4	**(a)**	**(i)**	(✓) (✓) 	2	1 x 1 (✓) for accurately drawn segments. 1 x 1 (✓) for labelling (showing that walked is bigger than bus)
	(a)	**(ii)**	Units / km / miles given on the distance travelled (✓) Greater range of distances provided as options (✓) Make sure categories do not overlap (✓)	2	2 x 1 (✓) for appropriate suggestions as to how the data collected for **Question 1** of the questionnaire might be improved
	(a)	**(iii)**	Questions might include: How often do you travel to Ambleside? (✓) What type of accommodation have you stayed in? (✓) What activities do you enjoy whilst in Ambleside? (✓)	1	1 x 1 (✓) for any acceptable question linked to effects of tourism
	(b)		Annotations may include: Hotels provide a place for visitors to stay (✓) Many cars on streets suggest it is very busy (✓) Parking restrictions show this might be a problem (✓) People wearing backpacks suggest they are visiting/camping (✓)	3	3 x 1 (✓) for appropriate annotations added showing effects of tourism No credit for one word labels e.g. cars, people ^ Lots of cars parked / congestion / parking restrictions ^ One way streets ^ Hotels
	(c)		I would use a radial/radar graph (✓) as this would make it easy to compare the overall quality of the two sites (DEV)	2	1 x 1 (✓) for appropriate identification of presentation technique 1 x 1 (DEV) for valid reason

			I would use a bar chart for each site (✓), by comparing the height of each bar I could see the differences between the sites (DEV)		^ easy to read / interpret No credit for scattergraph, line graph, divided bar or pie chart.
	(d)		**Level 3 (5–6 marks)** An answer at this level demonstrates a **thorough** analysis of the evidence from the fieldwork data provided (AO3) and a **thorough** evaluation of whether traffic is likely to be a problem for the village of Ambleside (AO3). This will be shown by including **well-developed** ideas. **Level 2 (3–4 marks)** An answer at this level demonstrates a **reasonable** analysis of the evidence from the fieldwork data provided (AO3) and a **reasonable** evaluation of whether traffic is likely to be a problem for the village of Ambleside (AO3). This will be shown by including **developed** ideas. **Level 1 (1–2 marks)** An answer at this level demonstrates a **basic** analysis of the evidence from the fieldwork data provided (AO3) and a **basic** evaluation of whether traffic is likely to be a problem for the village of Ambleside (AO3). This will be shown by including **simple** ideas. **0 marks** No response worthy of credit.	6	**Indicative content** Analysis of evidence from collected fieldwork data. Reference to data and **Fig. 6.** Examples of **well-developed** ideas: *The following model answer is an example of L3 student answer.* Traffic is likely to be a problem for the village of Ambleside. Because the streets are narrow, many main streets through Ambleside are one-way which restricts a clear flow of traffic. Many areas have a maximum one hour on-street parking time and this means that cars will be arriving and leaving very often, causing congestion. The eating places may become unpopular and unpleasant due to the high amount of air pollution and traffic noise shown in the table above, meaning that local cafes may not do so well. All this shows that traffic is likely to be a problem for the village of Ambleside. Examples of **developed** ideas: I believe that traffic is likely to be a problem for Ambleside. The photograph in Fig.5 shows many cars parked on the street, and the use of double yellow lines. In addition, most people had travelled to Ambleside by car, bus or coach which will add to the traffic levels. The environmental survey also shows negative scores, for traffic noise, air quality and illegal parking.

					Examples of **simple** ideas: Traffic is a problem in Ambleside. The There are many cars parked on the street, and illegal parking was a problem in the survey. Most people come by car which will add to the traffic.

	Question		Answer	Mark	Guidance
5	**(a)**		**Level 3 (5–6 marks)** An answer at this level demonstrates a **thorough** analysis of whether the primary data collection was successful (AO3). This will be shown by including **well-developed** ideas. **Level 2 (3–4 marks)** An answer at this level demonstrates a **reasonable** analysis of whether the primary data collection was successful (AO3). This will be shown by including **developed** ideas. **Level 1 (1–2 marks)** An answer at this level demonstrates a **basic** analysis of whether the primary data collection was successful (AO3). This will be shown by including **simple** ideas. **0 marks** No response or no response worthy of credit.	6	**Indicative content** Evaluation of the success of the selected data collection method, this could include both the positive and negative reflections of this method, allowing the candidate to make a judgement on its success. Examples of **well-developed** ideas: *The following model answer is an example of L3 student answer.* Our primary data collection was largely successful, we were able to gain a better understanding of the area by analysing the cliff and beach to see if the management had worked. We noted using field sketches that there was vegetation on the cliff, which shows that there was little erosion. It may have been better to use photographs as these are more accurate. To gather an idea of the effectiveness of the defences, such as rip rap and groynes, we took beach transect data, and compared this to Naish which had similar conditions but no defences. We found there was 116m² more sediment at Highcliffe than Naish. This was successful as it helped answer the key questions. However, we did not get permission to carry out questionnaires and this was unfortunate as it would have

					given visitor opinion on the area. To make sure our collection was successful, we compared it to secondary data. We could have gone on different days as the good weather may have influenced the data we collected. Examples of **developed** ideas: The technique let us measure speed at different sites which makes it easier to compare speed along the rivers course. We took an average of three measurements which was fairer. However the orange kept getting stuck and we had to move it along. Examples of **simple** ideas: I think the technique was easy to use. You can see the speed at different sites and whether it was faster near the bottom of the river. **If candidate has written about human geography they are limited to Level 1**
	(b)		**Level 3 (6–8 marks)** An answer at this level demonstrates a **thorough** analysis of how the fieldwork conclusions were related to a geographical question or issue (AO3) with a **thorough** evaluation of whether the fieldwork conclusions improved the understanding of a geographical question or issue (AO3). This will be shown by including **well-developed** ideas. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. **Level 2 (3–5 marks)** An answer at this level demonstrates **reasonable** analysis of how the fieldwork conclusions were related to a geographical question or issue (AO3) with a **reasonable** evaluation of	8	**Indicative content** Explain fieldwork conclusions based on analysis of evidence from fieldwork investigation. Link conclusions to understanding of geographical question or issue. Any physical geography fieldwork investigation can be discussed – river study is used below but that is just an example/ Examples of **well-developed** ideas: **(river study)** *The following model answer is an example of L3 student answer.* The conclusions we drew did improve our understanding of the question, as we were able to see how the cross profile of the River Tillingbourne changed as we went down the long profile of the river, through the cross-profile

whether the fieldwork conclusions improved the understanding of a geographical question or issue (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** analysis of how the fieldwork conclusions were related to a geographical question or issue (AO3) with a **basic** evaluation of whether the fieldwork conclusions improved the understanding of a geographical question or issue (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 or no response worthy of credit.

graphs we had collected. The river got wider as we moved further from the source, supporting our hypothesis from the Bradshaw Model due to the natural erosion as the river began to contain more water as we went down. The depth of the river got to deeper as we moved further from the source as vertical erosion acted, deepening the river, supporting the hypothesis from the Bradshaw Model, except site 3, which did not follow the predicted pattern and was deeper than all the other sites, including site 4. This can be explained because site three has been dredged and is a modified channel so this is why it does not follow our hypothesis from the Bradshaw model. The speed of flow increase the further from the source, except being slightly faster at site three, but not significantly so. The gradient was hypothesised to decrease as he went further from the source due to the river moving from and a plant area to a low land area, and following the Bradshaw model. This was not the case in our conclusions as the river had been dredged in places and, especially site 3, was a modified channel, there are places that the gradient increased and did not follow the Bradshaw Model, due to human activity.

Overall these conclusions were a fundamental to our investigation and really helped with the question, as we were able to see how and why the cross profile of the river Tillingbourne changed as we went down the long profile, and we gave reasons for this, including national erosion, water being added by tributaries to increase the volume of water, and hence widening and evening the river, and channel modifications explaining some irregularities in our conclusions.

Examples of **developed** ideas:

I now understand more about why a river changes along its course. I was able to apply my results to theories and see if they matched. One conclusion that we reached was

					that rivers get wider and deeper as they move downstream. The increased depth at each study site demonstrated this, as did the increasing width at every site. I understand now that a river's velocity increases along its course as there is less friction from smaller stones. Examples of **simple** ideas: One of my conclusions that was that rivers get wider and deeper as they move downstream. The river was deeper at each site this, and it was wider too. **If candidate has written about human geography they are limited to Level 1**
			Spelling, punctuation and grammar and the use of specialist terminology (SPaG) are assessed using the separate marking grid in Appendix 1.	3	

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