OCR
Oxford Cambridge and RSA

# GCSE

# Geography A (Geographical Themes)

Unit **J383/03**: Geographical skills

General Certificate of Secondary Education

# Mark Scheme for June 2018

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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 |
| L1 | Level 1 |
| L2 | Level 2 |
| L3 | Level 3 |
| L4 | Level 4 |
| DEV | Development |
| PLC | Relevant place detail |
|  | Significant amount of material which doesn't answer the question. |
| LNK | Two statements are linked |
| ^ | Omission mark |
| J | Just / Benefit of doubt |
| BP | Blank page |
| SEEN | Noted but no credit given |
| C | Communication of Meaning for logical order of information. |

**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.

| | 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.<br>Detailed and accurate analysis through the application of relevant knowledge and understanding.<br>Detailed and substantiated evaluation through the application of relevant knowledge and understanding.<br>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.<br>Accurate analysis through the application of relevant knowledge and understanding.<br>Supported evaluation through the application of relevant knowledge and understanding.<br>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.<br>Some accuracy in analysis through the application of some relevant knowledge and understanding.<br>Partially supported evaluation through the application of some relevant knowledge and understanding.<br>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.<br>Limited accuracy in analysis through lack of application of relevant knowledge and understanding.<br>Un-supported evaluation through lack of application of knowledge and understanding.<br>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 (✓)<br>Layered shading / colour /relief map (✓)<br>Contour lines / isoline map (✓)<br>Bar graph (✓) | 1 | (✓)<br>Allow any appropriate method – the question does not specify whether this is on the map or not. |
| | (b) | (i) | An upland landscape (✓)<br><br>Reservoirs are generally found in upland areas (✓)<br>Hilly landscape (✓)<br>Little evidence of human activity (✓)<br>Coniferous trees (✓)<br>Moorland (✓) | 2 | Note – 0 marks if candidate states 'Lowland'<br><br>1 x 1 (✓) for identifying the landscape as upland<br>1 x 1 (✓) for valid reason why this landscape is an upland landscape from the photograph<br><br>"No" human activity is not creditworthy<br>Trees = 0 |
| | | (ii) | A: North (✓) | 1 | (✓) |
| | (c) | | Use of colour (✓)<br>Adding information/numbers to the key (✓)<br>Adding the scale (✓)<br>Including a north arrow (✓)<br>Adding more place names (✓) | 2 | 2 x 1 (✓) |
| 2 | (a) | (i) | A: Beef and Sheep (✓) | 1 | (✓) |
| | | (ii) | Proportional symbols/circles (✓)<br>Pie chart (✓)<br>Located graph (✓) | 1 | (✓) |
| | | (iii) | 290 (✓) | 1 | (✓) |

| Question | | | Answer | Mark | Guidance |
|---|---|---|---|---|---|
| | **(b)** | **(i)** | Highest population [density] is in / around Plymouth<br>Moderate population [density] in [named towns]<br>Sparsely populated for <u>much of</u> the rest of the area<br><br>Data to support above point.<br><br>Logical order for COM | 4 | 2 x 1 (✓) for describing the pattern of population in the Tamar catchment<br>1 x 1 (DEV) for using data from the key which must include a unit.<br>1 x 1 (COM) for communicating the answer in an appropriate and logical order<br><br>Must have Tick Tick Dev before COM<br><br>For example:<br>*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).* |
| | **(b)** | **(ii)** | There is likely to be a (<u>more</u> developed infrastructure) in the higher populated areas / where there is more housing (✓).<br><br>So there will be more demand / need for infrastructure / more investment (✓)<br><br>Such as transport / developed broadband / electricity supply / other acceptable infrastructure (✓)<br><br>Coastal areas are flatter and are easier to build on / steep land up valley is harder to build on (✓). | 3 | 3 x 1 (✓) for valid points explaining why the level of infrastructure in the Tamar catchment area will vary<br><br>Development awarded with (✓) as a further valid explanation<br><br>Do not double credit but credit opposite where areas of lower population are valid |
| | **(c)** | | Wide/r bars at top [45+] / Narrow/er bars at towards bottom [ <39] (✓)<br><br>More older people than younger people (✓)<br><br>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 (✓) | 3 | 3 x 1 (✓) for describing the evidence that shows that South Hams has an ageing population<br><br>NB:<br>List of ages and figures = ^ |

| Question | | | Answer | Mark | Guidance |
|---|---|---|---|---|---|
| | (d) | | **Level 3 (6–8 marks)**<br>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).<br><br>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.<br><br>There are clear and explicit attempts to make appropriate synoptic links between content from different parts of the course of study.<br><br>There is a well-developed line of reasoning which is logically structured. The information presented is relevant and substantiated.<br><br>**Level 2 (3–5 marks)**<br>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** judgement as to the extent to which the statement is agreed with (AO3).<br><br>This will be shown by including **developed** ideas about the challenges of ageing populations and UK cities and which is the most serious challenge.<br><br>There are attempts to make synoptic links between | 8 | **Indicative Content**<br>Candidates need to make the link between the challenges of an ageing population and other challenges facing the UK.<br><br>Other challenges in the UK could include: immigration, affordable housing availability, transport provision, waste management, economic decline, uneven development.<br><br>Examples of **well-developed** ideas:<br><br>*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'.*<br><br>Examples of **developed** ideas:<br><br>*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* |

| Question | | | Answer | Mark | Guidance |
|---|---|---|---|---|---|
| | | | content from different parts of the course of study but these are not always appropriate.<br><br>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.<br><br>**Level 1 (1–2 marks)**<br>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).<br><br>This will be shown by including **simple** ideas about the challenges of ageing populations and UK cities and which is the most serious challenge.<br><br>There are no synoptic links between content from different parts of the course of study.<br><br>**0 marks**<br>No response worthy of credit. | | *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.*<br><br>Examples of **simple** ideas:<br>*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.* |
| **3** | **(a)** | **(i)** | C: 165km (✓) | 1 | (✓) |
| | | **(ii)** | Central America / Between North and South America (✓)<br><br>East of the Pacific Ocean / West of the Caribbean Sea / Between Pacific Ocean and Caribbean Sea (✓)<br><br>Borders / (North) West of Panama / South of Nicaragua (✓) | 2 | 2 x 1 (✓) for valid points describing the location of Costa Rica<br><br>Do not credit "near / next to" |

| Question | | | Answer | Mark | Guidance |
|---|---|---|---|---|---|
| | **(b)** | **(i)** | Rainforest covered more of the country in 1940 / less coverage in 2005 / overall decreased / less (✓)<br><br>Greatest loss has been in the north of the country / Much rainforest has been lost along the border with Nicaragua (✓)<br><br>More sporadic / dispersed coverage in 2005 (✓)<br><br>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 |
| | | **(ii)** | Examples such as:<br><br>Rainforest loss may be due to cattle ranching (✓), as the land needs to be cleared for the animals to graze (DEV).<br><br>Some loss may be due to logging (✓), as trees are cut down and sold for export (DEV).<br><br>Forest may have been cleared for roads (✓) to enable more development of the area (DEV).<br><br>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). | 4 | 2 x 1 (✓) for valid reasons for the changes described<br>2 x 1 (DEV) for explanation of reasons<br><br>Any indigenous activity is not valid.<br><br>DEV points can be interchangeable with the examples given<br><br>Accept any valid point (could include mining, farming, HEP reservoirs, population growth etc) |
| | **(c)** | | 4030/0.31 = 13 000<br><br>4030+135 = 4165<br><br>(4165/13000) x 100 (DEV) = **32**% (✓) | 2 | 1 x 1 (✓) for correct answer<br>1 x 1 (DEV) for correct working out |

| Question | | | Answer | Mark | Guidance |
|---|---|---|---|---|---|
| | (d) | | **Level 3 (5–6 marks)**<br>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).<br><br>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.<br><br>There are clear and explicit attempts to make appropriate synoptic links between content from different parts of the course of study.<br><br>**Level 2 (3-4 marks)**<br>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).<br><br>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.<br>There are attempts to make synoptic links between content from different parts of the course of study but these are not always appropriate.<br><br>**Level 1 (1–2 marks)**<br>An answer at this level demonstrates a **basic** | 6 | This question will be marked using 3 levels:<br><br>**Indicative content**<br><br>Evaluation of methods of sustainable forest management.<br><br>Demonstrates understanding of concept of sustainable development and how it applies at a national scale.<br><br>Examples of **well-developed** ideas:<br><br>*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.*<br><br>Examples of **developed** ideas:<br><br>*Sustainable development means looking after rainforests for future generations. A technique called strip felling is an effective way of managing rainforests as it involves* |

| Question | | | Answer | Mark | Guidance |
|---|---|---|---|---|---|
| | | | 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).<br><br>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.<br><br>There are no synoptic links between content from different parts of the course of study.<br><br>**0 marks**<br>No response worthy of credit. | | *an area only 50m wide which allows some 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.*<br><br>Examples of **simple** ideas:<br><br>*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.* |
| **4** | **(a)** | **(i)** | No units used for depth (✓)<br>Not clear which site is upstream/downstream (✓)<br>No idea of distance from bank for near side/far side (✓) | 1 | (✓) |
| | | **(ii)** | The gradient of the stream at each site (✓)<br>The velocity / speed of the water (✓)<br>The size/shape of the bedload (✓)<br>Environmental survey / flora / fauna / water quality at the site (✓) | 2 | 2 x 1 (✓) for any reasonable suggestion appropriate for data collection.<br><br>Answer must be about the river, not land around it |
| | | **(iii)** | Median value is 12 (✓). | 2 | 1 x 1 (✓) for correct answer<br><br>1 x 1 (DEV) for correct working out = complete number line (Numbers should be ordered as shown) or (12+12)/2 |
| | **(b)** | | **Level 3 (5–6 marks)**<br>An answer at this level demonstrates a **thorough** description of one way the data could be presented with reasons for the choice (AO4).<br><br>This will be shown by including **well-developed** ideas. | 6 | This question will be marked using 3 levels:<br><br>**Indicative content**<br>Detailed description of the selected data presentation method. |

| Question | | | Answer | Mark | Guidance |
|---|---|---|---|---|---|
| | | | **Level 2 (3–4 marks)**<br>An answer at this level demonstrates a **reasonable** description of one way the data could be presented with reasons for the choice (AO4).<br><br>This will be shown by including **developed** ideas.<br><br>**Level 1 (1–2 marks)**<br>An answer at this level demonstrates a **basic** description of one way the data could be presented with reasons for the choice (AO4).<br><br>This will be shown by including **simple** ideas.<br><br>**0 marks**<br>No response worthy of credit. | | Justification of why this would be a suitable way to present the data.<br><br>NB: If the response is not about data presentation = 0<br><br>'Graph' alone will need some description.<br><br>Max L1:2 If no reasons are given and only the data presentation technique (graph) has been described.<br><br>Examples of **well-developed** ideas*:*<br>*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.*<br><br>Examples of **developed** ideas:<br>*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.*<br>Examples of **simple** ideas:<br>*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.* |

| Question | | | Answer | Mark | Guidance |
|---|---|---|---|---|---|
| | (c) | | **Level 3 (5–6 marks)**<br>An answer at this level demonstrates a **thorough** analysis of the evidence for the hypothesis (AO3).<br><br>This will be shown by including **well-developed** ideas<br><br>**Level 2 (3–4 marks)**<br>An answer at this level demonstrates a **reasonable** analysis of the evidence for the hypothesis (AO3).<br><br>This will be shown by including **developed** ideas.<br><br>**Level 1 (1–2 marks)**<br><br>An answer at this level demonstrates a **basic** analysis of the evidence for the hypothesis (AO3).<br><br>This will be shown by including **simple** ideas.<br><br>**0 marks**<br>No response worthy of credit. | 6 | This question will be marked using 3 levels:<br><br>**Indicative content**<br>Analysis of the hypothesis, this could include both the positive and negative reflections on the statement.<br><br>NB: repetition of hypothesis = 0.<br><br>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.<br><br>Examples of **well-developed** ideas will have included width and depth and have used the table of data and figure 8.<br>*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.*<br>*The only anomaly seems to be site three, which 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).<br><br>Examples of **developed** ideas:<br><br>*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.* |

| Question | | | Answer | Mark | Guidance |
|---|---|---|---|---|---|
| | | | | | 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.<br><br>*The width clearly increases as you move downstream and the river is also deepest at site three which is quite far downstream.* |
| **5** | **(a)** | | Area was regarded as a safe location for fieldwork (✓)<br>Easily accessible from the school / time element (✓)<br>A suitable size for a fieldwork investigation / small town (✓) | 1 | 1 x 1 (✓) for an appropriate reason why the location was suitable<br><br>NB: accept reference to physical fieldwork if the reason stated would equally apply to a human fieldwork investigation.<br><br>Do not credit any reference to the fieldwork content – the response must refer to the practicalities of the fieldwork |
| | **(b)** | | **Indicative content: (Traffic study)**<br><br>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. (✓)<br><br>The traffic count was less effective (✓) because it only gave information for the times we were able to collect the data (DEV) | 4 | 2 x 1 (✓) for assessing / explaining why each technique was used<br>1 x 1 (✓) for stating which was more / less effective<br>1 x 1 (DEV) for explanation of which was more / less effective<br><br>Answers will clearly depend upon the fieldwork investigation chosen.<br><br>Fieldwork must be primary<br><br>Fieldwork must be human (this could include things such as bi-polar analysis of coastal defences etc).<br><br>**NB: response refers to the method used.** |

| Question | | | Answer | Mark | Guidance |
|---|---|---|---|---|---|
| | (c)* | | **Level 3 (6–8 marks)**<br>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).<br><br>This will be shown by including **well-developed** ideas.<br><br>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.<br><br>**Level 2 (3–5 marks)**<br>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).<br><br>This will be shown by including **developed** ideas.<br><br>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.<br><br>**Level 1 (1–2 marks)**<br>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).<br><br>This will be shown by including **simple** ideas.<br><br>The information is basic and communicated in an | 8 | This question will be marked using 3 levels:<br><br>**Indicative content**<br>Reach a conclusion based on analysis of evidence from fieldwork investigation.<br>Data from the information should be used as evidence<br>Justification of conclusion through analysed evidence<br><br>NB: Consider if the resultant data allowed the question to be answered. Must only refer to primary data collected and only human fieldwork.<br>Physical fieldwork = 0.<br><br>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.<br><br>Examples of **well-developed** ideas: **(traffic study)**<br><br>*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.*<br>*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.*<br><br>Examples of **developed** ideas:<br><br>*One conclusion that we reached was that traffic congestion is only a problem at certain times of the day.*<br>*Our questionnaire told us this as over half the people* |

| Question | | | Answer | Mark | Guidance |
|---|---|---|---|---|---|
| | | | unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.<br><br>**0 marks**<br>No response worthy of credit. | | *questioned felt that traffic congestion was thought to be a problem early in the evening and first thing in the morning (before 9am).*<br><br>Examples of **simple** ideas:<br><br>*I think that congestion is a big problem early in the morning and at 5pm as most people we questioned said this.* |
| | | ✎ | Spelling, punctuation and grammar and the use of specialist terminology (SPaG) are assessed using the separate marking grid in Appendix 1. | **3** | |

**OCR (Oxford Cambridge and RSA Examinations)**
**The Triangle Building**
**Shaftesbury Road**
**Cambridge**
**CB2 8EA**

**OCR Customer Contact Centre**

**Education and Learning**
Telephone: 01223 553998
Facsimile: 01223 552627
Email: general.qualifications@ocr.org.uk

**www.ocr.org.uk**

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

**Oxford Cambridge and RSA Examinations**
**is a Company Limited by Guarantee**
**Registered in England**
**Registered Office; The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA**
**Registered Company Number: 3484466**
**OCR is an exempt Charity**

**OCR (Oxford Cambridge and RSA Examinations)**
**Head office**
**Telephone: 01223 552552**
**Facsimile: 01223 552553**