

GCSE (9–1)

Sample SAM Taster Booklet

GEOGRAPHY B **(GEOGRAPHY FOR** **ENQUIRING MINDS)**

J384

For first teaching in 2016



GCSE (9–1)

GEOGRAPHY B

(GEOGRAPHY FOR ENQUIRING MINDS)

Our new GCSE (9–1) Geography specifications provide a dynamic, contemporary and exciting opportunity for students to engage with the world around them.

Our Sample Assessment Material (SAM) taster booklet introduces you to the style of assessment for our new qualification.

The booklet features the questions and mark schemes for the three assessments that make up this qualification. The complete set of sample assessment materials is available on the OCR website www.ocr.org.uk/gcsegeography

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LEVELS OF RESPONSE QUESTIONS

The following guidance has been extracted from the mark schemes for GCSE (9–1) Geography B (Geography for Enquiring Minds) and is aimed at assessors of the qualification. 'Indicative content' refers to the section of the 'Guidance' column within the mark schemes which set out expected answers.

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.

COMPONENT 1 OUR NATURAL WORLD

QUESTION 1a

Describe what a hot spot is.

[2]

MARK SCHEME FOR QUESTION 1a

Answer	Guidance
A small area of the earth's crust where unusually high heat flow (✓) is linked to volcanic activity (✓)	2 × 1 (✓)

QUESTION 1c

Study the table below, showing the total and average number of tropical storms in the USA (1851–2013).

Month	Total number of tropical storms	Average number of tropical storms
January	2	-
February	1	-
March	1	-
April	1	-
May	20	0.1
June	86	0.5
July	116	0.7
August	373	2.3
September	564	3.5
October	332	2.0
November	88	0.5
December	17	0.1

Select the most suitable graphical technique for presenting the total number of tropical storms column.

- A Bar graph
- B Climate graph
- C Cross-section
- D Rose chart

Write the correct letter in the box.

[1]

MARK SCHEME FOR QUESTION 1c

Answer	Guidance
A: bar graph (✓)	(✓)

QUESTION 1d

Extreme weather conditions vary in contrasting countries.

*Discuss the differences in extreme weather conditions in contrasting countries.
You should develop your ideas fully.*

[6]**MARK SCHEME FOR QUESTION 1d**

Answer	Guidance
<p>Level 3 (5–6 marks)</p> <p>An answer at this level demonstrates thorough understanding of extreme weather conditions in contrasting countries (AO2) and thorough analysis of the differences in extreme weather conditions in contrasting countries (AO3).</p> <p>This will be shown by including well-developed ideas both about extreme weather conditions and the differences in extreme weather conditions in contrasting countries.</p> <p>Level 2 (3–4 marks)</p> <p>An answer at this level demonstrates reasonable understanding of extreme weather conditions in contrasting countries (AO2) and reasonable analysis of the differences in extreme weather conditions in contrasting countries (AO3).</p> <p>This will be shown by including developed ideas about either extreme weather conditions or the differences in extreme weather conditions in contrasting countries.</p> <p>Level 1 (1–2 marks)</p> <p>An answer at this level demonstrates basic understanding of extreme weather conditions in contrasting countries (AO2) and basic analysis of the differences in extreme weather conditions in contrasting countries (AO3).</p> <p>This will be shown by including simple ideas about extreme weather conditions or the differences in extreme weather conditions in contrasting countries. No developed points are made.</p> <p>0 marks</p> <p>No response or no response worthy of credit.</p>	<p>Indicative content</p> <p>Extremes in weather conditions most likely to be discussed are temperature, wind and precipitation.</p> <p>The differences in extreme weather conditions could include contrasts between the countries, but may also focus on differences between extremes and averages within the countries.</p> <p>Examples can be drawn from any countries but at least two should be discussed and they must be contrasting in terms of their extreme weather conditions.</p> <p>Examples of well-developed ideas:</p> <p>England and Australia have very different extremes in temperature when compared to each other but not necessarily as a difference from their own average temperatures. Average summer temperatures in England are around 20°C, with 30°C being considered extreme. This 10°C difference is mirrored in Australia with average summer temperatures being around 30°C and extremes at 40°C. So the differences in the extremes in temperature are very similar.</p> <p>Examples of developed ideas:</p> <p>Extreme temperatures in Australia are much higher than in England, with average summer temperatures in Australia being very similar to very hot weather in England which could be considered extreme.</p> <p>Examples of simple ideas:</p> <p>The extreme temperatures in Australia are much hotter than in England.</p> <p>Australia is much hotter than England especially in the summer.</p>

QUESTION 2a

Students were studying monthly temperature data to identify long term climate change.

Which average is best for them to use?

- A Mean
- B Median
- C Modal class
- D Mode

Write the correct letter in the box.

[1]

MARK SCHEME FOR QUESTION 2a

Answer	Guidance
A: Mean (✓)	(✓)

QUESTION 2b

Compare the reliability of **two** sources of evidence of climate change.

[4]

MARK SCHEME FOR QUESTION 2b

Answer	Guidance
<p>Historical records (✓) and ice cores (✓) are two sources of evidence of climate change. Historical records may be less reliable than ice cores as they are handwritten or drawn based on one person's interpretation (DEV) without the use of modern thermometers (DEV).</p> <p>Other possible data/evidence:</p> <ul style="list-style-type: none">• Sea ice positions (✓)• Global temperature change (✓)• Paintings (✓)• Diaries. (✓)	<p>Answer given will depend on type of data/evidence for climate change chosen.</p> <p>2 × 1 (✓) reserved for types of data/evidence for climate change.</p> <p>2 × 1 (DEV) for comparing the reliability of data i.e. glacial/ interglacial cycles = natural process, need a range of data to support, level of glacial retreat, ice sheet depletion, global temperature variances.</p> <p>Comparison must be related to reliability.</p>

QUESTION 3d**CASE STUDY – a river basin in the UK.**

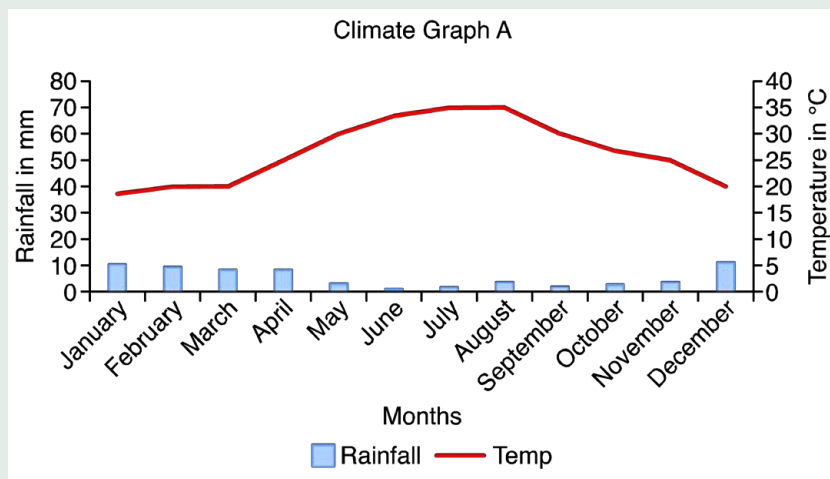
Explain how human activity has influenced the geomorphic processes in this landscape.

[6]**MARK SCHEME FOR QUESTION 3D**

Answer	Guidance
<p>Level 3 (5–6 marks)</p> <p>An answer at this level demonstrates a thorough knowledge of geomorphic processes (AO1) and a thorough understanding of how human activity has influenced the geomorphic processes (AO2).</p> <p>This will be shown by including well-developed ideas both about the geomorphic processes and how human activity has influenced the geomorphic processes.</p> <p>The answer must also include place-specific details for the landscape. Amount of relevant place-specific detail determines credit within level.</p> <p>Level 2 (3–4 marks)</p> <p>An answer at this level demonstrates reasonable knowledge of geomorphic processes (AO1) and reasonable understanding of how human activity has influenced the geomorphic processes (AO2).</p> <p>This will be shown by including developed ideas either about the geomorphic processes or how human activity has influenced the geomorphic processes.</p> <p>Developed ideas but no place-specific detail credited up to bottom of level. Valid named example needed for top of level.</p> <p>Level 1 (1–2 marks)</p> <p>An answer at this level demonstrates basic knowledge of geomorphic processes (AO1) and basic understanding of how human activity has influenced the geomorphic processes (AO2).</p> <p>This will be shown by including simple ideas about the geomorphic processes or how human activity has influenced the geomorphic processes. No developed points are made.</p> <p>Simple ideas or appropriate named example only credited at bottom of level.</p> <p>0 marks</p> <p>No response or no response worthy of credit.</p>	<p>Case study will be marked using 3 levels:</p> <p>Case study: responses will depend on candidate's area of study.</p> <p>Indicative content</p> <p>Management strategies could include:</p> <p>Flood barriers/dams – silting up, restriction of sediment replenishment (dev).</p> <p>River realigning/straightening – restriction of meanders/ horizontal) lateral erosion.</p> <p>Channelisation – impact of erosion, decreased bedload, deposition, throughflow.</p> <p>Building on flood plains – increased surface runoff.</p> <p>Afforestation/deforestation.</p> <p>Artificial Levees/Embankments.</p> <p>Examples of well-developed ideas:</p> <p>Humans have straightened rivers and introduced channelisation to increase the discharge of the River Nene in Northampton. These changes alter the velocity of the river and reduce friction. These human activities reduce the amount of lateral and vertical erosion causing the river to not form a meander which would be the natural landscape.</p> <p>Examples of developed ideas:</p> <p>Channel straightening is one way that humans have altered the river Nene landscape in Northampton. They have used concrete to change the route of the river which has caused less erosion and flooding.</p> <p>Examples of simple ideas:</p> <p>One way humans have affected the river is by taking away the bends and making the river straighter.</p>

QUESTION 4a

Fig. 3 – A hot desert climate graph



Describe the yearly temperature and rainfall patterns on the hot desert climate graph.

[2]

MARK SCHEME FOR QUESTION 4a

Answer	Guidance
<p>The temperature of the hot desert is consistent at the start of the year before increasing steadily to peak in July and August and decreasing again. (✓)</p> <p>The rainfall in the hot desert is significantly higher from December through to April and very low between May and November. (✓)</p>	<p>1 × 1 (✓) for describing the yearly temperature pattern.</p> <p>1 × 1 (✓) for describing the yearly rainfall pattern.</p>

QUESTION 4c

Describe how tropical rainforests provide valuable services.

[4]

MARK SCHEME FOR QUESTION 4c

Answer	Guidance
<p>Reduction of flood risk as trees intercept and slow down rainwater. (✓)</p> <p>The rainforest acts as the lungs of the planet through photosynthesis. (✓)</p> <p>The rainforest is a natural store of carbon dioxide so it balances atmospheric gases. (✓)</p> <p>Soils enable commercial agriculture. (✓)</p> <p>Rainforests are popular with tourists due to the flora and fauna. (✓)</p> <p>The rainforest ecosystem is a habitat for a huge number of species of animals and vegetation. (✓)</p>	<p>1 × 4 (✓)</p> <p>1 mark for each valid idea.</p> <p>No DEV required.</p>

QUESTION 5bi

The table below shows part of a data collection sheet from a fieldwork investigation.

Site number:	Seven										
Stream width:	13.7 metres										
Stream depth (recorded every metre):											
0.16m	0.17m	0.18m	0.23m	0.29m	0.31m	0.28m	0.26m	0.23m	0.23m	0.19m	0.18m
Pebble size (sample of six pebbles):											
90mm	45mm	40mm	38mm	45mm	36mm						

Using the table above, calculate the range of the pebble size.

[1]

MARK SCHEME FOR QUESTION 5bi

Answer	Guidance
54mm (✓)	(✓)

QUESTION 5c

For a physical geography fieldwork investigation which you have completed, evaluate **one** technique you used to collect data.

[2]

MARK SCHEME FOR QUESTION 5c

Answer	Guidance
Expect a wide range of data collection techniques.	2 × 1 (✓)
Measuring river depth - this technique was limited due to health and safety (✓) where high bankfull discharge meant that we could not sample enough sites. (✓)	Technique must be related to physical geography. No mark awarded for just stating the technique.
Measuring river depth - this technique was useful in helping us answer our question 'how do rivers change along their course' (✓) where we were able to sample six sites which gave us a good range of sites along the rivers course. (✓)	Evaluation may refer to: Limitations and merits of the technique in helping to answer the question for investigation. How easy the data collected was to analyse and present. Level of ease carrying out the technique at the time/day of collection.

COMPONENT 2 PEOPLE AND SOCIETY

QUESTION 1b

CASE STUDY – ways of life in cities.

Examine how ways of life vary within one LIDC or EDC city.

[8]

MARK SCHEME FOR QUESTION 1b

Answer	Guidance
<p>Case study ways of life in cities</p> <p>Level 3 (6–8 marks)</p> <p>An answer at this level demonstrates thorough knowledge of the ways of life in the LIDC or EDC city (AO1) with a thorough evaluation of how the ways of life vary within the city (AO3).</p> <p>This will be shown by including well-developed ideas about the ways of life in the LIDC or EDC city and how the ways of life vary.</p> <p>The answer must also include place-specific details for the named city.</p> <p>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p>Level 2 (3–5 marks)</p> <p>An answer at this level demonstrates reasonable knowledge of the ways of life in the LIDC or EDC city (AO1) with a reasonable evaluation of how the ways of life vary within the city (AO3).</p> <p>This will be shown by including developed ideas about the ways of life in the LIDC or EDC city and how the ways of life vary.</p> <p>Developed ideas but no place-specific detail credited up to middle of level.</p> <p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p> <p>Level 1 (1–2 marks)</p> <p>An answer at this level demonstrates basic knowledge of the ways of life in the LIDC or EDC city (AO1) with a basic evaluation of how the ways of life vary within the city (AO3).</p> <p>This will be shown by including simple ideas about the ways of life in the LIDC or EDC city and how the ways of life vary.</p> <p>Simple ideas or appropriate named example only credited at bottom of level.</p> <p>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>0 marks</p> <p>No response or no response worthy of credit.</p>	<p>Case study will be marked using 3 levels:</p> <p>Indicative content</p> <p>Ways of life will depend on the city chosen but may be around culture, ethnicity, housing, leisure or consumption. The cities must be from an LIDC or EDC.</p> <p>Example of well-developed ideas:</p> <p>Within Cape Town ways of life vary significantly which shows the cultural diversity of the population, with 11 official languages. Whilst the day to day lives of people may vary, there are aspects of life which are shared throughout the city with the cultural heritage of the people very much evident. Cape Jazz, a style of jazz with a distinct African spice which stems from artists finding inspiration in their struggles of the apartheid years, can be found everywhere from the heart of townships to The Piano Bar of the De Waterkant neighbourhood. Housing in townships (Khayelitsha) often consists of densely packed single-story homes compared to more affluent South Africans who have greater access to gardens, green space and sports facilities especially in the suburbs.</p> <p>Example of developed ideas:</p> <p>Within Cape Town ways of life vary greatly with rich people enjoying restaurants and shopping at the V&A Waterfront and poorer people struggling to feed their family in the informal housing of the 'townships'. In the townships communities are brought together through music and dance and they have a lot of traditional African shows. In wealthier areas of Cape Town people can access more variety of entertainment, with many drawing on the history and culture of the country. Housing in townships compared to the suburbs varies with larger properties and more green space in the suburbs.</p> <p>Example of simple ideas:</p> <p>In Cape Town there are some rich people and lots of poor people who live in run down housing. Their ways of life are very different but they enjoy lots of music and dancing.</p>

QUESTION 2a

Which of the following is a factor which makes it hard for countries to break out of poverty?

- A Good trade links
- B No debt
- C Plentiful natural resources
- D Political unrest

Write the correct letter in the box.

[1]

MARK SCHEME FOR QUESTION 2a

Answer	Guidance
D: Political unrest (✓)	(✓)

QUESTION 3d

Below is a news article about The X Factor.

The X Factor – a Global Television hit

The X Factor is watched in 147 countries. Simon Cowell, who created the X Factor said: “The UK X Factor was the original version of the show and over the last ten years it has found many new international superstars. I’m really happy that the UK show is being watched all over the world - as well as there being so many great local versions of X Factor too.”

The X Factor is a global hit and the format is now copied locally in 51 countries around the world. Since the first UK X Factor in 2004, the British-born TV show has been watched by more than 360 million people and can be seen in almost every country on earth.

Using the news article and your own knowledge, describe the global influence of UK TV programmes such as the X Factor.

[6]

MARK SCHEME FOR QUESTION 3d

Answer	Guidance
<p>Level 3 (5–6 marks)</p> <p>An answer at this level shows a thorough knowledge of the UK’s media exports global influence (AO1) and a reasonable interpretation of the news article (AO3) to describe UK’s media exports global influence.</p> <p>This will be shown by including well-developed ideas about the global influence of the UK’s TV programmes.</p> <p>Level 2 (3–4 marks)</p> <p>An answer at this level shows reasonable knowledge of the UK’s media exports global influence (AO1) and a basic interpretation of the news article (AO3) to describe UK’s media exports global influence.</p>	<p>Answer will be marked using 3 levels:</p> <p>Indicative content</p> <p>X Factor information interpreted from the news article, potentially including the reach of the X Factor, the success of people who came through the show and the number of local versions which have been created.</p> <p>Other information might include relevant facts about the value of UK media exports, examples of other TV shows which are shown abroad or named countries which import media from the UK.</p>

CONTINUED

MARK SCHEME FOR QUESTION 3d (CONTINUED)

Answer	Guidance
<p>This will be shown by including developed ideas about the global influence of the UK's TV programmes.</p> <p>Level 1(1–2 marks)</p> <p>An answer at this level shows basic knowledge of the UK's media exports global influence (AO1) and a basic interpretation of the news article (AO3) to describe UK's media exports global influence.</p> <p>This will be shown by including simple ideas about the global influence of the UK's TV programmes.</p> <p>0 marks</p> <p>No response or no response worthy of credit.</p>	<p>Example of well-developed ideas:</p> <p>As more people internationally watch the X Factor, already more than 360 million people worldwide have watched the show, and other programmes made in the UK the understanding of the English language increases around the world. In addition, British values and beliefs are more widely shared which may also boost sales of associated products.</p> <p>Example of developed ideas:</p> <p>Programmes such as the X Factor are shown in a lot of countries around the world which increases awareness of the British way of life and the English language.</p> <p>Example of simple ideas:</p> <p>The X Factor is watched by over 360 million people around the world.</p>

QUESTION 4b

Describe what it means for a person to be food secure.

[2]

MARK SCHEME FOR QUESTION 4b

Answer	Guidance
<p>To be food secure a person would have physical and economic access to food (✓) that meets dietary needs and food preferences (✓).</p>	<p>2 × 1 (✓)</p>

QUESTION 4c

CASE STUDY – Food security

Explain how effective one attempt to achieve food security at a national scale has been.

[4]

MARK SCHEME FOR QUESTION 4c

Answer	Guidance
<p>Case study: Food security</p> <p>Example:</p> <p>In Cuba, the government have attempted to become more food secure by increasing self-sufficiency (✓). The scheme has been effective as Cuba is now 90% self-sufficient in fruit and vegetables (DEV). In Havana over 200 urban farms called Organopónicos have opened, where fruit and vegetables are grown on any land possible such as rooftops or waste sites (✓). This has been effective in helping increase the amount of fruit and vegetable production but does not produce other products which help to achieve food security (DEV).</p>	<p>2 × 1 (✓) for details of food security attempt valid use from the resources.</p> <p>2 × 1 (DEV) for the explanation of how effective the attempt is to achieve food security.</p> <p>Answer must be an attempt to ensure food security at a national scale.</p>

QUESTION 4d

Evaluate the success of **one** technological strategy to sustainably improve food security.

[6]

MARK SCHEME FOR QUESTION 4d

Answer	Guidance
<p>Level 3 (5–6 marks)</p> <p>Answers at this level must show thorough understanding of how one technological strategy attempts to improve food security (AO2) and thorough evaluation of the success of the technological strategy to sustainably improve food security (AO3).</p> <p>This will be shown by including well-developed ideas about how one technological strategy improves food security and its success.</p> <p>Level 2 (3–4 marks)</p> <p>Answers at this level must show reasonable understanding of how one technological strategy attempts to improve food security (AO2) and reasonable evaluation of the success of the technological strategy to sustainably improve food security (AO3).</p> <p>This will be shown by including developed ideas about how one technological strategy improves food security and its success.</p> <p>Level 1 (1–2 marks)</p> <p>Answers at this level must show basic understanding of how one technological strategy attempts to improve food security (AO2) and basic evaluation of the success of the technological strategy to sustainably improve food security (AO3).</p> <p>This will be shown by including simple ideas about how one technological strategy improves food security and its success.</p> <p>0 marks</p> <p>No response or no response worthy of credit.</p>	<p>Answer will be marked using 3 levels:</p> <p>Indicative content</p> <p>Example of well-developed ideas: The amount of GM crops (such as rice) produced has increased over the years in an attempt to provide enough food to feed growing populations (social sustainability) and to produce crops adapted to changing climatic conditions in drier areas such as sub-Saharan Africa (environmental sustainability). However GM crops have been criticised for producing mono-cultures which threatens crop diversity.</p> <p>Example of developed ideas: There are more types of GM crops grown to provide food for a growing population. They are not always good for the environment and people’s health.</p> <p>Example of simple ideas: GM crops are bad for the environment.</p>

QUESTION 5d

You will have carried out some human geography fieldwork as part of your GCSE (9–1) Geography course.

Explain how your fieldwork conclusions improved your understanding of a geographical question or issue.

[8]

MARK SCHEME FOR QUESTION 5d

Answer	Guidance
<p>Own fieldwork</p> <p>Level 3 (6–8 marks)</p> <p>An answer at this level demonstrates thorough analysis (AO3) and evaluation (AO3) of how the fieldwork conclusions improved understanding of a geographical question or issue. There will be a reasonable judgement as to whether the fieldwork conclusions improved understanding of a question or issue (AO3).</p> <p>This will be shown by including well-developed ideas.</p> <p>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p>Level 2 (3–5)</p> <p>An answer at this level demonstrates reasonable analysis (AO3) and evaluation (AO3) of how the fieldwork conclusions improved understanding of a geographical question or issue. There will be a basic judgement as to whether the fieldwork conclusions improved understanding of a question or issue (AO3).</p> <p>This will be shown by including developed ideas.</p> <p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p> <p>Level 1 (1–2)</p> <p>An answer at this level demonstrates basic analysis (AO3) and evaluation (AO3) of how the fieldwork conclusions improved understanding of a geographical question or issue. There will be no judgement as to whether the fieldwork conclusions improved understanding of a question or issue (AO3).</p> <p>This will be shown by including simple ideas.</p> <p>The answer may not link own fieldwork to a geographical question or issues.</p> <p>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>0 marks</p> <p>No response or no response worthy of credit.</p>	<p>Answer will be marked using 3 levels:</p> <p>Indicative content</p> <p>There are many areas in the specification where fieldwork could be used.</p> <p>Example of well-developed ideas:</p> <p>Name the fieldwork: Does housing quality improve with distance from the city centre of Newcastle upon Tyne?</p> <p>I found that in two directions (west and east) the types of housing remained more similar than to the north, so I was able to conclude that housing quality does not change in the same way with distance from the city centre. This helped me understand the reasons behind changing land use in a city, for example redevelopment and gentrification.</p> <p>Example of developed ideas:</p> <p>Name the fieldwork: Housing quality and distance from the city centre of Newcastle upon Tyne.</p> <p>I found that in some areas the housing quality improved with distance from the centre but in others it seemed to get worse. This is because in some areas old housing had been knocked down and new estates built.</p> <p>Example of simple ideas:</p> <p>Name the fieldwork: Housing quality in Newcastle upon Tyne. I found out about the different types of housing in Newcastle. This helps me understand urban land use.</p>

COMPONENT 3 GEOGRAPHICAL EXPLORATION

QUESTION 1aii

Fig. 2 – Development Indicators

	GNI per Capita (US\$)	Life Expectancy at birth	Doctors per 1000 people	% Access to clean drinking water
Australia	65520	82	3.8	100
France	42250	82	3.4	100
Ghana	1760	66	0.1	87
Kenya	930	64	0.2	62
Mozambique	590	53	0.1	49
Sierra Leone	680	57	0.1	60
UK	39140	80	2.8	100
USA	53670	80	2.4	99

Sources: World Bank GNI PC 2013 & CIA World Fact Book, 2014

Fig. 2 gives development indicators for different countries, including Life Expectancy at birth information. The Life Expectancy at birth for the UK is 80 and for Kenya it is 64.

Write the ratio 80:64 in its simplest form.

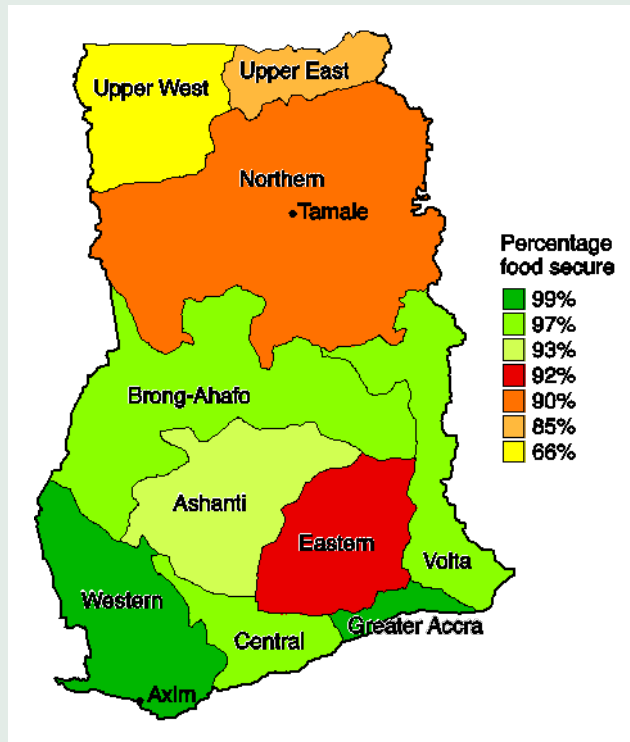
[1]

MARK SCHEME FOR QUESTION 1aii

Answer	Guidance
5:4 (✓)	(✓)

QUESTION 2aii

Fig. 5a – Food security map of Ghana



Using Fig. 5a, describe the differences in food security in Axim and Tamale.

[2]

MARK SCHEME FOR QUESTION 2aii

Answer	Guidance
<p>In Axim most people are food secure. (✓)</p> <p>In Axim there is a high percentage of people in food security. (✓)</p> <p>In Tamale, there is medium food security (✓) and people there are less food secure than in Axim. (✓)</p> <p>In Tamale there is more food security than in the North of Ghana. (✓)</p>	<p>2 × 1 (✓)</p> <p>1 mark associated to each place or for a comparative point between places. (✓)</p>

QUESTION 3b

The world's rainforests are at risk from a number of threats. It is thought that over 50% of the original 16 million km² of tropical rainforest has now been destroyed and that only 20% will remain by 2030.

Since 1990, 25% of Ghana's rainforests have been cut down and 15% of Ghana's rainforest have become protected areas. What will the future hold?

Using the newspaper extract above and your own understanding, evaluate the impacts of human activity on Ghana's rainforest.

[6]

MARK SCHEME FOR QUESTION 3b

Answer	Guidance
<p>Level 3 (5–6 marks)</p> <p>An answer at this level demonstrates a thorough understanding of the impact of human activity on tropical rainforests (AO2) and a thorough evaluation of how much impact human activity is having on Ghana's rainforest (AO3).</p> <p>This will be shown by including well-developed ideas about both the understanding of the impacts of human activity on tropical rainforests and the evaluation of how much human activity is impacting on Ghana's rainforest.</p> <p>Level 2 (3–4 marks)</p> <p>An answer at this level demonstrates reasonable understanding of the impact of human activity on tropical rainforests (AO2) and reasonable evaluation of how much impact human activity is having on Ghana's rainforest (AO3).</p> <p>This will be shown by including developed ideas about the understanding of the impact of human activity on tropical rainforests and/or the evaluation of how much human activity is impacting on Ghana's rainforest.</p> <p>Level 1 (1–2 marks)</p> <p>An answer at this level demonstrates basic understanding of the impact of human activity on tropical rainforests (AO2) and basic evaluation of how much impact human activity is impacting on Ghana's rainforest (AO3).</p> <p>This will be shown by including simple ideas about the understanding of the impact of human activity on tropical rainforests or the evaluation of how much human activity is impacting on Ghana's rainforest.</p> <p>0 marks</p> <p>No response or no response worthy of credit.</p>	<p>Indicative Content</p> <p>Human activity can impact tropical rainforests in a number of ways, both positively and negatively. These may include logging, mineral extraction, agriculture and tourism.</p> <p>Evaluation of the impact of human activity may include references to how 25% of Ghana's rainforest has been cut down and that 15% of Ghana's rainforest has become protected areas. The evaluation may focus on the potential use of the deforested areas to help drive Ghana's economic development or the reasons behind the protection of the areas such as for tourism or environmental reasons.</p> <p>Examples of well-developed ideas:</p> <p>Since 1990, Ghana has logged a 25% of its rainforest; this could have had both positive and negative impacts. Some of the best benefits include economic growth such as the creation of jobs and trade. The logged areas could be used for growing crops such as cocoa and the trees could be sold for timber. Some of the worst impacts could be increased flood risk as trees intercept rainwaters. Also loss of the potential gene pool for medicinal value and protection of threatened species.</p> <p>Examples of developed ideas:</p> <p>Ghana has destroyed 25% of its rainforest but it has also protected some. Logging trees means that they can sell them for timber and make money to develop economically. This would have a positive impact on the economy of Ghana but has a negative impact on the planet as carbon stores are reduced and threatened species lose their habitat. These impacts are potentially the worst.</p> <p>Example of simple ideas:</p> <p>The rainforest is being cut down to earn money. This has negative impacts.</p>

QUESTION 4

Ghana is an LIDC. Using information from the separate Resource Booklet and your own understanding, write a brief report on Ghana's current economic development and decide on a strategy to help Ghana continue its development. In your report you must:

- 1 Outline Ghana's current level of development including its successes and challenges.
- 2 Propose one strategy which would allow Ghana to develop further and justify how this strategy would be able to increase development.

[12]

MARK SCHEME FOR QUESTION 4

Answer	Guidance
<p>Level 4 (10–12 marks)</p> <p>An answer at this level demonstrates a comprehensive interpretation of the information provided to outline Ghana's level of development including both successes and challenges (AO3). It also shows a comprehensive evaluation of the information provided to propose a strategy (AO3) with a comprehensive understanding of a development strategy (AO2). The answer demonstrates a comprehensive judgement to justify how the strategy would be able to help Ghana develop further with a clear decision reached (AO3).</p> <p>This will be shown by including well-developed ideas about Ghana's current level of development and one strategy which would allow Ghana to develop further.</p> <p>There are clear and explicit attempts to make appropriate synoptic links between content from different parts of the course of study.</p> <p>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p>Level 3 (7–9 marks)</p> <p>An answer at this level demonstrates a thorough interpretation of the information provided to outline Ghana's level of development including both successes and challenges (AO3). It also shows a thorough evaluation of the information provided to propose a strategy (AO3) with a thorough understanding of a development strategy (AO2). The answer demonstrates a thorough judgement to justify how the strategy would be able to help Ghana develop further with a clear decision reached (AO3).</p> <p>This will be shown by including well-developed ideas about either Ghana's current level of development or one strategy which would allow Ghana to develop further and developed ideas about the other question focus (level of development or strategy to develop further).</p> <p>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>Indicative Content</p> <p>Interpretation of information to outline Ghana's level of development could include reference to data from the development indicators' table and the Ghana fact file.</p> <p>The development strategy the learner proposes will determine what understanding and evaluation is shown. The decision needs to be appropriate to Ghana and any of the Figs in the Resource Booklet can be used to help justify why the development strategy would be able to help Ghana develop further.</p> <p>Examples of well-developed ideas:</p> <p>Ghana currently has many successes in its development. One success is the increase in ecotourism, such as at Kakum National Park, which has increased its GNI per capita to \$1760 which is well above other LIDC countries such as Kenya.</p> <p>87% of Ghana's people have access to clean drinking water; this is relatively high for an LIDC especially when compared to Mozambique at just 49%. However it has not been totally successful, for example in the north of the country 34% of people are food insecure.</p> <p>In the future, I believe that Ghana should invest further in ecotourism by creating biosphere reserves. This would bring in more foreign direct investment while also protecting the rainforest therefore reducing the impacts of deforestation.</p> <p>Examples of developed ideas:</p> <p>Ghana has a range of successes and challenges. One success is that it has more GNI per capita than other LIDC countries at \$1760. This could be partly because of ecotourism which brings in visitors.</p> <p>In the future, Ghana should make more national parks so more people come to visit them and spend money in the area.</p>

CONTINUED

MARK SCHEME FOR QUESTION 4 (CONTINUED)

Answer	Guidance
<p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p> <p>Level 2 (4–6 marks)</p> <p>An answer at this level demonstrates reasonable interpretation of the information provided to outline Ghana’s level of development including both successes and challenges (AO3). It also shows reasonable evaluation of the information provided to propose a strategy (AO3) with reasonable understanding of a development strategy (AO2). The answer demonstrates reasonable judgement to justify how the strategy would be able to help Ghana develop further with a clear decision reached (AO3).</p> <p>This will be shown by including developed ideas about either Ghana’s current level of development or one strategy which would allow Ghana to develop further, and simple ideas about the other question focus (level of development or strategy to develop further).</p> <p>There are limited attempts to make synoptic links between content from different parts of the course of study.</p> <p>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p> <p>Level 1 (1–3 marks)</p> <p>An answer at this level demonstrates basic interpretation of the information provided to outline Ghana’s level of development including both successes and challenges (AO3). It also shows basic or no evaluation of the information provided to propose a strategy (AO3) with basic or no understanding of a development strategy (AO2). The answer demonstrates basic or no judgement to justify how the strategy would be able to help Ghana develop further with a clear decision reached (AO3).</p> <p>This will be shown by including simple ideas about either Ghana’s current level of development or one strategy which would allow Ghana to develop further.</p> <p>There are no synoptic links between content from different parts of the course of study.</p> <p>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>0 marks</p> <p>No response or no response worthy of credit.</p>	<p>Examples of simple ideas:</p> <p>Ghana is poor and has a low level of development. This means that people do not have a lot to eat, cannot go to school and have no doctors.</p> <p>The government should try to make more money to improve the country.</p>

OCR customer contact centre

General qualifications

Telephone 01223 553998

Facsimile 01223 552627

Email general.qualifications@ocr.org.uk



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