GCSE

Geography B Geography for Enquiring Minds

J384/01: Our natural world

General Certificate of Secondary Education

Mark Scheme for June 2025

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.

MARKING INSTRUCTIONS

PREPARATION FOR MARKING
RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Online Training: OCR Essential Guide to Marking*.

2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are available in RM Assessor

3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

MARKING

1. Mark strictly to the mark scheme.

2. Marks awarded must relate directly to the marking criteria.

3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.

4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the RM Assessor messaging system.

5. **Crossed-Out Responses**

Where a candidate has crossed out a response and provided a clear alternative then the crossed-out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed-out response where legible.

Rubric Error Responses – Optional Questions

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

Multiple-Choice Question Responses

When a multiple-choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).
When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

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

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

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

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

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

Longer Answer Questions **(requiring a developed response)**

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

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.

7. There is a NR (**No Response**) option. Award NR (No Response):

   - if there is nothing written at all in the answer space
   - OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')
   - OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.

   Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

8. The RM Assessor **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**

9. *A*ssistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

10. For answers marked by levels of response:

To determine the level – start at the highest level and work down until you reach the level that matches the answer
To determine the mark within the level, consider the following

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. **Annotations**

Annotation	Meaning
BP	Blank page – the annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response
	Correct response
	Incorrect response
	Unclear
^	Information omitted
L1	Level 1
L2	Level 2
L3	Level 3
L4	Level 4
DEV	Development
PLC	Relevant place detail
BOD	Benefit of doubt
IRRL	Significant amount of material which doesn't answer the question
	Expandable vertical wavy line
C	Communicate findings
SEEN	Noted but no credit given

12. **Subject Specific Marking Instructions**

INTRODUCTION

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

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

You should ensure that you have copies of these materials.

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

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

USING THE MARK SCHEME

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

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

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.

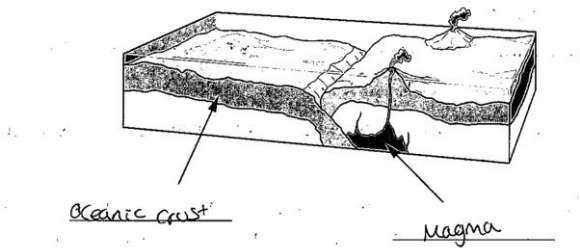
Highest mark: If clear evidence of all the qualities in the level descriptors is shown, the HIGHEST Mark should be awarded.

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.

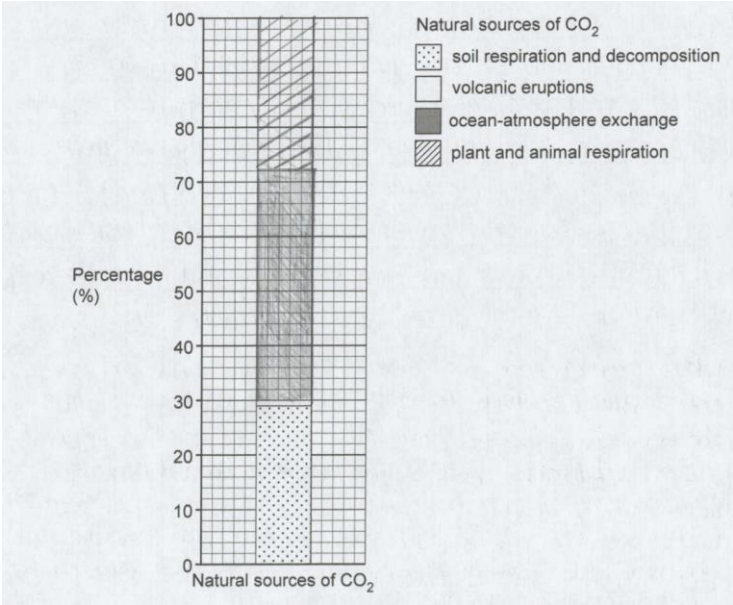
Be prepared to use the full range of marks. Do not reserve (e.g.) highest level marks 'in case' something turns up of a quality you have not yet seen. If an answer gives clear evidence of the qualities described in the level descriptors, reward appropriately.

	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)		1	Both correct = 1 mark 1 x (✓)
	(a)	(ii)	**C** destructive (✓)	1	1 x (✓)
	(a)	(iii)	Movement: Slab pull/ convection currents move plates towards each other/push against each other/collide/ subduction/ one plate is forced beneath the other (✓) Sticking: Plates get stuck/ lock or friction/strain/ stress/ pressure/ energy/ tension <u>builds up</u> (✓) Release: (Sudden) release of stress/energy/ pressure movement of the plate causes earthquake (✓)	3	3 x (✓) Movement of magma can be credited <u>only</u> when it is linked to earthquakes (e.g. Earthquakes can be caused by magma creating stress in the crust.) Do not credit explanations of why volcanoes erupt. e.g. Magma moves upward through the crust. Do not credit the definition of an earthquake – release of shockwave/ violent shaking of the crust

1	**(b)**	*	Evaluate the consequences of either a flash flood or a tropical storm **Level 3 (6-8 marks)** An answer at this level demonstrates **thorough** knowledge (AO1) of the consequences of flash flooding or tropical storms. There will be **thorough** analysis of these impacts (AO3) to come to a **reasonable** evaluation of the consequences of either a flash flood or tropical storm (AO3). This will be shown by including **well-developed** ideas about the impacts of flash flooding or tropical storms. The answer must also include **place-specific** details of the chosen weather hazard. Amount of relevant place-specific detail determines credit within level. The response is clear and logically structured. The information presented is relevant and substantiated. **Level 2 (3-5 marks)** An answer at this level demonstrates **reasonable** knowledge (AO1) of the consequences of flash flooding or tropical storms. There will be **reasonable** analysis of these consequences (AO3) to come to a **basic** evaluation of the consequences of either a flash flood or tropical storm (AO3). This will be shown by including **developed** ideas about the impacts of flash flooding or tropical storms. Developed ideas but no place-specific details credited up to **bottom** of level. 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 **basic** knowledge (AO1) of the consequences of flash flooding or tropical storms. There will be **basic** analysis of these consequences (AO3) to come to a **basic** evaluation of the consequences of either a flash flood or tropical storm (AO3). This will be shown by including **simple** ideas about the impacts of flash flooding or tropical storms. Simple idea or appropriate named example only credited at **bottom** of level. The information is basic and communicated in an unstructured way.	8	**Indicative content** Flash flooding Hurricane/ typhoon/ cyclone Examples of **well-developed** ideas: Strong winds damaged many homes and buildings, including evacuation centres, causing 90% of the city of Tacloban to be destroyed, leaving 4.1 million people homeless. This was a major consequence as there was such widespread damage that it took a long time to rebuild homes. Approximately 1 year later 1 million people were still homeless, leaving people living in makeshift shelters without a clean water supply leaving people at increased risk of disease. Examples of **developed** ideas: Strong winds caused 90% of the city of Tacloban to be destroyed leaving over 4 million people homeless. This was a major issue as 1 year later over 1 million people were still living in temporary shelters. Examples of **simple** ideas: Homes and buildings were destroyed. Many people were made homeless. It was bad as it took a long time to rehome people. Max.3 marks for heatwave or drought. These marks can be awarded for evaluating the consequences of the heatwave/ drought (AO3) and not for any knowledge of the incorrect case study (AO1). 0 marks for tectonic hazards.

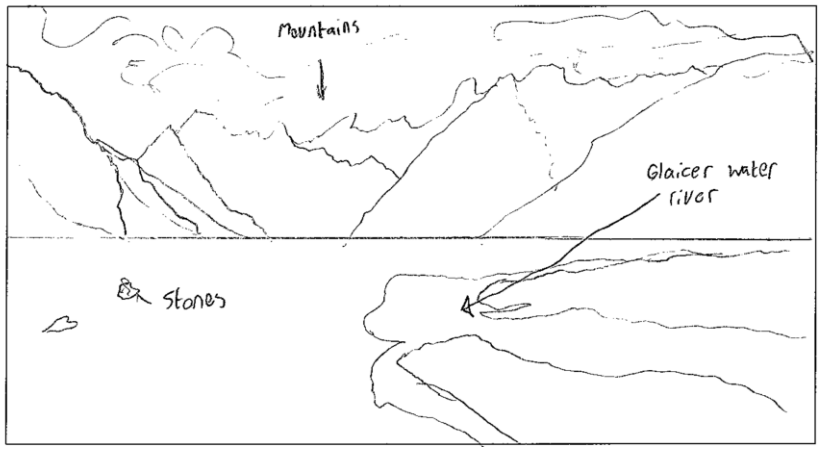
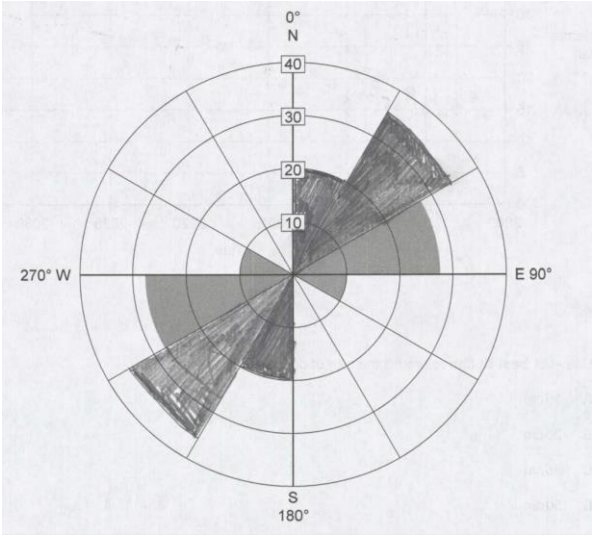
			The information is supported by limited evidence and the relationship to the evidence may not be clear. **0 marks** No response worthy of credit.		

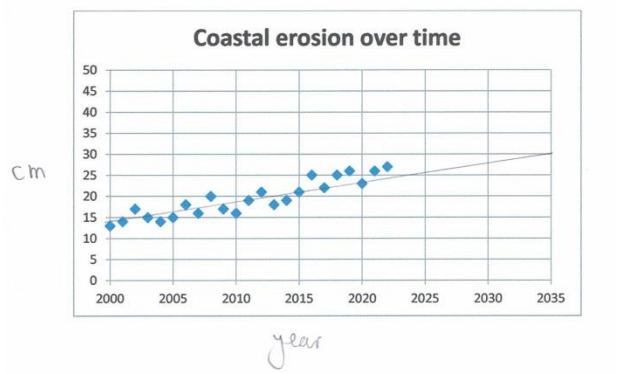
Question			Answer	Mark	Guidance
2	(a)	(i)	Mammoths have thick fur/ lived in cold conditions (✓) Mammoths are extinct/ you don't find animals like this anymore (✓) Climate was colder/ the climate has got warmer/ the climate has changed/ ice is melting (✓)	2	2 x (✓) Accept glacial and interglacial as an equivalent to cold and warm climates.
2	(a)	(ii)	They could be made up animals/ not paintings of what people saw/ exaggeration (✓) There is no direct evidence of climate in the paintings (✓) The dating of the paintings could be wrong/ inexact (✓) They are subjective / idea of human bias/ someone's perspective/ secondary evidence/ inaccurate (✓) There are a limited number of cave paintings (✓)	1	1 x (✓)
2	(b)	(i)		2	1 mark for accurate bars Ocean-atmosphere exchange – 42% Plant and animal respiration - 28% (✓) 1 mark for correct shading of key (✓) Shading for plant and animal respiration should be broadly similar to the shading on the key with diagonal lines in either direction. To credit the shading ensure that large bar is solid and the smaller is striped. Award 2 marks for accurately drawn bars that start on the 29% line.

Question			Answer	Mark	Guidance
2	(b)	(ii)	Eccentricity is when the orbit changes from oval to circular (✓) changes in this leads to changes in solar radiation/ changes in temperature (✓). Obliquity/Tilt is the change in the angle of the Earth's axis (✓) this leads to changes in the intensity of the seasons/ changes in temperature (✓). Precession is the wobbling of the Earth on its axis (✓), this leads to changes in the intensity of the seasons/ changes in temperature (✓). Accept a general idea about variations in the Earth's orbit/ proximity to the sun (✓) leading to a change in the temperature of the Earth (✓).	2	1 x (✓) naming and describing the cycle 1 x (✓) linking the cycle to changes in climate

2	**(c)**		Evaluate how humans have contributed to the enhanced greenhouse effect **Level 3 (5-6 marks)** An answer at this level demonstrates **thorough** understanding of the ways humans have contributed to the enhanced greenhouse effect (AO2) with a **thorough** evaluation of how this contributes to the enhanced greenhouse effect (AO3). This will be shown by including **well-developed** ideas about the human causes of the enhanced greenhouse effect. **Level 2 (3-4 marks)** An answer at this level demonstrates **reasonable** understanding of the ways humans have contributed to the enhanced greenhouse effect (AO2) with a **reasonable** evaluation of how this contributes to the enhanced greenhouse effect (AO3). This will be shown by including **developed** ideas about the human causes of climate change. **Level 1 (1–2 marks)** An answer at this level demonstrates **basic** understanding of the ways humans have contributed to the enhanced greenhouse effect (AO2) with a **basic** evaluation of how this contributes to the enhanced greenhouse effect (AO3). This will be shown by including **simple** ideas about the human causes of climate change. **0 marks** No response worthy of credit.	6	Indicative content may include: Rice farming/ paddies/ cattle farming/ ranching – methane Refrigeration, air-conditioning, aerosols - halocarbons Burning fossil fuels, deforestation – CO_2 Damage/ destruction of other carbon sinks such as peat bogs – CO_2 Agricultural processes/ industrial production/ livestock emissions - Nitrous oxide(s) Do not credit descriptions or explanations of how greenhouse gases cause enhanced greenhouse effect. Evaluation maybe shown through – the amount of the gas produced, the change in the rate of use, attempts to mitigate the amount being produced. Case study detail can be used to make an answer more detailed but is *not* required to reach full marks. Example of **well-developed** ideas: Activities such as burning fossils have contributed greatly to the enhanced greenhouse effect. To meet increasing energy demands, we burn fossil fuels, such as coal, releasing carbon dioxide into the atmosphere. Rice farming produces methane which is a more powerful greenhouse gas as it traps more heat than an equivalent amount of carbon dioxide. Example of **developed** ideas: Burning fossil fuels, like coal, releases carbon dioxide into the atmosphere. Increased energy use means the amount of carbon dioxide released has also risen, becoming a more important contributor. Example of **simple** ideas:

					Rice paddies release a lot of methane. Burning fossil fuels releases a lot of carbon dioxide.

Question			Answer	Mark	Guidance
3	(a)			2	1 mark for accurate sketch 1 mark for correct labelling of a glacial feature (e.g. u-shaped valley (✓), steep valley sides (✓) flat valley floor (✓) bare rocks (✓) lack of trees (✓) high/ jagged peaks (✓) ridges (✓) lake in background (✓) floodplain (✓) river (✓) mountains (✓)).
3	(b)	(i)		2	1 mark for 0-30° and 180-210° correctly plotted (20) (✓). 1 mark for 31-60° and 211 to 240° correctly plotted (35) (✓). Both sectors need to be plotted accurately for a mark to be awarded.
3	(b)	(ii)	**C** North east - south west	1	1 x (✓)

Question			Answer	Mark	Guidance
3	(c)	(i)		1	Line has roughly equal number of points on each side and rises left to right. The line needs to meet the left-hand Y axis between the bottom of the first point and 15. The line needs to reach the right-hand Y axis between 30 and 35. The line can stop at the final point. 1 x (✓)
3	(c)	(ii)	**C** 35 cm	1	1 x (✓)

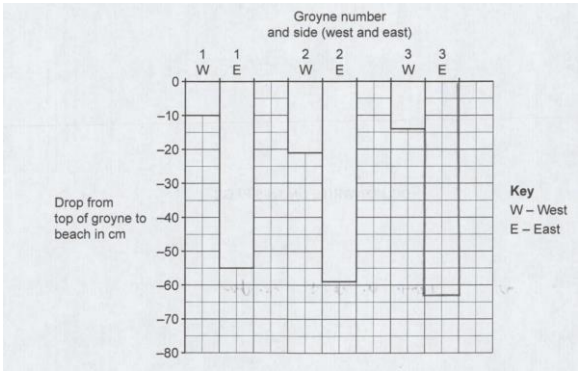
3	**(d)**		Explain the formation of **ONE** UK coastal landform in this landscape. **Level 3 (5-6 marks)** An answer at this level demonstrates **thorough** knowledge of the formation of one coastal landform (AO1) with a **thorough** understanding of how the chosen landform is created (AO2). This will be shown by including **well-developed** ideas. The answer must also include **place-specific** details of the chosen coastal landform. Amount of relevant place-specific detail determines credit within level. The response is clear and logically structured. The information presented is relevant and substantiated. **Level 2 (3-4 marks)** An answer at this level demonstrates **reasonable** knowledge of the formation of one coastal landform (AO1) with a **reasonable** understanding of how the chosen landform is created (AO2). This will be shown by including **developed** ideas about the location of a coastal landform. Developed ideas but no place-specific details credited up to **bottom** of level. 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 **basic** knowledge of the formation of one coastal landform (AO1) with a **basic** understanding of how the chosen landform is created (AO2). This will be shown by including **simple** ideas. Simple idea or appropriate named example only credited at **bottom** of level. 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 worthy of credit.	6	**Indicative content:** Valid landforms: headland, bay, cave, arch, stack, beach, spit, bar, sand dunes, salt marshes, tombolo, cliffs, wave cut notch, wave cut platform. Candidates may have to explain a sequence of different steps to reach their landform (e.g. headland, crack, cave, arch, stack). Place specific examples could be the rock type a landform is made from, the direction of wind/ waves creating a depositional landform, a named feature and its location, a specific geological feature (e.g. concordant/ discordant coastline). Example of **well-developed** ideas: Glacial till is a soft rock that erodes quickly and leads to the formation of cliffs in Overstrand. A fetch of 1500km causes the waves to have enough energy to erode the base of the cliff through corrasion and hydraulic action leading to undercutting. This makes the cliff unstable, and a section of the cliff will slump downwards. Example of **developed** ideas: Glacial till is a soft rock that erodes quickly and forms cliffs in Overstrand. Waves erode the base of the cliff leading to undercutting. This makes the cliff slump easily. Example of **simple** ideas: The soft rock in the cliff slumps easily.

Question			Answer	Mark	Guidance
4	(a)	(i)	Loss of top predators/ predators above cod / polar bears/leopard seals starve/ have less food / fewer young survive (✓) If there are fewer leopard seals then there would be fewer polar bears (✓) The cod may go extinct (✓) Predators above cod change to eat a different species / seals migrate to different areas to find prey (✓) If there is more krill this will lead to less plankton (✓) If there is less plankton then there will be more algae (✓)	2	2 x (✓) Credit answers that identify that leopard seals live in the Antarctic and don't eat Arctic Cod.
4	(a)	(ii)	Indicative content Increased carbon emissions/ increasing temperatures lead to the melting of sea ice / glaciers/ land ice/ ice sheet/ permafrost (✓) Whaling disrupts food chains (✓) Shipping/tourism disturbs wildlife / destroys habitats (✓) Oil spills cause water/ land pollution (✓) Mineral exploitation extraction leads to habitat loss (✓) Tourists drop litter that can be eaten by wildlife (✓) Building settlements can disturb breeding grounds (✓) Exploration of pristine areas can introduce invasive species (✓) Scientific experiments can conserve animal populations (✓) Indigenous people whale sustainably (✓)	2	2 x (✓) Credit should be given when the candidate identifies an activity and links it to a relevant impact. Avoid double crediting the same impact for 2 different activities. Only credit the first answer per line.
4	(b)	(i)	**B:** Histogram	1	1 x (✓)

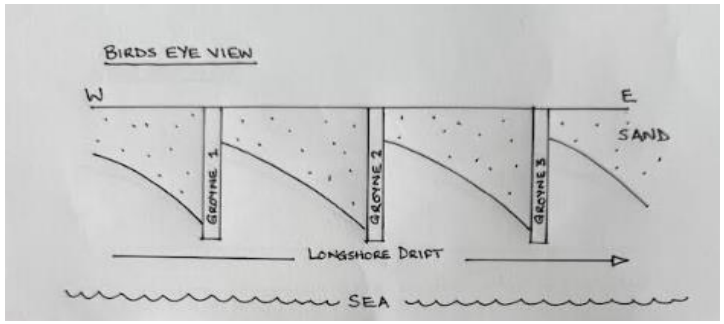
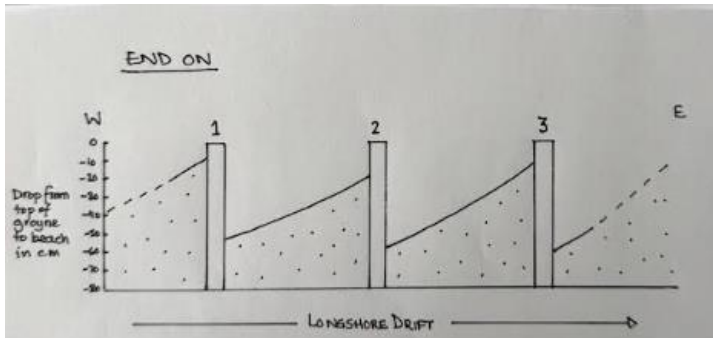
Question			Answer	Mark	Guidance
4	(b)	(ii)	Very low amount of/ insufficient data (✓) Irregular intervals (✓) You can't identify the exact height of each plant (✓) The 40.1cm- 200cm/ top category has a very large range (✓)	1	1 x (✓)
4	(b)	(iii)	Collect more data (✓) Group the data into even/ equal ranges (✓) Use smaller range for each category (✓) Give the exact height of each plant (✓)	1	1 x (✓)

4	**(c)**		Explain how your global sustainable management example offers a sustainable solution for polar environments. **Level 3 (5-6 marks)** An answer at this level demonstrates **thorough** knowledge of the named global sustainable management example (AO1) with a **thorough** understanding of how the example sustains the polar environment (AO2). This will be shown by including **well-developed** ideas about the content of the action and its sustainable impacts. The answer must also include **place-specific** details of the chosen management example. Amount of relevant place-specific detail determines credit within level. The response is clear and logically structured. The information presented is relevant and substantiated. **Level 2 (3-4 marks)** An answer at this level demonstrates **reasonable** knowledge of the named global sustainable management example (AO1) with a **reasonable** understanding of how the example sustains the polar environment (AO2). This will be shown by including **developed** ideas about the content of the action and its sustainable impacts. Developed ideas but no place-specific details credited up to **bottom** of level. 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 **basic** knowledge of the named global sustainable management example (AO1) with a **basic** understanding of how the example sustains the polar environment (AO2). Simple idea or appropriate named example only credited at **bottom** of level. 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.	6	Indicative content Antarctic Treaty/ Madrid Protocol Earth Summits Arctic Council/ Paris Agreement International Whaling Committee Example of **well-developed** ideas: The Antarctic Treaty protects the environment by prohibiting the extraction of minerals. This means that the area is protected from oil spills and this helps to protect the food chain and maintain the biodiversity of the area. Example of **developed** ideas: The Antarctic Treaty protects the environment by banning the extraction of minerals as this helps to protect the biodiversity of the area. Example of **simple** ideas: The Antarctic Treaty has rules that say what can and can't be done in Antarctica to protect the environment. Maximum Level 2 – 3 marks for an explanation of a local sustainable management solution (AO2) but no marks can be awarded for knowledge (AO1). Credit can be given for the Arctic Treaty if it is clear that the candidate is writing about the work of the Arctic Council (e.g. 8 members, rules are not legally binding) or it is clear that they are writing about the Antarctic (e.g. banning nuclear waste, dogs banned).

			0 marks No response worthy of credit.		

Question			Answer	Mark	Guidance
5	(a)	i		1	-63cm (✓)
5	(a)	ii	-10+-21+-14 /3 (✓) = -15cm (✓)	2	Allow positive values as it is referring to the size of the drop. (✓) for correct working Award the mark for correct working out if the candidate writes -44/3 or -45/3 or -46/3 or $\frac{-10 + (-21 \text{ or } -22) + (-13 \text{ or } -14)}{3}$ (✓) for correct answer Allow 14.6cm to 15.4cm
5	(a)	iii	C: 8	1	(✓) for correct answer

5	**(a)**	**(iv)**	Indicate content could include Time of day (✓) Weather conditions (✓) (Rate of) erosion/ transportation/ deposition (✓) Damage to the groyne (✓) Beach reprofiling work (✓) Season (✓) Visitors digging (✓) (State of the) tides/ width of the beach (✓) Accuracy of equipment used/ human error (✓) Direction of LSD (✓) Strength/ Direction of the wind (✓) Wave height/ constructive/ destructive waves (✓)	1	(✓) for suitable factor

5	**(b)**		The drop from the top of the groyne to the beach is smaller on the west side of the groyne (✓) showing that the groynes are slowing longshore drift down (DEV). There is more beach in place on the west side of the groyne (✓) so the groynes are reducing the rate sand moves along the beach (DEV). The drop from the top of the groyne to the beach on the east side of the groyne gets bigger as you move towards the east. (✓) meaning that longshore drift is being prevented (DEV). The groynes are effective (✓) as there is a large drop on the east side of the groyne (DEV).	2	1 x (✓) and 1 x (DEV) If a candidate provides contradictory evidence for the direction of longshore drift, then no DEV mark should be awarded, even if one of the answers is correct. Do not credit the direction of the wind or longshore drift as a conclusion – the question asks about the effect of the groyne on longshore drift.  

5	**(c)***		To what extent was your primary data collection successful in allowing you to reach a conclusion? **Level 3 (6–8 marks)** An answer at this level demonstrates **thorough** evaluation of the primary data collection (AO3) with a **thorough** judgement about whether this allowed meaningful conclusions to be reached (AO3). This will be shown by including **well-developed** ideas about the success of primary data collection. 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** evaluation of the primary data collection (AO3) with a **reasonable** judgement about whether this allowed meaningful conclusions to be reached (AO3). This will be shown by including **developed** ideas about the success of primary data collection. 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 **simple** evaluation of the primary data collection (AO3) with a **simple** judgement about whether this allowed meaningful conclusions to be reached (AO3).This will be shown by including **simple** ideas about the success of primary data collection. 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.		**Example of well-developed ideas:** We collected 10 pebbles near the source and the mouth of the river so that we could see whether the pebbles got smaller further downstream due to attrition. This allowed a conclusion to be reached because sufficient data was collected to allow us to compare it to Bradshaw's Model. However, our conclusion could have been more valid if we had used callipers rather than a ruler as this would have allowed more precise measurements to be made. The conclusion could have been made more valid by measuring more pebbles to ensure that the ones we collected were representative. **Example of developed ideas:** We collected pebbles at two different points in the river and measured the longest side of the pebbles. This was successful as it allowed us to reach a valid conclusion about if pebbles got smaller further downstream. **Example of simple ideas:** We measured the size of pebbles at two different places in the river using a ruler. This was a success. Maximum Level 1 (2 marks) if the fieldwork is human.

			0 Marks No response worthy of credit.		
			Spelling, punctuation and grammar and the use of specialist terminology (SPaG) are assessed using the separate marking grid in Appendix 1.	**3**	

Appendix 1

Spelling, punctuation and grammar and the use of specialist terminology (SPaG) assessment grid

High performance 3 marks
• Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate
Intermediate performance 2 marks
• Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate
Threshold performance 1 mark
• Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder overall • Learners use a limited range of specialist terms as appropriate
0 marks
• The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning

Awarding Spelling, Punctuation and Grammar and the use of specialist terminology to scripts with a scribe cover sheet

a. If a script has a **scribe cover sheet** it is vital to check which boxes are ticked and award as per the instructions and grid below:

i. Assess the work for SPaG in accordance with the normal marking criteria. The initial assessment must be made as if the candidate had not used a scribe and was eligible for all the SPaG marks.

ii. Check the cover sheet to see what has been dictated and therefore what proportion of marks is available to the candidate.

iii. Convert the SPaG mark to reflect the correct proportion using the conversion table given below.

SPaG mark awarded	Mark if candidate eligible for one third (e.g. grammar only)	Mark if candidate eligible for two thirds (e.g. grammar and punctuation only)
0	0	0
1	0	1
2	1	1
3	1	2

Word processed scripts

b. If a script has a **word processor cover sheet** attached to it, the candidate **can** still access SPaG marks unless the cover sheet states that the checking functionality is enabled, in which case no SPaG marks are available.

c. If you have any queries please contact the OCR Special Requirements Team at srteam@ocr.org.uk

Other

If the script has a **transcript, Oral Language Modifier, Sign Language Interpreter** or a **Practical Assistant cover sheet,** award SPaG as normal.

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