



Oxford Cambridge and RSA

GCSE (9–1)

Geography A (Geographical Themes)

J383/03: Geographical skills

General Certificate of Secondary Education

Mark Scheme for Autumn 2021

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

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

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

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1. Annotations

| Annotation | Meaning |
|---|--|
|  | Tick |
|  | Cross |
|  | Unclear |
|  | Level 1 |
|  | Level 2 |
|  | Level 3 |
|  | Development |
|  | Relevant place detail |
|  | Communicate findings |
|  | Significant amount of material which doesn't answer the question |
|  | Benefit of doubt |
|  | Omission mark |
|  | Blank page |
|  | Noted not 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.

| | A01 | A02 | A03 |
|----------------------|--|--|---|
| 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) | 0.75 (✓) | 1 | (✓) |
| | | (ii) | A: increased wind and rain (✓) | 1 | (✓) |
| | | (iii) | Increase in droughts (✓) Increase in flooding (✓) Coral bleaching (✓) Changes to rainfall and temperature patterns (✓) Rise in sea temperatures (✓) | 2 | 2 x 1 (✓) for identifying appropriate environmental impact from Fig. 1 NB impacts must be <i>environmental</i> and not <i>social / economic</i> |
| | (b) | (i) | Centre the map on the UK/Europe (✓). This would make it easier to read for people used to this world view (DEV) Explain the colours with some text (✓), as the overlapping colours are hard to read. (DEV) Add a key for the colours (✓). This would help to identify certain climate patterns more quickly. (DEV) | 2 | 1 x1 (✓) for improvement to Fig. 2 presentation 1 x1 (DEV) for appropriate explanation of choice NB Must be about how the data is presented and not what the data means |
| | | (ii) | C: Indonesia and South-East Africa (✓) | 1 | (✓) |
| | (c) | (i) | Exceptionally high flow is found in most of Scotland/most of Wales/ the North and West of the UK (✓). The South and East of the UK has the lowest river flow (✓) (COM). | 3 | 2 x 1 (✓) for describing the pattern of river flow 1 x 1 (COM) for communicating the answer in an appropriate and logical order |
| | | (ii) | 7116 / 6 (DEV) = 1186 (✓) | 2 | 1 x 1 (✓) for correct answer 1 x 1 (DEV) for showing correct working out |
| | | (iii) | Location of the rivers would affect the rainfall received / Rainfall could be different in the various locations (✓) Larger catchment areas might lead to a greater discharge (✓) Human interference might have affecting rate of discharge (✓) | 2 | 2 x 1 (✓) for suggesting a valid potential reason for the differences in peak river flow |

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| | | More urban catchments might have rivers which respond more quickly (✓) | | |
| | (d)* | <p>Level 3 (6–8 marks)</p> <p>An answer at this level demonstrates a thorough understanding of the impacts of extreme weather events. (AO2). There is a thorough evaluation of the impacts extreme weather events have on LIDCs and the UK with a reasonable judgement as to the extent to which extreme weather events have more impact on LIDCs than they do on the UK (AO3).</p> <p>This will be shown by including well-developed ideas about the impacts of extreme weather events and whether they impact LIDCs or the UK more.</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 logically structured. The information presented is relevant and substantiated.</p> <p>Level 2 (3–5 marks)</p> <p>An answer at this level demonstrates a reasonable understanding of the impacts of extreme weather events. (AO2). There is a reasonable evaluation of the impacts extreme weather events have on LIDCs and the UK with a basic judgement as to the extent to which extreme weather events have more impact on LIDCs than they do on the UK (AO3).</p> | 8 | <p>Indicative Content</p> <p>Candidates need to make the link between the impact of extreme weather in LIDCs compared to the UK. Candidates should make use of the information provided as well as draw upon their own knowledge from the course of study.</p> <p>Examples of well-developed ideas: To a large extent I would agree that extreme weather events have a greater impact upon LIDCs. From the examples given it can be seen that there has been much greater loss of life in Somalia than the UK whilst this is also true of other flood events in the UK such as the 2005 Hebden Bridge flooding, which caused great economic loss but no loss of life. Droughts such as those seen in Ethiopia in 2005 cause people to fall into absolute poverty, whereas in the UK there is usually some form of support provided by the government.</p> <p>Examples of developed ideas: I agree that extreme weather events have a greater impact upon LIDCs. Many more people in Somalia than the UK were killed, even if the economic loss is more in the UK. Droughts like the one in Ethiopia in 2005 can devastate an area for years, not just a few months like in the UK.</p> |

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| | | <p>This will be shown by including developed ideas about the impacts of extreme weather events and whether they impact LIDCs or the UK more.</p> <p>There are attempts to make synoptic links between content from different parts of the course of study but these are not always appropriate.</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 a basic understanding of the impacts of extreme weather events. (AO2). There is a basic evaluation of the impacts extreme weather events have on LIDCs and the UK with a basic judgement as to the extent to which extreme weather events have more impact on LIDCs than they do on the UK (AO3).</p> <p>This will be shown by including simple ideas about the impacts of extreme weather events and whether they impact LIDCs or the UK more.</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 evidence may not be clear.</p> <p>0 marks No response worthy of credit.</p> | | <p>Examples of simple ideas: Many more people in LIDCs like Somalia are killed by extreme weather but there is more money lost in the UK from these events.</p> |
|--|--|---|--|--|

| Question | | Answer | Mark | Guidance |
|----------|-----|---|------|--|
| 2 | (a) | A: Hong Kong (✓) | 1 | (✓) |
| | (b) | 2 million passengers to 60 million passengers / 2:60 (DEV) 1:30 (✓) | 2 | 1 x 1 (✓) for correct answer 1 x 1 (DEV) for appropriate working out |
| | (c) | Flow lines shown both direction and amount of trade (✓). For example, Sydney has a line representing 10 million tonnes, whereas Melbourne's line is not as thick so there must be less trade. (DEV) | 2 | 2 x 1 (✓) for valid explanation of how Fig. 4 uses flow lines to display data Credit further development or example as a valid explanation point (DEV) |
| | (d) | There is an uneven global pattern of trade (✓) but higher amounts of trade from Heathrow go to North America and Asia (✓) (C) There are more of the larger export destinations in North America and Asia (✓) but only 2 in Africa (✓) (C) The top twenty export destinations are spread across the world (✓) but none of the locations are in South America (✓) (C) | 3 | 2 x 1 (✓) for describing the pattern of global trade 1 x 1 (C) for communicating the answer in an appropriate and logical order No need for full coverage of the map if there is sufficient variation in examples given. |
| | (e) | Could use located bar charts (✓), as this would allow you to see which areas of the world had most trade with Heathrow (DEV) and the size of the bar chart would allow you to compare the differences in the top twenty cities. (DEV) | 3 | 1 x 1 (✓) for identification of technique 2 x 1 (DEV) for justification of choice Accept any suitable choice of graphical or cartographic technique |

| Question | | Answer | Mark | Guidance |
|----------|-----|---|------|---|
| 3 | (a) | 10mm (✓) | 1 | Accept 9-11mm |
| | (b) | A: -28 °C (✓) | 1 | (✓) |
| | (c) | Sub-zero temperatures for much of the year would mean little plant growth (✓) / cause permanently frozen ground (✓). Very low yearly precipitation limits water supply for plants (✓). The limited plant life means that few animal species can survive (✓). | 3 | 3 x 1 (✓) for valid reasons as to how the climate in Fig. 5 would lead to the distinctive characteristics of a polar ecosystem. Credit development as a valid suggested point (✓) |
| | (d) | (i) | | |
| | | Energy from the sun (✓) CO ₂ /Carbon Dioxide (✓) Sea Ice (✓) | 1 | 1 x 1 (✓) for correct identification of abiotic component from Fig. 6 |
| | | (ii) | | |
| | | Decline of sea ice/ reduced size of habitat (✓) Decline in food source/ ice algae /seals (✓) | 2 | 2 x 1 (✓) for valid reasons for the decline in polar bear populations interpreted from Fig. 6 |
| | | (iii) | | |
| | | Level 3 (5–6 marks) An answer at this level demonstrates a thorough understanding of the concept of climate change and different ecosystems (AO2) and applies their understanding to give a thorough analysis of whether climate change will have greater impact on polar ecosystems than other ecosystems (AO3). This will be shown by including well-developed ideas about climate change and different ecosystems and whether polar ecosystems suffer the greatest impacts. | 6 | This question will be marked using 3 levels: Indicative content Evaluation of the impact of climate change on polar and other ecosystems. Reference to Fig.6 in relation to polar ecosystems. Examples of well-developed ideas: It is clear that climate change is having a devastating effect on polar ecosystems. The decline in sea ice due to increased temperatures is threatening habitats of species such as the polar bear, whilst also damaging the food chain which the bears rely upon. However, climate change is also having major impacts elsewhere. The increase in tropical storms in locations such as |

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| | | <p>There are clear and explicit attempts to make appropriate synoptic links between content from different parts of the course of study.</p> <p>Level 2 (3-4 marks) An answer at this level demonstrates a reasonable understanding of the concept of climate change and different ecosystems (AO2) and applies their understanding to give a reasonable analysis of whether climate change will have greater impact on polar ecosystems than other ecosystems (AO3).</p> <p>This will be shown by including developed ideas about climate change and different ecosystems and whether polar ecosystems suffer the greatest impacts.</p> <p>There are attempts to make synoptic links between content from different parts of the course of study, but these are not always appropriate.</p> <p>Level 1 (1–2 marks) An answer at this level demonstrates a basic understanding of the concept of climate change and different ecosystems (AO2) and applies their understanding to give a basic analysis of whether climate change will have greater impact on polar ecosystems than other ecosystems (AO3).</p> <p>This will be shown by including simple ideas about climate change and different ecosystems and whether polar ecosystems suffer the greatest impacts.</p> <p>There are no synoptic links between content from different parts of the course of study.</p> <p>0 marks No response worthy of credit.</p> | <p>Central America affects coral reefs and has been linked to climate change due to higher sea temperatures whilst droughts and associated famines are leading to the spread of desert ecosystems in central Africa.</p> <p>Examples of developed ideas:</p> <p>Climate change is having a big impact on polar ecosystems. Sea ice is melting due to increased temperatures which means the polar bear is losing its habitat. Climate change is also having major impacts elsewhere though. There have been more tropical storms linked to climate change whilst droughts are becoming more common which cause more deserts.</p> <p>Examples of simple ideas:</p> <p>Climate change is making the sea ice melt and polar bear numbers are decreasing. Climate change also has led to more storms and drought in other parts of the world.</p> |
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| Question | | | Answer | Mark | Guidance |
|----------|-----|------|---|------|---|
| 4 | (a) | (i) | 4 | 1 | 1 x 1 (✓) |
| | | (ii) | <p>The total score being positive shows that the area has benefitted from improvements through regeneration (✓).</p> <p>The best scores are from there being little evidence of vandalism and buildings being kept in good order which could have come from regeneration projects (✓).</p> | 2 | <p>1 x 1 (✓) for explaining how the total environmental quality score suggests the area has benefitted from regeneration</p> <p>1 x 1 (✓) for explaining how the environmental quality score suggests the area has benefitted from regeneration</p> |
| | (b) | | <p>Radial/Radar graph (✓)</p> <p>Bar Chart (✓)</p> | 1 | <p>1 x 1 (✓)</p> <p>Accept any appropriate graph type.</p> <p>No credit for scattergraph, pie chart, line graph.</p> |
| | (c) | | <p>Trees have been planted which helps improve the visual quality (✓)</p> <p>The area has been pedestrianised which means it will be safer (✓)</p> <p>Street furniture has been added to provide a place for people to rest.(✓)</p> <p>Rubbish bins have been put in place which should mean less litter is left on the street. (✓)</p> <p>Signposts have been added to people to find their way around easier (✓).</p> | 3 | <p>3 x 1(✓)</p> <p>Annotations must explain why the identified measures improve the area.</p> <p>Same feature with different explanations [two annotations] is worthy of separate credit (e.g. Pedestrianisation is safer as there are no cars (✓). Pedestrianisation leads to better air quality (✓).)</p> |

| Question | Answer | Mark | Guidance |
|----------|---|------|--|
| 5* | <p>Level 3 (6–8 marks) An answer at this level demonstrates a thorough analysis of the data provided (AO3) with a thorough evaluation of the conclusion reached (AO3). There will be a reasonable judgement of whether the conclusion is agreed with (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 marks) An answer at this level demonstrates a reasonable analysis of the data provided (AO3) with a reasonable evaluation of the conclusion reached (AO3). There will be a basic judgement of whether the conclusion is agreed with (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 marks) An answer at this level demonstrates a basic analysis of the data provided (AO3) with basic or no evaluation of the conclusion reached (AO3). There will be basic or no judgement of whether the conclusion is agreed with (AO3).</p> | 8 | <p>Indicative content Evaluate fieldwork conclusion based on data and photograph supplied. Make judgement on the extent to which candidates agree with the conclusion.</p> <p>Examples of well-developed ideas:</p> <p>To a large extent I agree that the data suggests that coastal management has been very effective. For example the levels of overtopping have reduced since the new sea wall was built in 2014. Whilst this has not been consistent, the levels of overtopping have been lower in every year since the sea wall was built than they were prior to this.</p> <p>Examples of developed ideas:</p> <p>I agree that coastal management has been effective as the new sea wall has meant that there is less overtopping than there was before. The highest amount was in 2011, before the sea wall, whilst in each year since 2014, there have been less than 10 incidents of overtopping.</p> |

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| | | | <p>This will be shown by including simple ideas.</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 No response worthy of credit.</p> | | <p>Examples of simple ideas: Coastal management has been effective as the sea wall has meant there is less overtopping. The lowest numbers were in 2016 and 2019 after the sea wall was built.</p> |
| | |  | 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 (SPaG) and the use of specialist terminology assessment grid *

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|---|
| <i>High performance 3 marks</i> |
| <ul style="list-style-type: none"> • 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 |
| <i>Intermediate performance 2 marks</i> |
| <ul style="list-style-type: none"> • 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 |
| <i>Threshold performance 1 mark</i> |
| <ul style="list-style-type: none"> • 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 |
| <i>0 marks</i> |
| <ul style="list-style-type: none"> • 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 |

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