



Oxford Cambridge and RSA

GCSE

Geography B Geography for Enquiring Minds

J384/02: People and society

General Certificate of Secondary Education

Mark Scheme for June 2022

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.

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PREPARATION FOR MARKING

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 component. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

YOU MUST MARK 5 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

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% deadlines. If you experience problems, you must contact your Team Leader without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM assessor messaging system, or by email.
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 a tick to confirm that the work has been seen.

7. Award No Response (NR) if:
- there is nothing written in the answer space















Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

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.** If you have any questions or comments for your team leader, use the phone, the RM assessor messaging system, or e-mail.
9. *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader 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. Annotations

Annotation	Meaning
	Tick
	Unclear
	Cross
	Omission mark
	Level 1
	Level 2
	Level 3
	Development
	Relevant place detail
	Benefit of doubt
	Significant amount of material which doesn't answer the question
	Vertical wavy line
	Blank page
	Noted but no credit given

Subject-specific Marking Instructions**INTRODUCTION**

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

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

You should ensure that you have copies of these materials.

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

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

USING THE MARK SCHEME

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

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

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

In your marking, you will encounter valid responses which are not covered by the Mark Scheme: these responses must be credited. You will encounter answers which fall outside the 'target range' of bands for the paper which you are marking. Please mark these answers according to the marking criteria.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

LEVELS OF RESPONSE QUESTIONS:

The indicative content indicates the expected parameters for candidates' answers, but be prepared to recognise and credit unexpected approaches where they show relevance.

Using 'best-fit', decide first which set of level descriptors best describes the overall quality of the answer. Once the level is located, adjust the mark concentrating on features of the answer which make it stronger or weaker following the guidelines for refinement.

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

Lowest mark: If the answer shows the candidate to be borderline (i.e. they have achieved all the qualities of the levels below and show limited evidence of meeting the criteria of the level in question) the LOWEST mark should be awarded.

Middle mark: This mark should be used for candidates who are secure in the level. They are not 'borderline' but they have only achieved some of the qualities in the level descriptors.

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

	AO1	AO2	AO3
Comprehensive	A range of detailed and accurate knowledge that is fully relevant to the question.	A range of detailed and accurate understanding that is fully relevant to the question.	Detailed and accurate interpretation through the application of relevant knowledge and understanding. 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.
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Question		Answer	Mark	Guidance
1	(a)	A: When people migrate back into inner city areas (✓)	1	(✓)
	(b)	Houses are bigger / detached / have gardens / not near to a main road / cheaper / well maintained / attractive (✓). More open space / countryside / green space (✓) Fewer cars on the roads / less congestion / less busy (✓) The area is quieter / more peaceful (✓) Lower levels of air / noise pollution (✓)	1	(✓) Credit any positive statement about the suburbs, which may reflect a person's opinion. Do not credit reference to pollution without qualification e.g. less air pollution. No credit for lower cost of living or better quality of life. Do not credit push factors.
	(c)	More houses are being built on the edge of cities(✓). Areas that were once countryside have now been built on (✓). This has resulted in habitat loss (✓). The land value has increased in the suburbs (✓) as more land is required on which to build new homes (✓). More facilities such as shops have opened (✓). Businesses in the city may be forced to close (✓) as there are fewer customers living in the area (✓). There could also be an increase in crime (✓).	3	3 x 1 (✓) for each valid point regarding the consequences of suburbanisation for the city or the suburbs. Allow positive and/ or negative consequences of suburbanisation, avoid double crediting – suburbs more populated/ city less populated. No credit for 'overcrowding' Development awarded (✓) as a further valid explanation.

	(d)	(i)		1	(✓) for correct plot and completed line on the graph.
		(ii)	<p>2500000 (✓)</p> <p>2.5 million (✓)</p> <p>19.23 % (✓)</p>	1	(✓) Credit 19%
	(e)		<p>Case Study: AC city</p> <p>Level 3 (5-6 marks) An answer at this level demonstrates thorough knowledge of the city (AO1) with a thorough understanding of its importance to the country and wider world (AO2).</p> <p>This will be shown by including well-developed ideas about the importance of the city within its country and the wider world.</p> <p>The answer must also include place-specific details for the named AC city.</p> <p>Level 2 (3-4 marks) An answer at this level demonstrates reasonable knowledge of the city (AO1) with a reasonable understanding of its importance to the country and/or wider world (AO2).</p>	6	<p>Indicative Content</p> <p>Named AC city can be from any country as defined by the IMF. Importance of the city may include reference to transport, tourism, industry, economy, education, cultural or social factors.</p> <p>Candidate must refer to importance of the city both nationally and globally to reach Level 3.</p> <p>Use highlighter to show where candidate is referring to national or global importance.</p> <p>Incorrect city example or answers not including place specific detail = max Level 2 (3 marks).</p>

		<p>This will be shown by including developed ideas about the importance of the city within its country and or / the wider world.</p> <p>Developed ideas but no place-specific details credited up to bottom of level.</p> <p>Level 1 (1-2 marks) An answer at this level demonstrates basic knowledge of the AC city (AO1) with a basic understanding of its importance to the country and/or wider world (AO2).</p> <p>This will be shown by including simple ideas about the importance of the city within its country and/or the wider world.</p> <p>Named examples only receives no place specific detail credit.</p> <p>0 marks No response worthy of credit.</p>	<p>Example of well-developed ideas. Leeds is important to the UK because it has excellent universities such as Leeds Beckett and the University of Leeds. They attract students from the rest of the UK and as far away as China. Many students stay in Leeds to work after completing their studies, helping Leeds to get its status within the UK as the financial capital of the north.</p> <p>Example of developed ideas. Leeds is important to the UK because it has excellent universities such as Leeds Beckett. They attract students from the rest of the UK and overseas.</p> <p>Example of simple ideas. Leeds is important to the UK because it has universities.</p>
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Question		Answer	Mark	Guidance
2	(a)	B: When NGOs work in cooperation with local communities to find out about their needs	1	(✓)
	(b)	Countries have more money available (✓) which means that they can spend it on things such as education (DEV). When an LIDC is in debt, all their money is spent paying off the interest (✓) there is little left to invest in infrastructure (DEV).	2	1 x 1 (✓) for valid way in which debt relief may help an LIDC to develop. 1 x 1 (DEV) for appropriate development of the idea. Candidates must state a specific area of investment. No credit for 'spent on development' Credit candidates describing the consequences of not getting debt relief.
	(c)	(i) A: Africa is the continent with the lowest share of the population who have improved access to improved drinking water (✓)	1	(✓)
		(ii) Bar chart (✓) Proportional symbols (✓) Table (✓) Pictogram (✓)	1	(✓) for appropriate alternative suggestion No credit for choropleth map, pie chart, line graph, scatter graph or radial graph.
	(d)	Case Study – Economic development of an LIDC Level 3 (6-8 marks) An answer at this level demonstrates thorough understanding of the influences on the LIDC's development (AO2) with a reasonable analysis of whether a country's politics has been the greatest influence on its development (AO3). There will be thorough judgement as to the extent to which the country's politics has been the greatest influence on its development (AO3). This will be shown by including well-developed ideas about the influences on a country's development and the extent to which a country's politics has been the greatest influence on its development. The answer must also include place-specific details for the LIDC case study.	8	Indicative Content The country must be from an LIDC, as defined by the IMF. Non LIDC country or a city = max Level 2 (3 marks). Highlight the political influences. 'Politics' may refer to factors such as the stability of the government, government investment in development or MDGs. Example of well-developed ideas. Politics has been the most important factor in helping Zambia to develop. Zambia now has a stable government. In 2006, the IMF cancelled Zambia's debt and the government made good decisions and invested


	<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 reasonable understanding of the influences on the LIDC's development (AO2) with a basic analysis of whether a country's politics has been the greatest influence on its development (AO3). There will be reasonable judgement as to the extent to which the country's politics has been the greatest influence on its development (AO3).</p> <p>This will be shown by including developed ideas as to the extent to which the country's politics has been the greatest influence on its development</p> <p>Developed ideas but no place-specific details credited up to bottom 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) An answer at this level demonstrates basic understanding of the influences on the LIDC's development (AO2) with a basic analysis of whether a country's politics has been the greatest influence on its development (AO3). There will be basic judgement as to the extent to which the country's politics has been the greatest influence on its development (AO3).</p> <p>This will be shown by including simple ideas as to the extent to which the country's politics has been the greatest influence on its development.</p> <p>Named examples only receives no place specific detail credit.</p>	<p>money in education and healthcare. As a result of the political stability, the country is now developing a bigger tourism industry, bringing further money into the country. However, other factors like foreign investment have also had a large influence on Zambia's development. Without Chinese investment, Zambia would not have built the Kariba dam.</p> <p>Example of developed ideas. Politics has been the most important factor in helping Zambia to develop. Following the elections that were held in 1991, Zambia now has a stable government and this helped the country to develop as they have been able to invest money in education and healthcare.</p> <p>Example of simple ideas. Zambia has developed in recent years due to investment.</p>
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			<p>The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the question may not be clear</p> <p>0 marks No response worthy of credit.</p>		
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Question		Answer	Mark	Guidance
3	(a)	<p>Fewer babies are being born / declining birth rate / people are choosing to have fewer children / people are choosing to have children later / improved access to contraception (✓).</p> <p>There have been improvements in medical care / new treatments are available (✓).</p> <p>Post WW2 baby boom / baby boomers are getting older (✓).</p> <p>People are living longer / high life expectancy / lower death rate / more old people (✓).</p> <p>Healthy lifestyles / improved diet / people are exercising more / reduction in smoking / food security(✓).</p> <p>More people are financially stable (✓).</p>	2	<p>2 x 1 (✓) for appropriate causes of an ageing population</p> <p>No credit for 'standard of living'</p> <p>No credit for responses to an ageing population such as access to care homes, pensions or improved housing.</p>
	(b)	(i)	C: Immigration has increased overall, but there have been some fluctuations	1 (✓)
		(ii)	<p>The UK government may have put limits on migration (✓).</p> <p>The UK government may have changed the law (✓).</p> <p>There may not have been enough jobs / employment available for migrants (✓).</p> <p>There may have been a tightening of border security (✓).</p> <p>Possible housing shortages / not enough affordable housing (✓).</p> <p>Perception of a weaker economy / economic recession (✓).</p> <p>Other countries may have offered more attractive options for the migrants (✓).</p>	<p>1 (✓)</p> <p>No credit for Brexit, political instability or borders closed.</p>

		People returning to their home country (✓).		
	(iii)	2015 (✓)	1	(✓)
	(c)	56 (✓) 1382 (✓)	2	2 x 1 (✓)
	(d)	<p>Level 3 (5-6 marks) An answer at this level demonstrates thorough understanding of the global influence of UK media exports (AO2) with a thorough evaluation of the global influence of UK media exports (AO3).</p> <p>This will be shown by including well-developed ideas about the global influence of UK media exports.</p> <p>Level 2 (3-4 marks) An answer at this level demonstrates reasonable understanding of the global influence of UK media exports (AO2) with a reasonable evaluation of the global influence of UK media exports (AO3).</p> <p>This will be shown by including developed ideas about the global influence of UK media exports.</p> <p>Level 1 (1-2 marks) An answer at this level demonstrates basic understanding of the global influence of UK media exports (AO2) with a basic evaluation of the global influence of UK media exports (AO3).</p> <p>This will be shown by including simple ideas about the global influence of UK media exports.</p> <p>0 marks No response worthy of credit.</p>	6	<p>Indicative Content Answer could refer to the influence of media through TV, film industry, music, newspapers, books or computer games. Influence could be suggested by revenue, number of countries or audience numbers, promotion of the English language, spin-off series or merchandising.</p> <p>Highlight the example e.g. Peppa Pig, Downton Abbey</p> <p>Example of well-developed ideas. Media exports make a huge contribution to the UK economy. The X Factor is made in the UK but it is watched by around 120 million people all over the world. It is so popular that 51 countries, for example the USA, have produced their own version of the programme.</p> <p>Example of developed ideas. The X Factor is made in the UK but it is watched all around the world. It is so popular that 51 countries have produced their own version.</p> <p>Example of simple ideas. The X Factor is made in the UK and watched all over the world.</p>

Question	Answer	Mark	Guidance
4*	<p>Level 3 (6–8 marks) An answer at this level demonstrates thorough evaluation of the patterns of air pollution in London (AO3) with a thorough judgement of whether air pollution levels in London have decreased as a result of the congestion charge (AO3).</p> <p>This will be shown by including well-developed ideas about whether air pollution levels in London have decreased as a result of the congestion charge.</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 reasonable evaluation of the patterns of air pollution in London (AO3) with a reasonable judgement of whether air pollution levels in London have decreased as a result of the congestion charge (AO3).</p> <p>This will be shown by including developed ideas about whether air pollution levels in London have decreased as a result of the congestion charge.</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 basic evaluation of the patterns of air pollution in London (AO3) with a basic judgement of whether air pollution levels in London have decreased as a result of the congestion charge. (AO3).</p> <p>This will be shown by including simple ideas about whether air pollution levels in London have reduced as a result of the congestion charge.</p>	8	<p>Indicative content</p> <p>Candidate must quote data or describe patterns from the resources.</p> <p>No reference to data or patterns = max L2 (3 marks)</p> <p>Candidate must use figures 3, 4 and 5 in order to reach level 3.</p> <p>A well-developed answer could consider reference to London (not just the congestion charge zone) and reasons other than the congestion charge for reducing air pollution levels; such as improved cycle lanes, car sharing or improvements in public transport.</p> <p>Highlight factors (other than air pollution) which have impacted on the air quality.</p> <p>Example of well-developed ideas: There is some evidence that air pollution levels in London have reduced because of the congestion charge. In 2003, the centre of London and many roads going in all directions are visible as they have over 50 micrograms of NO₂ per cubic metre. In 2016, only the very central area is red and fewer roads are visible. However, there may be other reasons why air pollution has decreased. For example, people may be choosing to cycle to work.</p> <p>Example of developed ideas: Air pollution levels in London have reduced because of the congestion charge. In 2003, you can clearly see centre of London in red, which shows high levels of air pollution. By 2016 this has improved drastically as there is less red shading in the city centre.</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>Example of simple ideas: Air pollution levels have reduced in London as fewer areas are red.</p>
			<p>Spelling, punctuation and grammar and the use of specialist terminology (SPaG) are assessed using the separate marking grid in Appendix 1.</p>	3	

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

<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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