Oxford Cambridge and RSA

GCSE (9–1) Geography B (Geography for Enquiring Minds)

J384/03 Geographical Exploration

Sample Resource Booklet

Time allowed: 1 hour 30 minutes

INSTRUCTIONS FOR CANDIDATES

- The questions tell you which resources you need to use.
- This document consists of **12** pages. Any blank pages are indicated.

INOFIRMATION TO EXAMS OFFICER/INVIGILATOR

- Do not send this Resource Booklet for marking, it should be retained in the centre or recycled. Please contact OCR Copyright should you wish to re-use this document.

CONTENTS OF RESOURCE BOOKLET

- Fig. 1 – Map of the World
- Fig. 2 – Development Indicators
- Fig. 3 – Ghana fact file 2014
- Fig. 4 – Climate graphs for the urban areas of Axim and Tamale in Ghana
- Fig. 5a – Food security map of Ghana
- Fig. 5b – Ecosystem map of Ghana
- Fig. 6 – Opinions on food security in Ghana
- Fig. 7 – Kakum National Park
- Fig. 8 – Sustainable logging plan
- Fig. 9 – Rainforest Biosphere Reserves

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Fig. 1 – Map of the World

Fig. 2 – Development Indicators

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

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

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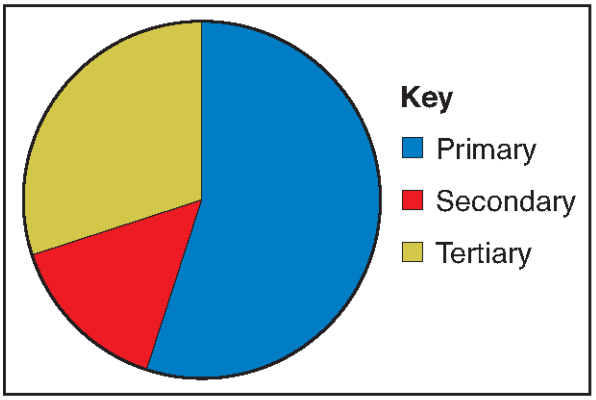
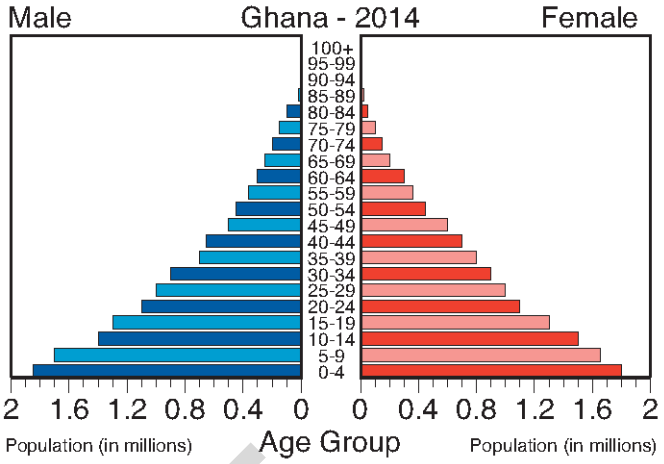
Fig. 3 – Ghana fact file 2014

Ghana's Industry



Ghana's Population Pyramid



Ghana's Main Exports

Cocoa

Gold

Timber

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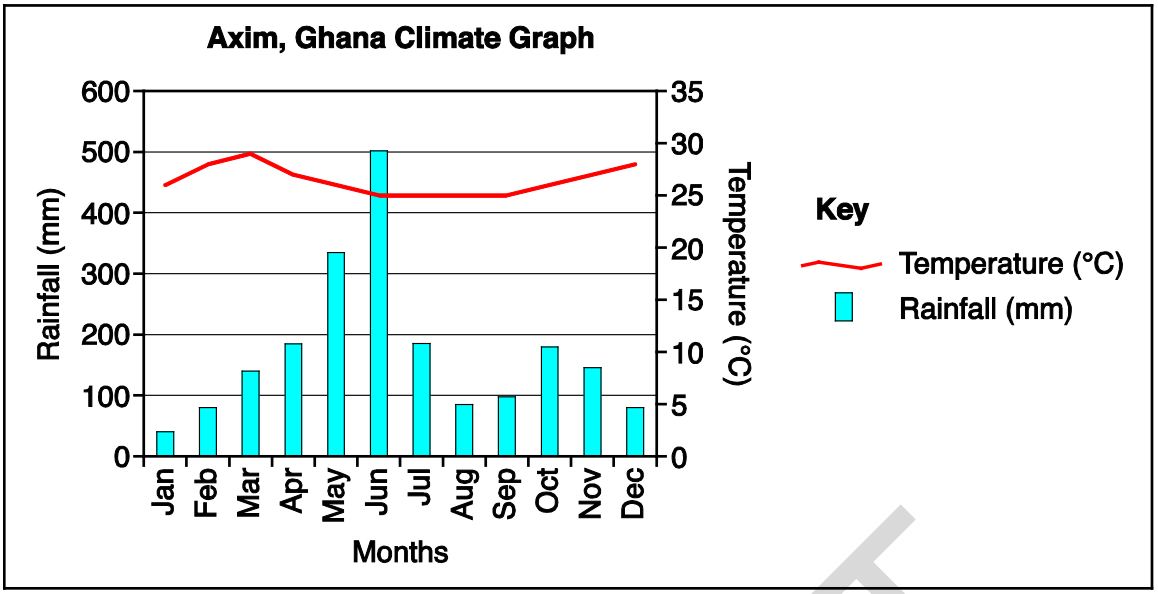
Fig. 4 – Climate graphs for the urban areas of Axim and Tamale in Ghana



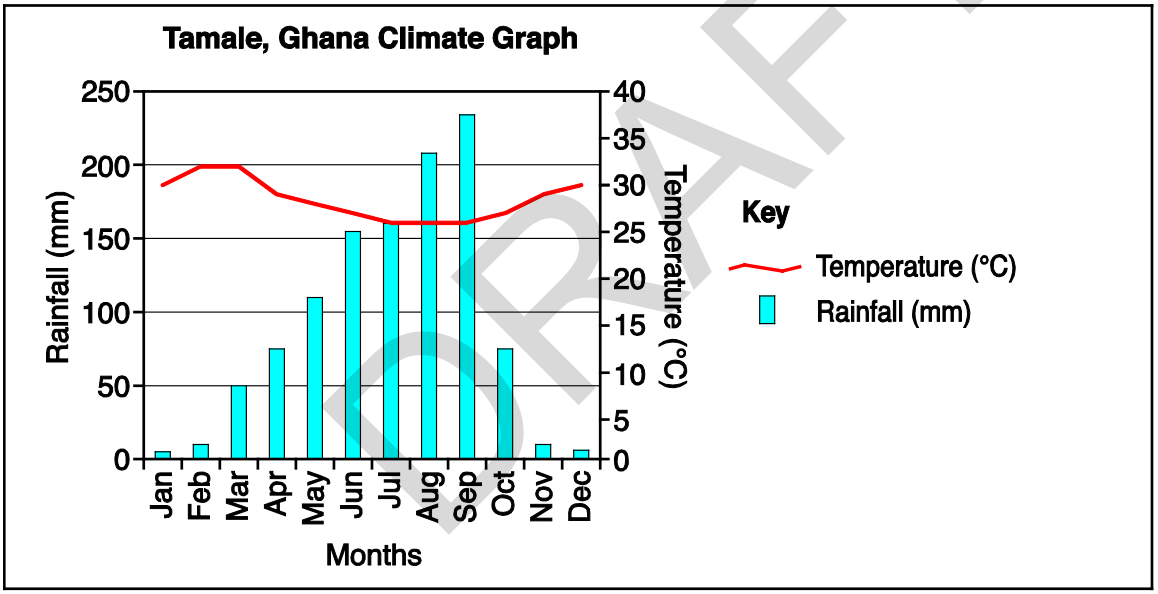


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Fig. 5a – Food security map of Ghana

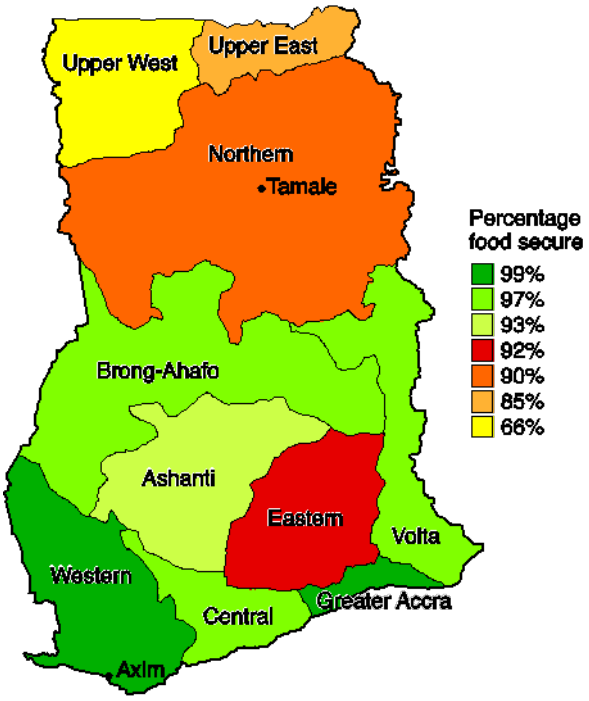

Fig. 5b – Ecosystem map of Ghana

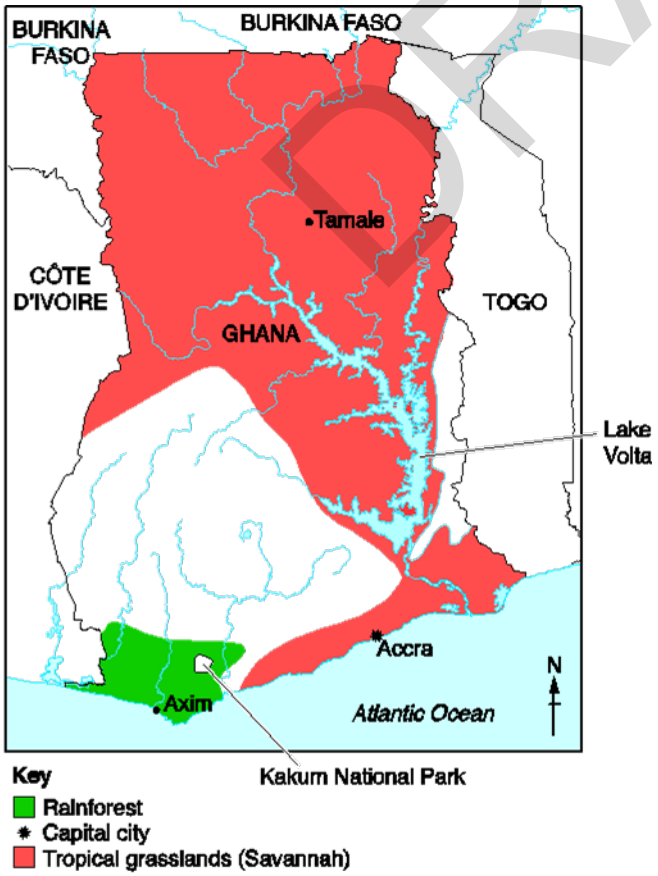

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Fig. 6 – Opinions on food security in Ghana

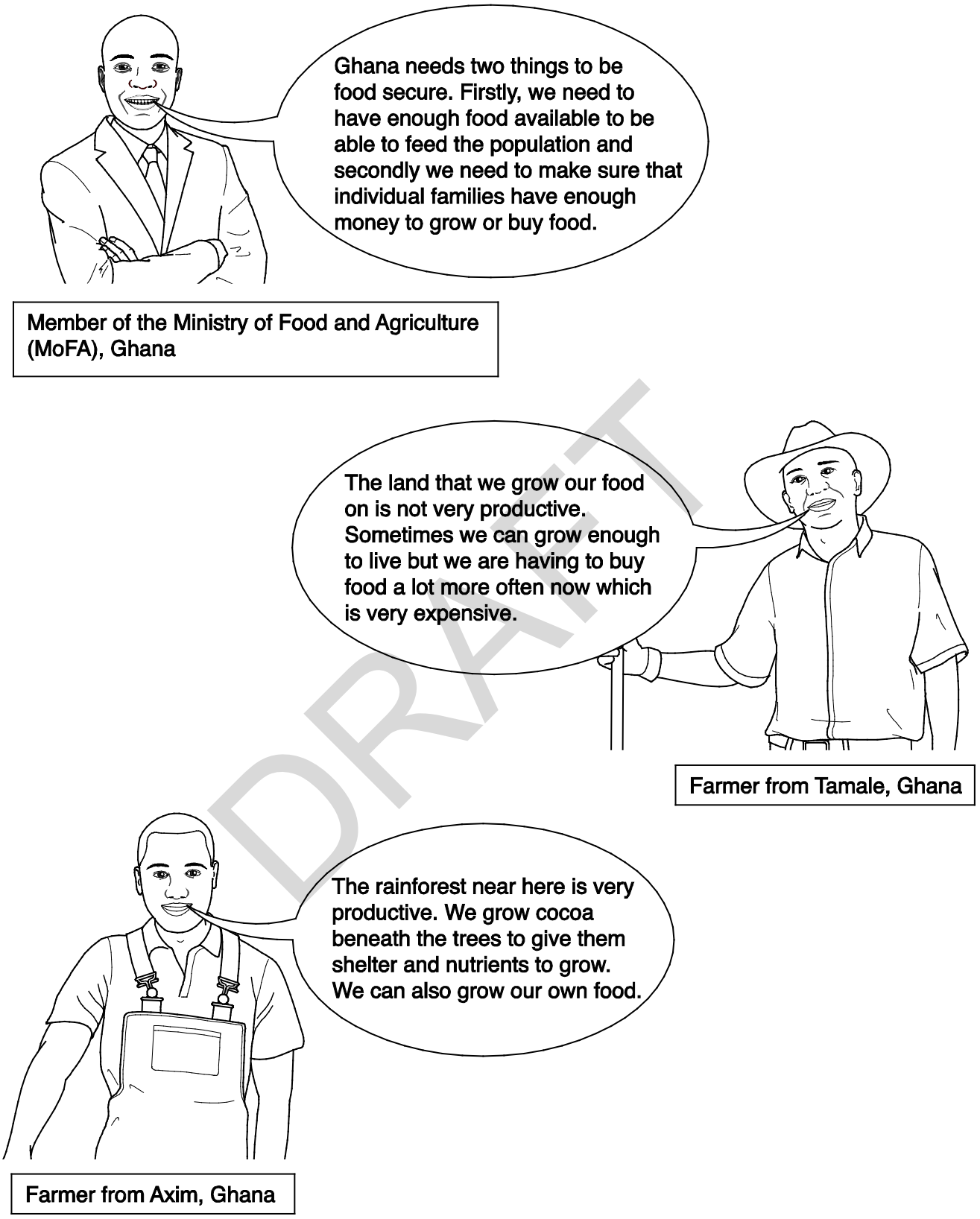

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Fig. 7 – Kakum National Park

Kakum National Park has been open to the public since 1992 and attracts over 150 000 visitors each year. The main feature is the canopy walkway which is 350m long in the canopy allowing visitors to experience the rainforest from a great height. Within the park, visitors can try to spot monkeys, antelope and African elephants.

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Fig. 8 – Sustainable logging plan

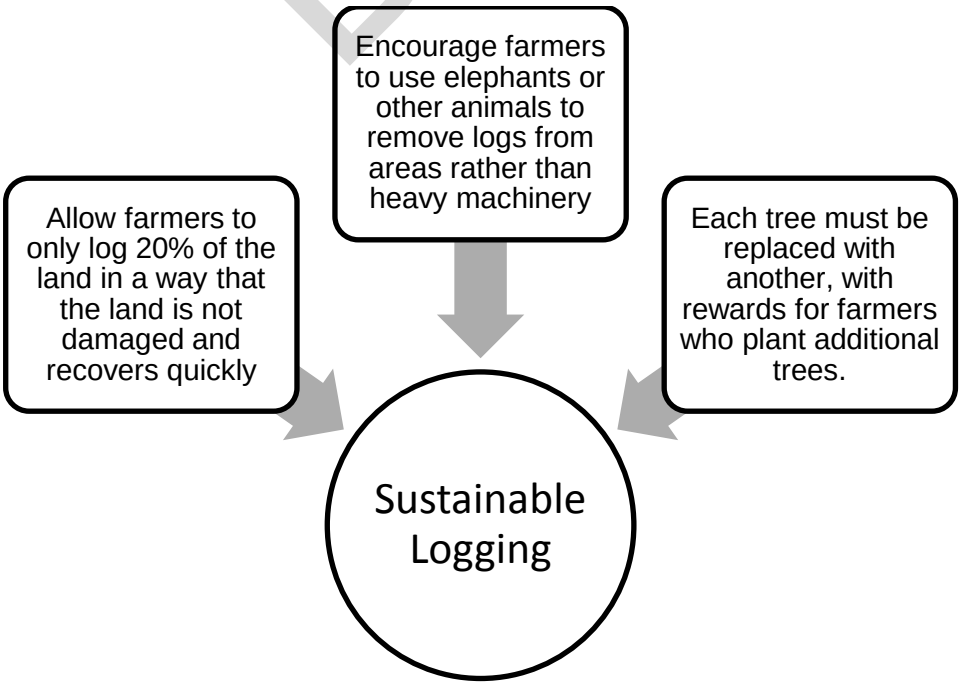
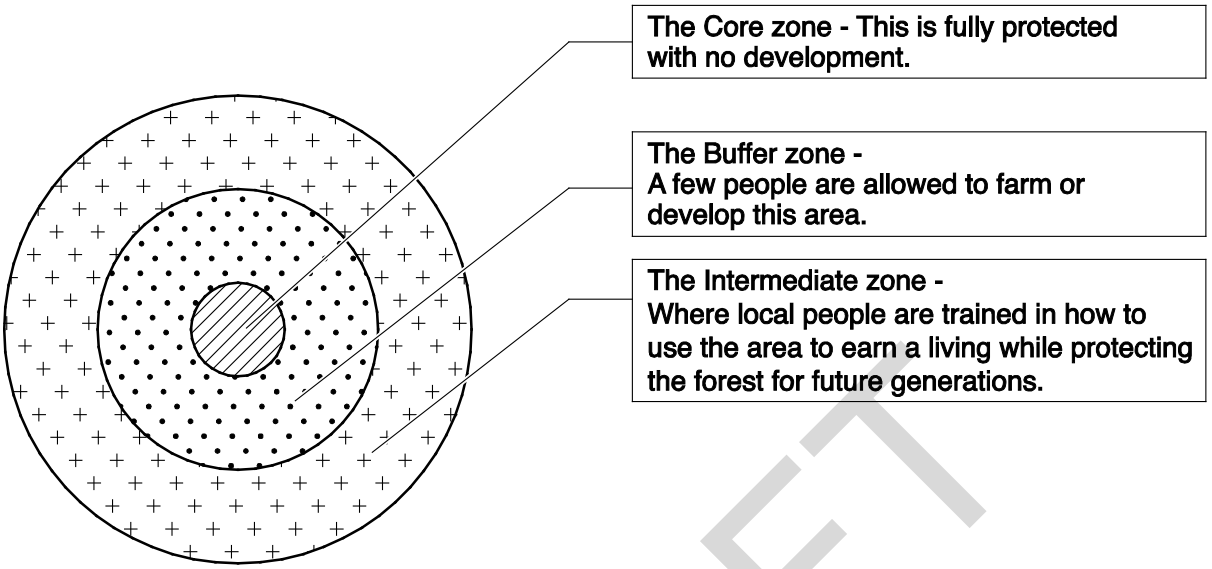


Fig. 9 – Rainforest biosphere reserves

A biosphere reserve is an area protected to achieve a sustainable balance between the goals of conserving biodiversity, promoting economic development, and maintaining cultural values.



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Copyright Information:

Fig. 3: Image of a cocoa bean © blickwinkel / Alamy, image of a stash of faux gold © Pick and Mix Images / Alamy and image of a truck loaded with timber © Mint Images Limited / Alamy

Fig. 7: Image of Kakum Canopy Walk © Dory / Alamy. Image supplied by Alamy, www.alamy.com, image of logging © Olivier Asselin / Alamy. Image supplied by Alamy, www.alamy.com, image of cocoa farming © Olivier Asselin / Alamy. Image supplied by Alamy, www.alamy.com

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GCSE (9–1) Geography B (Geography for Enquiring Minds)

J384/03 Geographical Exploration

Sample Question Paper

Date – Morning/Afternoon

Time allowed: 1 hour 30 minutes

You must have:
- the Resource Booklet

You may use:
- a ruler (cm/mm)
- a piece of string
- a calculator

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First name										
Last name										
Centre number						**Candidate number**				

INSTRUCTIONS
- Use black ink. You may use an HB pencil for graphs and diagrams.
- Complete the boxes above with your name, centre number and candidate number.
- Answer **all** the questions.
- Write your answer to each question in the space provided. If additional space is required, you should use the lined page(s) at the end of this booklet. The question number(s) must be clearly shown.
- Do **not** write in the barcodes.
- The separate Resource Booklet will be found inside this document.

INFORMATION
- The total mark for this paper is **60**.
- The marks for each question are shown in brackets **[ ]**.
- Quality of extended responses will be assessed in questions marked with an asterisk (*****).
- Spelling, punctuation and grammar will be assessed in questions marked with a pencil (✎).
- This document consists of **8** pages.

Answer **all** the questions.

1.

(a) Study **Figs 1, 2 and 3** in the separate Resource Booklet, a map of the world, a table of development indicators and a Ghana fact file for 2014.

(i) Using **Fig. 1**, describe the location of Ghana.

[Insert 2 lines]

[2]

(ii) The UK is an example of an advanced country (AC). Give **one** other example of an AC from the table in **Fig. 2**.

[Insert 1 line]

[1]

(iii) Ghana is an example of a low-income developing country (LIDC). Give **two** other examples of LIDCs from the table in **Fig. 2**.

1. [Insert 1 line]

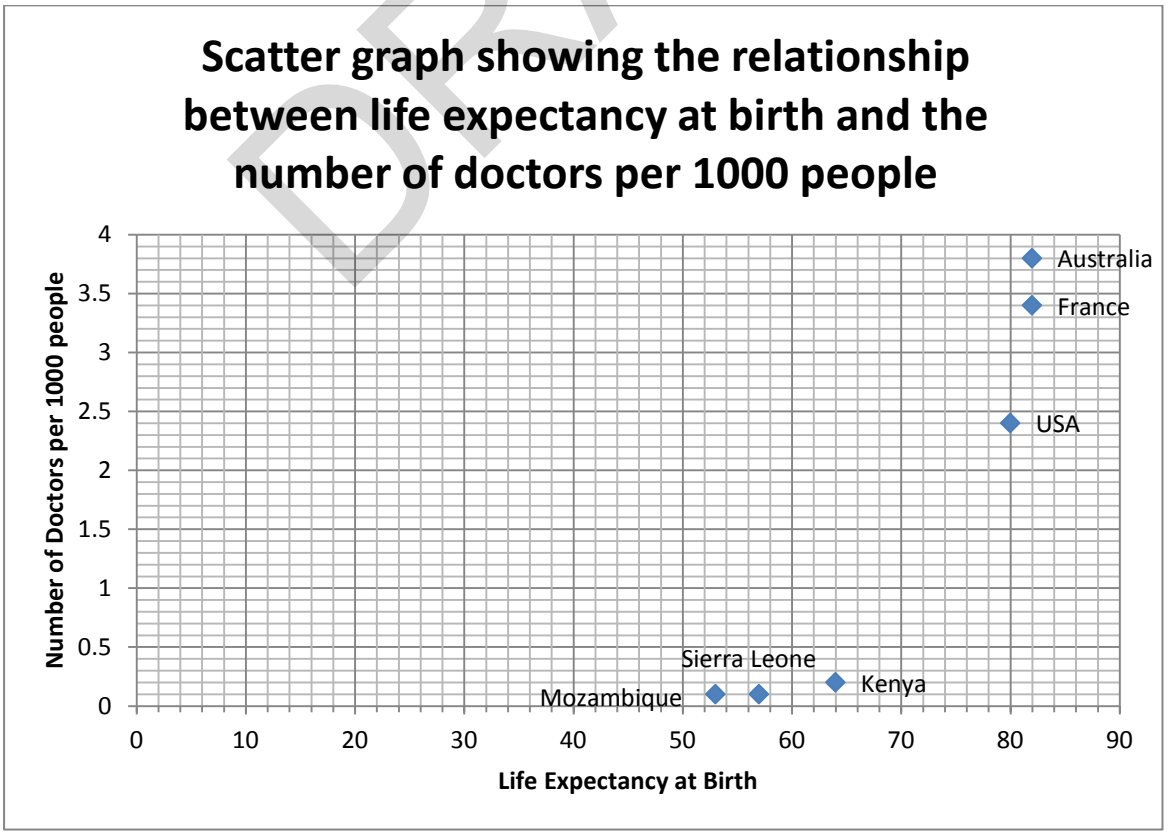
2. [Insert 1 line]

[2]

(b)

(i) The scatter graph below shows the relationship between life expectancy at birth and the number of doctors per 1000 people for selected countries.

Using the data in **Fig. 2**, complete this scatter graph by plotting the points for the UK and Ghana.



[2]

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(b)

(ii) Describe the relationship shown between the number of doctors per 1000 people and life expectancy. Give **one** reason for this relationship.

[Insert 4 answer lines]

[2]

(c) Discuss to what extent Ghana is typical of an LIDC. Justify your answer using evidence from **Figs 2 and 3**.

[Insert 12 answer lines]

[6]

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2. Study **Figs 4, 5a, 5b and 6** in the separate Resource Booklet, showing climate data, maps of Ghana and opinions on food security.

(a)

(i) Describe how the climate for Axim is different from Tamale. You should use data from **Fig. 4** to support your answer.

[Insert 6 answer lines]

[3]

(ii) Using **Fig. 5a**, describe the differences in food security in Axim and Tamale.

[Insert 4 answer lines]

[2]

(b*) To what extent is Ghana food secure? Give reasons for your answers and include references to the information in **Figs 5a, 5b and 6**.

[Insert 24 answer lines]

[12]

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3. **(a)**

(i) Using **Fig. 5b**, describe the location of Kakum National Park.

[Insert 6 answer lines]

[3]

(ii) Using **Fig. 7** and your own understanding, identify **two** ways in which the rainforest in Kakum National Park could be a source of income for local people. Give reasons for your answers.

1. [Insert 4 answer lines]

2. [Insert 4 answer lines]

[4]

(b)

The world's rainforests are at risk from a number of threats. It is thought that over 50% of the original 16 million km^2 of tropical rainforest has now been destroyed and that only 20% will remain by 2030. Since 1990, 25% of Ghana's rainforests have been cut down and 15% of Ghana's rainforest have become protected areas. What will the future hold?

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

[Insert 12 answer lines]

[6]

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

1. Outline Ghana's current level of development including its successes and challenges.

2. Describe one strategy which would allow Ghana to develop further and explain how this strategy would be able to increase development.

[Insert 24 answer lines]

[12]

✎ Spelling, punctuation and grammar **[3]**

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ADDITIONAL ANSWER SPACE

If you use this lined space to complete the answer to any question(s), the question number(s) **must** be clearly shown.

[Insert two pages of lines]

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…day June 20XX – Morning/Afternoon

GCSE (9–1) Geography B (Geography for Enquiring Minds)

J384/03 Geographical Exploration

SAMPLE MARK SCHEME

Duration: 1 hour 30 minutes

MAXIMUM MARK 60

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This document consists of 24 pages

MARKING INSTRUCTIONS

PREPARATION FOR MARKING

SCORIS

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris 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 posted on the RM Cambridge Assessment Support Portal http://www.rm.com/support/ca

3. Log-in to scoris and mark the **required number** of practice responses ("scripts") and the **required number** of standardisation responses.

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

TRADITIONAL

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

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 scoris 50% and 100% (traditional 50% 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 scoris messaging system.

DRAFT

5. Work crossed out:
   a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
   b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.

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. 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 isn't an attempt at the question.

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

8. The scoris **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 telephone, email or the scoris messaging system.

9. Assistant 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.

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10. **Annotations**

Annotation	Meaning

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11. 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.

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USING THE MARK SCHEME

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

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

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

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

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

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

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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.

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	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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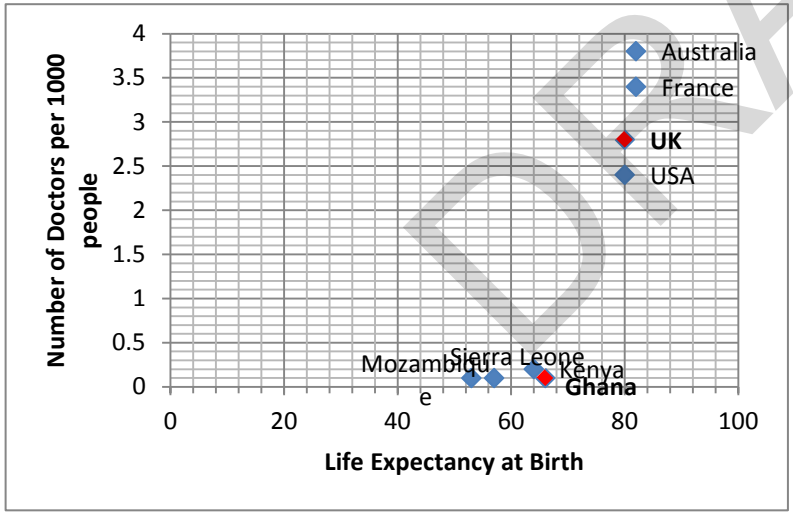
Question			Answer	Marks	Guidance
1.	(a)	(i)	In Africa (✓) Just North of the Equator (✓) In West Africa (✓) Between the Equator and the Tropic of Cancer (✓) On the Prime Meridian (✓)	2	2 x 1 (✓)
		(ii)	Australia (✓) France (✓) USA (✓)	1	(✓)
		(iii)	Kenya (✓) Mozambique (✓) Sierra Leone (✓)	2	2 x 1 (✓)
	(b)	(i)	Correct placement of UK and Ghana on the scatter graph UK = Life Expectancy at Birth 80, Number of Doctors per 1000 people 2.8 (✓) Ghana = Life Expectancy at Birth 66, Number of Doctors per 1000 people 0.1 (✓)  	2	2 x 1 (✓) Accept within 0.1 range of Doctors per 1000 people Accept within 1 range year for Life Expectancy at Birth on the graph

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Question			Answer	Marks	Guidance
		(ii)	There is a positive correlation between Doctors per 1000 people and Life Expectancy at Birth (✓). A reason for this is that richer countries have higher life expectancy because they can afford better healthcare (DEV)	2	2 x 1 1 mark for the relationship shown between the number of doctors per 1000 people and life expectancy (✓) 1 mark for a valid reason for this relationship (DEV)
	(c)		**Level 3 (5–6 marks)** An answer at this level demonstrates a **thorough** analysis of the information provided (AO3) to make a **thorough** judgement as to what extent Ghana is typical of an LIDC (AO3). This will be shown by including **well-developed** ideas about the analysis of the information **and** the judgement to what extent Ghana is typical of an LIDC. **Level 2 (3–4 marks)** An answer at this level demonstrates **reasonable** analysis of the information provided (AO3) to make **reasonable** judgement as to what extent Ghana is typical of an LIDC (AO3). This will be shown by including **developed** ideas about the analysis of the information **and/or** the judgement to what extent Ghana is typical of an LIDC. **Level 1 (1–2 marks)** An answer at this level demonstrates **basic** analysis of the information provided (AO3) to make a **basic** judgement as to what extent Ghana is typical of an LIDC (AO3). This will be shown by including **simple** ideas about either the analysis of the information **or** the judgement to what extent Ghana is typical of an LIDC.	6	**Indicative Content** Candidates should refer to the figures so should be using references to GNI per capita, Life Expectancy at Birth, Doctors per 1000 people and % access to clean drinking water. There should be some understanding of the characteristics of an LIDC and why Ghana has low GNI per capita, low life expectancy and low number of doctors. Some candidates may argue that Ghana is developed in some areas such as 87% access to clean water. Example of **well-developed** ideas: Ghana is typical of an LIDC to some extent. The low number of doctors, at just 0.1 per 1000 people, is typical of an LIDC. A great contrast can be seen when comparing this to Australia an AC with 3.8 doctors per 1000 people. This indicates that Ghana has less money available to develop healthcare systems and to employ doctors. However, Ghana has 87% access to clean drinking water which is high compared to other LIDC countries such as Kenya with 62%. Example of **developed** ideas: Ghana is typical of an LIDC due to the low number of doctors per 1000 people with just 0.1. This is because there is not enough money to build hospitals so fewer doctors will be employed. It is likely that less people are educated as doctors in the first place.

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Question			Answer	Marks	Guidance
			0 marks No response or no response worthy of credit.		Example of **simple** ideas: Ghana has low numbers of doctors per 1000 people – 0.1.

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Question			Answer	Marks	Guidance
2.	(a)	(i)	Axim has a slightly lower average temperature than Tamale (✓) Tamale has a slightly higher average temperature than Axim (✓) with the average temperature in the first few months of the year in Tamale reaching over 30ºC (✓) For most of the year the average temperatures of Tamale and Axim are roughly the same (✓) Axim has higher average rainfall than Tamale (✓) reaching over 500 mm for June compared to about 150 mm (✓) Tamale had lower average rainfall than Axim (✓)	3	3 x 1 (✓) 1 mark for temperature trend (✓) 1 mark for rainfall trend (✓) 1 mark for use of figures (✓)
		(ii)	In Axim most people are food secure (✓) In Axim there is a high percentage of people in food security (✓) In Tamale, there is medium food security (✓) and people there are less food secure than in Axim (✓) In Tamale there is more food security than in the North of Ghana (✓)	2	1 x 2 (✓) 1 mark associated to each place or for a comparative point between places (✓)
	(b*)		**Level 4 (10–12 marks)** An answer at this level demonstrates a **comprehensive** understanding of the concept of food security (AO2) and a **thorough** analysis of the information provided (AO3) to make a **thorough** judgement as to what extent Ghana is food secure (AO3). This will be shown by including **well-developed** ideas about the concept of food security **and** an analysis of the information to judge whether Ghana is food secure. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.	12	**Indicative Content** Candidates should show a good awareness of the concept of food security and what this means in the context of Ghana. Candidates should acknowledge that there is a range of different levels of food security in Ghana with a reference to the level of extent for Level 4 answers. Candidates could link food security to climate, with the north of the country having less rainfall and higher temperatures than the south. Candidates could link food security with the ecosystems with rainforest being more productive than grasslands. Expect reference to the speech bubble opinions. Examples of **well-developed** ideas: Food security exists when all people, at all times, have

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Question			Answer	Marks	Guidance
			Level 3 (7–9 marks) An answer at this level demonstrates a **thorough** understanding of the concept of food security (AO2) and a **reasonable** analysis of the information provided (AO3) to make a **reasonable** judgement as to what extent Ghana is food secure (AO3). This will be shown by including **well-developed** ideas about **either** the concept of food security **or** an analysis of the information to judge whether Ghana is food secure and **developed** ideas about the **other** question focus (concept or analysis and judgement). 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 2 (4–6 marks)** An answer at this level demonstrates a **reasonable** understanding of the concept of food security (AO2) and a **basic** analysis of the information provided (AO3) to make **basic** judgement as to what extent Ghana is food secure (AO3). This will be shown by including **developed** ideas about **either** the concept of food security **or** an analysis of the information to judge whether Ghana is food secure and **simple** ideas about the **other** question focus (concept or analysis and judgement). The information has some relevance and is presented with limited structure. The information is supported by limited evidence.		physical and economic access to sufficient, safe and nutritious food that meets their dietary needs and food preferences for an active and healthy life. In Ghana levels of food security vary, with the north of the country being less food secure than the south. This could be due to the warm and wetter weather in the south, near Axim, which will allow communities to farm crops and raise Cattle. Examples of **developed** ideas: Food security in Ghana varies. The north west of the country has the lowest food security with 35% of the population being food insecure. This can be compared with the south west which has the least food insecure people at just 1%.This could be to do with the fact that people in the south have better weather for growing crops. Examples of **simple** ideas: There is some food security in Ghana. This can be seen by looking at the map areas in the south showing high food security.

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Question			Answer	Marks	Guidance
			Level 1 (1–3 marks) An answer at this level demonstrates a **basic** understanding of the concept of food security (AO2) and **basic or no** analysis of the information provided (AO3) to make **basic or no** judgement as to what extent Ghana is food secure (AO3). This will be shown by including **simple** ideas about **either** the concept of food security **or** an analysis of the information to judge whether Ghana is food secure. 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 or no response worthy of credit.		

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Question			Answer	Marks	Guidance
3.	(a)	(i)	South Ghana (✓) In the rainforest area (✓) West of Accra (✓) North-east of Axim (✓) South-west of Lake Volta (✓)	3	3 x 1 (✓) Description should include three separate and appropriate points for full marks
		(ii)	Log trees (✓) so the trees can be sold for timber (DEV) Grow cocoa (✓) to sell to companies to make chocolate (DEV) Tourism in the NP (✓) work in the gift shops / cafes / hotels (DEV)	4	2 x 2 1 mark for interpreting valid use from the resources (✓) 1 mark for the reason of how this could be a source of income (DEV)
	(b)		**Level 3 (5–6 marks)** An answer at this level demonstrates a **thorough** understanding the impact of human activity on tropical rainforests (AO2) and a **thorough** evaluation of how much impact human activity is having on Ghana's rainforest (AO3). This will be shown by including **well-developed** ideas about both the understanding of the impacts of human activity on tropical rainforests **and** the evaluation of how much human activity is having on Ghana's rainforest. **Level 2 (3–4 marks)** An answer at this level demonstrates **reasonable** understanding the impact of human activity on tropical rainforests (AO2) and **reasonable** evaluation of how much impact human activity is having on Ghana's rainforest (AO3). This will be shown by including **developed** ideas about the understanding of the impact of human activity on tropical rainforests **and/or** the evaluation of how much human activity is having on Ghana's rainforest.	6	**Indicative Content** Human activity can impact tropical rainforests in a number of ways, both positively and negatively. These may include logging, mineral extraction, agriculture and tourism. Evaluation of the impact of human activity may include references to how 25% of Ghana's rainforest has been cut down and that 15% of Ghana's rainforest has become protected areas. The evaluation may focus on the potential use of the deforested areas to help drive Ghana's economic development or the reasons behind the protection of the areas such as for tourism or environmental reasons. Examples of **well-developed** ideas: Since 1990, Ghana has logged a 25% of its rainforest; this could have had both positive and negative impacts. Some of the best benefits include economic growth such as the creation of jobs and trade. The logged areas could be used for growing crops such as cocoa and the trees could be sold for timber. Some of the worst impacts could be increased flood risk as trees intercept rainwaters. Also loss of the potential gene pool for medicinal value and protection of threatened species.

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Question			Answer	Marks	Guidance
			Level 1 (1–2 marks) An answer at this level demonstrates **basic** understanding the impact of human activity on tropical rainforests (AO2) and **basic** evaluation of how much impact human activity is having on Ghana's rainforest (AO3). This will be shown by including **simple** ideas about the understanding of the impact of human activity on tropical rainforests **or** the evaluation of how much human activity is having on Ghana's rainforest. **0 marks** No response or no response worthy of credit.		Examples of **developed** ideas: Ghana has destroyed 25% of its rainforest but it has also protected some. Logging trees means that they can sell it for timber and make money to develop economically, this would have a positive impact on the economy of Ghana but negative impact on the planet. The carbon store would be reduced and threatened species lose their habitat. These impacts are potentially the worst. Example of **simple** ideas: The rainforest is being cut down to earn money. This has negative impacts.

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

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Question			Answer	Marks	Guidance
			development or strategy to develop further). 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 2 (4–6 marks)** An answer at this level demonstrates **reasonable** interpretation of the information provided to outline Ghana's level of development including both successes and challenges (AO3). It also shows **reasonable** evaluation of the information provided to suggest a strategy (AO3) with **reasonable** understanding of a development strategy (AO2). The answer demonstrates **reasonable** explanation of how the strategy would be able to help Ghana develop further with a clear decision reached (AO3). This will be shown by including **developed** ideas about **either** Ghana's current level of development **or** one strategy which would allow Ghana to develop further and **simple** ideas about the **other** question focus (level of development or strategy to develop further). The information has some relevance and is presented with limited structure. The information is supported by limited evidence. **Level 1 (1–3 marks)** An answer at this level demonstrates **basic** interpretation of the information provided to outline Ghana's level of development including both successes and challenges (AO3). It also shows **basic or no** evaluation of the information provided to suggest a strategy (AO3) with **basic or no** understanding of a development strategy (AO2). The answer demonstrates **basic or no** explanation		In the future, Ghana should make more national parks so more people come to visit them and spend money in the area. Examples of **simple** ideas: Ghana is a poor has a low level of development. This means that people do not have a lot to eat, cannot go to school and have no doctors. The government should try to make more money to improve the country.

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Question			Answer	Marks	Guidance
			of how the strategy would be able to help Ghana develop further with a clear decision reached (AO3). This will be shown by including **simple** ideas about **either** the Ghana's current level of development **or** one strategy which would allow Ghana to develop further. 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 or no response worthy of credit.		
			Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid in Appendix 1.	**3**	

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APPENDIX 1

Spelling, punctuation and grammar (SPaG) assessment grid*

High performance 3 marks
Candidates spell, punctuate and use rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.
Intermediate performance 2 marks
Candidates spell, punctuate and use rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
Threshold performance 1 mark
Candidates spell, punctuate and use rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
0 marks
0 marks should be awarded when: The candidate writes nothing. The candidate's response bears no relation to the question. The candidate's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning.

**The exam boards and Ofqual are working together to determine the marking expectations for spelling, punctuation and grammar (SPaG) which will apply to all GCSE specifications in History, Geography and Religious Studies. The agreed wording will be included in the mark schemes for accredited sample assessment materials.*

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Assessment Objectives (AO) grid

Question	AO1	AO2	AO3	AO4	Marks	SPaG
1(a)(i)				2	2	
1(a)(ii)			1		1	
1(a)(iii)			2		2	
1(b)(i)				2	2	
1(b)(ii)			1	1	2	
1(c)			6		6	
2(a)(i)				3	3	
2(a)(ii)				2	2	
2(b)		6	6		12	
3(a)(i)				3	3	
3(a)(ii)		2	2		4	
3(b)		3	3		6	
4		3	9		12	3
Total		14	30	13	57	3

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