Oxford Cambridge and RSA

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

J384/02 People and Society

Sample Resource Booklet

Time allowed: 1 hour 15 minutes

INFORMATION FOR CANDIDATES

- The questions tell you which resources you need to use.
- This document consists of **8** pages. Any blank pages are indicated.

INSTRUCTION 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 – The Three Gorges Dam, China
- Fig. 2a – Maps of the UK showing relief
- Fig. 2b – Map of the UK showing population density
- Fig. 3 – A graph from a data presentation part of a human geography fieldwork investigation

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Fig. 1 – The Three Gorges Dam, China

The Chinese government spent a total of $6 billion building the Three Gorges Dam, which took 15 years to build.

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Fig. 2a – Map of the UK showing relief

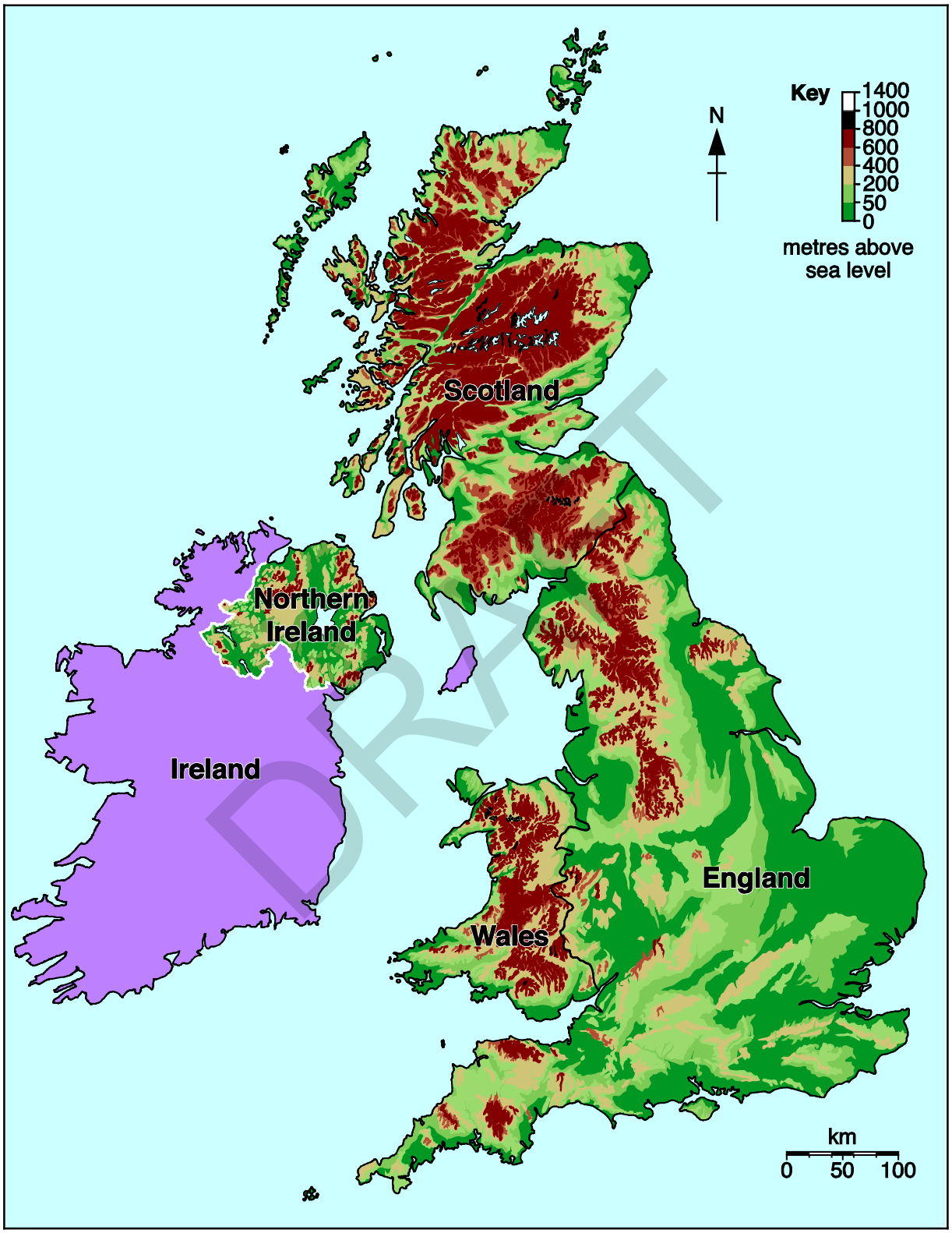

Fig. 2b – Map of the UK showing population density

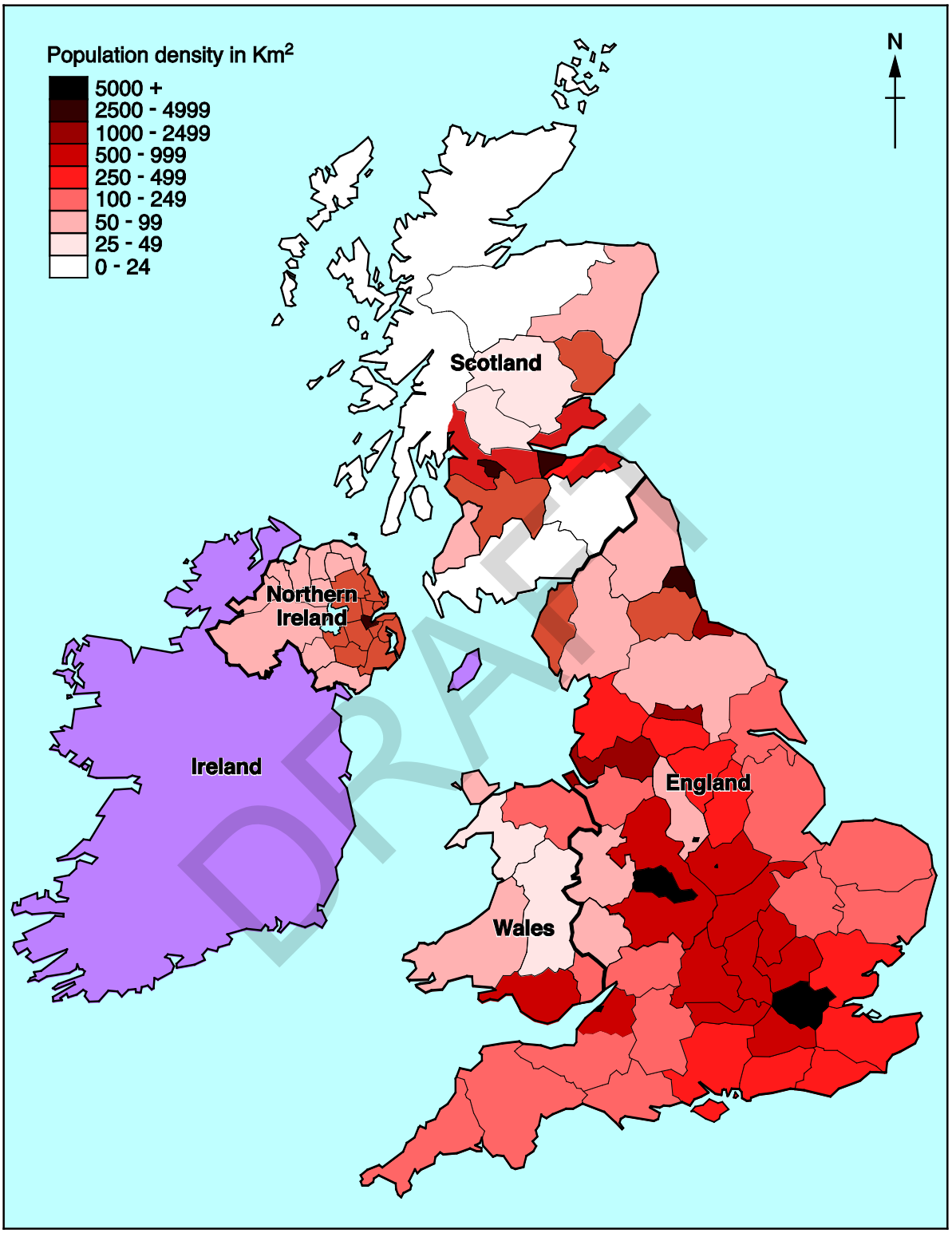

Fig. 3 – A graph from a data presentation part of a human geography fieldwork investigation

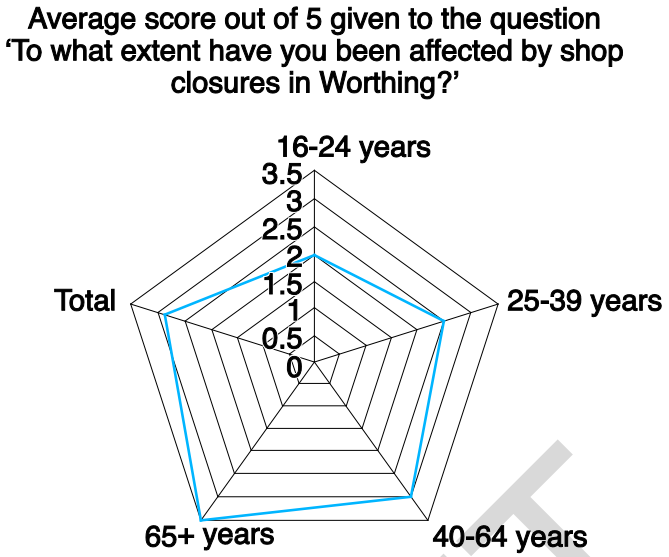

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Fig. 1: Image of Three Gorges Dam in China © Prill Mediendesign & Fotografie

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Oxford Cambridge and RSA

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

J384/02 People and Society

Sample Question Paper

Date – Morning/Afternoon

Time allowed: 1 hour 15 minutes

You must have:
- the Resource Booklet

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

First name	
Last name	

Centre number						Candidate number				

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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 **70**.
- 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 **12** pages.

Section A

Answer **all** the questions

Urban Futures

1.

(a) Which of the following is the definition of a megacity?

A A city with a population of over 1 million
B A city with a population of over 5 million
C A city with a population of over 10 million
D A city with a population of over 20 million

Write the correct letter in the box. ☐

[1]

(b) Which of the following is an example of how cities can become more sustainable?

A Encouraging more people to cycle to work
B Increasing the cost of public transport
C Reducing the number of bus services on less popular routes
D Widening roads so more people travel by car

Write the correct letter in the box. ☐

[1]

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(c) Study the table below, showing predicted growth in some of the world's cities between 2001 and 2025.

City and Country	Country type	Population in 2001	Predicted population in 2025	Predicted % growth increase
Beijing, China	EDC	16 million	23 million	44%
Buenos Aires, Argentina	EDC	14 million	16 million	14%
Calcutta, India	EDC	14 million	19 million	36%
Dhaka, Bangladesh	LIDC	15 million	23 million	53%
Karachi, India	EDC	14 million	20 million	43%
Manila, Philippines	EDC	12 million	16 million	33%
Tokyo, Japan	AC	37 million	39 million	5%

Source: UN Population Division, World Urbanisation

Key:
AC = Advanced country
EDC = Emerging developing country
LIDC = Lower income developing country

Use the information in the table above to help you answer questions **(c)(i)** and **(c)(ii)**.

(i) Complete the sentences below.

The city with the slowest predicted population growth is ……

The population of Dhaka is predicted to increase by…….. ……. million between 2001 and 2025.

[2]

(ii) Identify the pattern in predicted growth rates for cities in the EDCs shown.

[Insert 2 answer lines]

[1]

(d*) CASE STUDY – challenges and opportunities for cities today.

Cities today face many challenges. Compare the main challenges faced by **two** contrasting cities you have studied. **One** city must be from an AC and **one** city must be from an LIDC or EDC.

Name of AC city: [Insert 1 answer line]

Name of LIDC or EDC city: [Insert 1 answer line]

[Insert 16 answer lines]

[8]

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Dynamic Development

2.

(a) Which of the following indicators are part of the Human Development Index?

A Education, health, life expectancy
B Education, income, life expectancy
C Health, income, life expectancy
D Health, income, quality of life

Write the correct letter in the box. ☐

[1]

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

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

Write the correct letter in the box. ☐

[1]

(c) Which of the following statements best describes a Trans National Company?

A A company which pays all its workers the same
B A non-profit organisation which works to help reduce poverty around the world
C It has its headquarters and production process in more than one country
D It only operates in one country

Write the correct letter in the box. ☐

[1]

(d) Study **Fig. 1** in the separate Resource Booklet, information about the Three Gorges Dam in China.

What type of development strategy is the Three Gorges Dam an example of?

[Insert 1 answer line]

[1]

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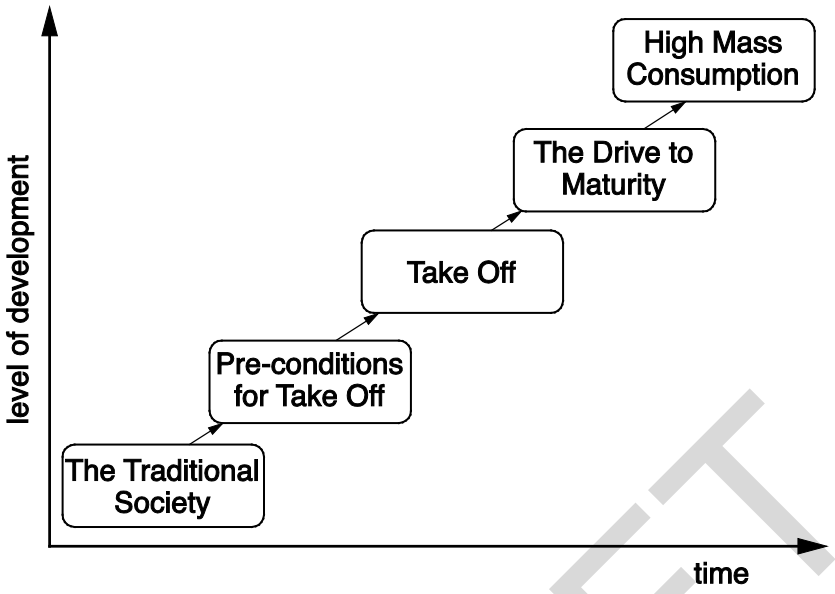
(e) CASE STUDY – LIDC development.

Study the diagram of Rostow's model of economic development.



(i) For an LIDC you have studied, suggest which stage of the Rostow Model it has reached and give reasons for your answer.

LIDC studied: [Insert 1 answer line]

[Insert 6 answer lines]

[3]

(ii) For an LIDC you have studied, evaluate how successful a development strategy has been.

[Insert 12 answer lines]

[6]

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UK in the 21st Century

Study **Figs 2a** and **2b** in the separate Resource Booklet, maps of the UK showing relief and population density, and then answer questions **3(a), (b) and (c)**.

3.

(a) Which statement about the height of the land in the UK is correct?

A Most highland is in the North and West of the UK
B Most highland is in the South coast of the UK
C Most highland is in the South of the UK
D There is no highland in Wales

Write the correct letter in the box. ☐

[1]

(b) Which statement below correctly describes the pattern of population density in the UK?

A Highest population density is around the coast of the UK
B Highest population density is in England
C Highest population density is in highland areas of the UK
D Highest population density is in Wales

Write the correct letter in the box. ☐

[1]

(c) Which statement below correctly identifies the population density of the Scottish Highlands?

A 0-24
B 100-249
C 2500-4999
D 5000+

Write the correct letter in the box. ☐

[1]

DRAFT

(d) Below is some data showing the population for Aberdeen by age group.

Age group	Population for Aberdeen city
0-15	33,000
16-29	57,000
30-44	48,000
45-59	43,000
60-74	29,000
75+	16,000
All ages	230,000

Draw a labelled **vertical bar graph** showing the population for the different age groups in Aberdeen.

[insert half page graph paper with blank x and y axis drawn in bold]

[4]

(e) Below is a news article about *The X Factor.*

The X Factor – a Global Television Phenomena

The X Factor is a global phenomenon, watched in 147 countries. Simon Cowell said: "The UK X Factor was the original version of the show and over the last decade it has set the benchmark all over the world for finding and launching international superstars. I'm delighted the UK show is being watched all over the world - as well as there being so many fantastic local versions of X Factor as well."

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

DRAFT

Using the news article and your own knowledge, explain how the UK's media exports have a global influence.

[Insert 12 answer lines]

[6]

Resource Reliance

4. Study the article below about ethical consumerism and answer questions **(a)** and **(b)** using the information provided.

> FRESH TRIUMPH FOR ETHICAL TUNA FISHING CAMPAIGN
>
> Letters from customers have forced British supermarkets to change their supplies of tuna. As a result of one of the most successful environmental campaigns in years, one supermarket said it would switch to buying tuna caught only by methods which means that other species are not caught by accident. This will save the lives of whales, dolphins and sharks. The move has been described as "a victory for the ethical consumer".

(a) What was the aim of the ethical tuna fishing campaign?

A To encourage supermarkets to consider how the tuna they sell is caught
B To encourage supermarkets to sell cheaper tuna
C To persuade people to completely stop buying tuna
D To stop supermarkets selling tuna

Write the correct letter in the box. ☐

[1]

(b) Which **two** statements best describe an ethical consumer?

1. Someone who does not consider the source of products they buy
2. Someone who always buys the cheapest products
3. Someone who chooses products made with minimal environmental damage
4. Someone who prefers to buy fairly traded food products

A 1 and 2
B 1 and 4
C 2 and 3
D 3 and 4

Write the correct letter in the box. ☐

[1]

(c) Define the term food security.

[Insert 2 answer lines]

[1]

DRAFT

(d) CASE STUDY – Food security

Describe **two** attempts to achieve food security. **One** attempt must be at a local scale and **one** attempt must be at a national scale.

Local scale attempt: [Insert 4 answer lines]

National scale attempt: [Insert 4 answer lines]

[4]

(e) Evaluate the sustainability of one technological strategy to improve food security.

[Insert 12 answer lines]

[6]

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Section B

Answer **all** the questions.

Human Geography Fieldwork

5.

(a) Name a primary data collection technique suitable for carrying out a human geography fieldwork investigation looking at the issue of shop closures within an economic hub.

[Insert 1 answer line]

[1]

(b) State **two** types of data which could be used to identify an economic hub and give reasons for your choices.

1. [Insert 4 answer lines]

2. [Insert 4 answer lines]

[4]

(c) Study **Fig. 3** in the separate Resource Booklet, a graph from a data presentation part of a human geography fieldwork investigation.

Suggest what **Fig. 3** indicates about the impact of shop closures in Worthing.

[Insert 4 answer lines]

[2]

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

Name the fieldwork: [Insert 1 answer line]

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

[Insert 15 answer lines]

[8]

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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OCR
Oxford Cambridge and RSA

…day June 20XX – Morning/Afternoon

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

J384/02 People and Society

SAMPLE MARK SCHEME

Duration: 1 hour 15 minutes

MAXIMUM MARK 70

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This document consists of 20 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.

DRAFT

10. **Annotations**

Annotation	Meaning

DRAFT

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)		C: a city with a population of over 10 million (✓)	1	(✓)
	(b)		A: encouraging more people to cycle to work (✓)	1	(✓)
	(c)	(i)	Tokyo (✓) eight (✓)	2	2 x 1 (✓)
		(ii)	Most EDCs have a predicted growth rate between 33% and 44% apart from Buenos Aires (which is only 14%) (✓)	1	(✓) Credit any relevant suggestion Allow 1 mark for evidence of identifying the anomaly in the patterns
	(d*)		**Case study challenges and opportunities for cities today** **Level 3 (6–8 marks)** An answer at this level demonstrates **thorough** understanding of the challenges in the cities studied (AO2) with **reasonable** evaluative statements to compare the challenges of the contrasting cities (AO3). This will be shown by including **well-developed** ideas **both** about the challenges of the city **and** the comparison of the challenges between the contrasting cities. The answer must also include **place-specific** details for the named cities. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. **Level 2 (3–5 marks)** An answer at this level demonstrates **reasonable** understanding of the challenges in the cities studied (AO2) with **basic** evaluative statements to compare the challenges of the contrasting cities (AO3). This will be shown by including **developed** ideas about **either** the different challenges faced by cities **or** the comparison of the challenges between the contrasting	8	Case study will be marked using 3 levels: **Indicative content** Challenges will depend on the cities chosen but are likely to be around housing, transport, waste disposal or inequalities. The cities will be contrasting, the challenges may/may not be – for example, challenges of squatter settlements are different but problems of waste disposal may be more similar. Example of **well-developed** ideas: In Rio de Janeiro a main challenge is to house the large numbers of migrants who arrive in the city, up to 100,000 a year. In London the population is also growing, but not as fast, and the challenge is to provide enough affordable, low cost housing for the increasing number of single people living in the city. Example of **developed** ideas: Housing shortages occur in different cities in different ways. This could lead to the growth of shanty towns or a shortage of affordable housing. Example of **simple** ideas: In many cities there are not enough houses for everyone.

DRAFT

Question			Answer	Marks	Guidance
			cities. Developed ideas but no place-specific detail credited up to **middle** of level. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. **Level 1 (1–2 marks)** An answer at this level demonstrates **basic** understanding of challenges (AO2) and **no attempt** at evaluative statements to compare the challenges of the contrasting cities (AO3). This will be shown by including **simple** ideas about challenges faced by the cities or the comparison of the challenges between the contrasting cities. No developed points are made. Simple ideas or appropriate named example only credited at **bottom** of level. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. **0 marks** No response or no response worthy of credit.		

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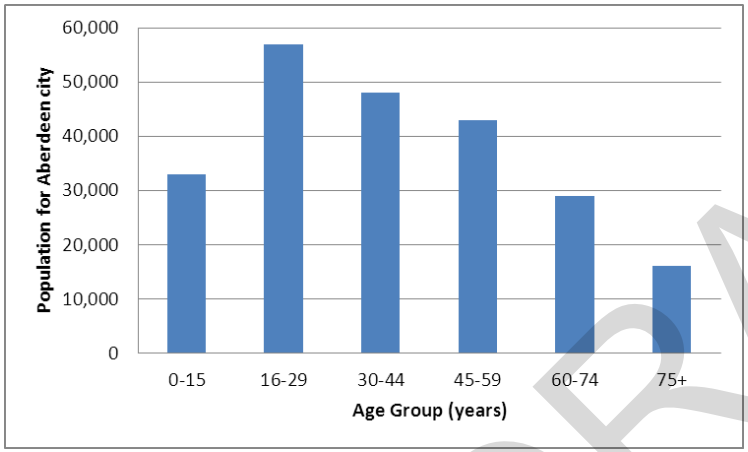
Question			Answer	Marks	Guidance
2.	(a)		B: education, income, life expectancy (✓)	1	(✓)
	(b)		D: political unrest (✓)	1	(✓)
	(c)		C: it has its headquarters and production process in more than one country (✓)	1	(✓)
	(d)		a top down strategy (✓)	1	(✓)
	(e)	(i)	Philippines is in the second/pre-conditions for take off stage (✓). There is some commercial farming, for example rice (✓) but 40% of the population is still employed in farming so the economy needs to develop further (✓)	3	3 x 1 (✓) Answer given will depend on the country chosen Allow 1 mark for correctly linking the selected country to the correct stage of Rostow. 2 marks for giving reasons
		(ii)	**Case study: LIDC development** **Level 3 (5–6 marks)** An answer at this level shows **thorough** understanding of the selected development strategy (AO2). There is a **thorough** evaluation of the success of the development strategy (AO3). This will be shown by including **well-developed** ideas about the development strategy **and** how successful it has been. The answer must also include **place-specific** details for the named LIDC. **Level 2 (3–4 marks)** An answer at this level shows **reasonable** understanding of the selected development strategy (AO2). There is **reasonable** evaluation of the success of the development strategy (AO3). This will be shown by including **developed** ideas about **either** the development strategy **or** how successful it has been**.** Developed ideas but no place-specific detail credited up to	6	Case study will be marked using 3 levels: **Indicative content** LIDCs are those as defined by the IMF. The strategy chosen should be linked to the named LIDC. A large, top down or a smaller, bottom up strategy could be used. Example of **well-developed** ideas: Kenya Vision 2008–2030 aims to develop Kenya into a middle income country by 2030 through a series of 5 year plans covering economic, social and political actions. The plan has had some successes, for example in increasing the % of children attending primary school to 96% but less in other areas as 45.5% of the population still live in poverty. Example of **developed** ideas: Kenya Vision 2008–2030 has brought improvements in the numbers of children attending primary school. However many people are still poor. Example of **simple** ideas: Many people in Kenya are still poor.

DRAFT

Question			Answer	Marks	Guidance
			middle of level. **Level 1 (1–2 marks)** An answer at this level shows **basic** understanding of the selected development strategy (AO2). There is a **basic** evaluation of the success of the development strategy (AO3). This will be shown by including **simple** ideas about **either** the development strategy or how successful it has been. Simple ideas or appropriate named example only credited at **bottom** of level. **0 marks** No response or no response worthy of credit.		

DRAFT

Question			Answer	Marks	Guidance
3.	(a)		A: most highland is in the North and West of the UK (✓)	1	(✓)
	(b)		B: highest population density is in England (✓)	1	(✓)
	(c)		A: 0-24 (✓)	1	(✓)
	(d)		1 mark for correctly labelling axis 1mark for correctly adding scale to axis 2 marks for adding bars to graph correctly using the data in the table  	4	4 x 1 (✓) Must be a vertical bar graph
	(e)		**Level 3 (5–6 marks)** An answer at this level shows a **thorough** knowledge of the UK's media exports to explain their global influence (AO1). There must be **clear** use and communication of information from the news article (AO4). This will be shown by including **well-developed** ideas about the global influence of the UK's media exports. **Level 2 (3–4 marks)** An answer at this level shows **reasonable** knowledge (AO1) and understanding (AO2) of the UK's media exports	6	Answer will be marked using 3 levels: **Indicative content** X factor information from the news article. Other information might include relevant facts about the value of UK media exports, examples of other TV shows which are shown abroad or named countries which import media from the UK. Example of **well-developed** ideas: As more countries broadcast the X Factor and other programmes made in the UK the understanding of the English language increases around the world. In addition, British values and beliefs are more widely shared which may

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Question			Answer	Marks	Guidance
			to explain their global influence. There is **basic** use and communication of information from the news article (AO4). This will be shown by including **developed** ideas about the global influence of the UK's media exports. **Level 1(1–2 marks)** An answer at this level shows **basic** knowledge (AO1) and understanding (AO2) of the UK's media exports to explain their global influence. There is **no** use and communication of information from the news article (AO4). This will be shown by including **simple** ideas about the global influence of the UK's media exports. **0 marks** No response or no response worthy of credit.		also boost sales of associated products. Example of **developed** ideas: Programmes such as the X Factor are sown in a lot of countries around the world which increases awareness of the British way of life and the English language. Example of **simple** ideas: The X Factor is watched by over 360 million people around the world.

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Question			Answer	Marks	Guidance
4.	(a)		A: to encourage supermarkets to consider how the tuna they sell is caught (✓)	1	(✓)
	(b)		D: 3 and 4 (✓)	1	(✓)
	(c)		When all people at all times have access to sufficient, safe, nutritious food to maintain a healthy and active life (✓)	1	(✓)
	(d)		**Case study food security** Example statements: Team Kenya and TAG Development are working on a greenhouse project in Western Kenya (✓) which allows local to grow more fresh food and have a healthy diet (DEV) In 2013 India introduced a Food Security Bill (✓) which aims to provide cheap food grain to nearly 70% of India's population (DEV)	4	2 x 2 Answer should show understanding of two attempts to ensure food security at different scales Credit **one** named local attempt to ensure food security (✓) and allow a further mark (DEV) for some additional detail Credit **one** named national attempt to ensure food security (✓) and allow a further mark (DEV) for some additional detail
	(e)		**Level 3 (5–6 marks)** Answers at this level must show **thorough** understanding of the concept of sustainability in terms of the technological strategy and food security (AO2) and **reasonable** evaluative statements regarding the sustainability of the technological strategy to improve food security (AO3). This will be shown by including **well-developed** ideas about the concept of sustainability **and developed** ideas about the sustainability of one technological strategy to improve food security. **Level 2 (3–4 marks)** Answers at this level must show **reasonable** understanding of the concept of sustainability in terms of the technological strategy and food security (AO2) and **basic** evaluative statements regarding the sustainability of	6	Answer will be marked using 3 levels: **Indicative content** Example of **well-developed** ideas: The amounts of GM crops (such as rice) produced has increased over the years in an attempt to provide enough food to feed growing populations (social sustainability) and to produce crops adapted to changing climatic conditions in drier areas such as sub-Saharan Africa (environmental sustainability). However GM crops have been criticised for producing mono-cultures which threatens crop diversity. Example of **developed** ideas: There are more types of GM crops grown to provide food for a growing population. They are not always good for the environment and people's health.

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Question			Answer	Marks	Guidance
			the technological strategy to improve food security (AO3). This will be shown by including **developed** ideas about the concept of sustainability **and simple** ideas about the sustainability of one technological strategy to improve food security. **Level 1 (1–2 marks)** Answers at this level must show **basic** understanding of the concept of sustainability in terms of the technological strategy and food security (AO2) and **no attempt** at evaluative statements regarding the sustainability of the technological strategy to improve food security (AO3). This will be shown by including **simple** ideas about the concept of sustainability. **0 marks** No response or no response worthy of credit.		Example of **simple** ideas: GM crops are bad for the environment.

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Question			Answer	Marks	Guidance
5.	(a)		Could include: a land use map (✓), a transect (✓), photographs (✓)	1	(✓) Accept any suitable answer as long as it is a primary data collection method
	(b)		Air traffic business passenger numbers (✓) is an indication that an area has many key important businesses (DEV) Number of financial institutions, headquarters of international companies (✓) as this is an indication that an area is a financial hub (DEV)	4	2 x 2 Allow 2 marks per data type, 1 mark for naming the data (✓) and the second for the reason additional description/detail, for example about how it could be used (DEV) Allow other reasonable types of data linked to economic hubs
	(c)		Older people are more affected by shop closures than younger people (✓) as the score for the 65+ age group is 3 out of 5 (DEV)	2	1 x 2 First mark for any reasonable idea from the rose diagram (✓) and second mark for information from the diagram to support the idea (DEV)
	(d*)		**Own fieldwork** **Level 3 (6–8 marks)** An answer at this level demonstrates **thorough** analysis (AO3) and evaluation (AO3) of the how the fieldwork conclusions improved understanding of a geographical question or issue. There will be a **reasonable** judgement as to whether the fieldwork conclusions improved understanding of a question or issue (AO3). This will be shown by including **well-developed** ideas. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. **Level 2 (3–5)** An answer at this level demonstrates **reasonable** analysis (AO3) and evaluation (AO3) of the how the fieldwork conclusions improved understanding of a geographical question or issue. There will be a **basic** judgement as to whether the fieldwork conclusions improved understanding of a question or issue (AO3).	8	Answer will be marked using 3 levels: **Indicative content** There are many areas in the specification where fieldwork could be used. Example of **well-developed** ideas: Name the fieldwork: Does housing quality improve with distance from the city centre of Newcastle upon Tyne? I found that in two directions (west and east) the types of housing remained more similar than to the north, so I was able to conclude that housing quality does not change in the same way with distance from the city centre. This helped me understand the reasons behind changing land use in a city, for example redevelopment and gentrification. Example of **developed** ideas: Name the fieldwork: Housing quality and distance from the city centre of Newcastle upon Tyne. I found that in some areas the housing quality improved with distance from the centre but in others it seemed to get worse. This is because in some areas old housing had been

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Question			Answer	Marks	Guidance
			This will be shown by including **developed** ideas. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. **Level 1 (1–2)** An answer at this level demonstrates **basic** analysis (AO3) and evaluation (AO3) of the how the fieldwork conclusions improved understanding of a geographical question or issue. There will be **no** judgement as to whether the fieldwork conclusions improved understanding of a question or issue (AO3). This will be shown by including **simple** ideas. The answer may not link own fieldwork to a geographical question or issues. 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.		knocked down and new estates built. Example of **simple** ideas: Name the fieldwork: Housing quality in Newcastle upon Tyne. I found out about the different types of housing in Newcastle. This helps me understand urban land use.
		✎	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)	1				1	
1(b)		1			1	
1(c)(i)				2	2	
1(c)(ii)				1	1	
1(d)		6	2		8	
2(a)	1				1	
2(b)	1				1	
2(c)	1				1	
2(d)			1		1	
2(e)(i)	1	2			2	
2(e)(ii)		3	3		6	
3(a)				1	1	
3(b)				1	1	
3(c)				1	1	
3(d)				4	4	
3(e)	4			2	6	
4(a)			1		1	
4(b)		1			1	
4(c)	1				1	
4(d)	4				4	
4(e)		4	2		6	
5(a)				1	1	
5(b)				4	4	
5(c)			2		2	
5(d)			8		8	3
Total	14	17	19	17	67	3

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