



Oxford Cambridge and RSA

Practice Paper

**GCSE (9-1) Geography B (Geography for Enquiring Minds)**  
**J384/02 People and Society**

MARK SCHEME

Duration: 1 hour 15 minutes

MAXIMUM MARK 70

Version: Practice Paper

**(FOR OFFICE USE ONLY)**

**This document consists of 21 pages**

## MARKING INSTRUCTIONS

## 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 unit. 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 **number of required** standardisation responses.

YOU MUST MARK 10 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. 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 (eg 'can't do', 'don't know')
  - OR if there is a mark (eg 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 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 (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.



## 12. Subject Specific Marking Instructions

### INTRODUCTION

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

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

You should ensure that you have copies of these materials.

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

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

**USING THE MARK SCHEME**

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

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

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.

**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.

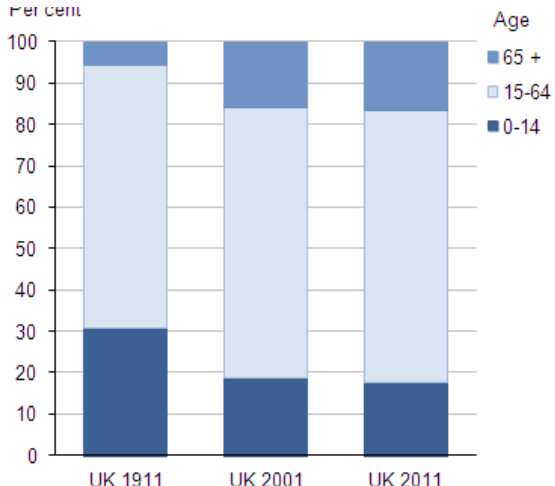
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Comprehensive</b>	A range of detailed and accurate knowledge that is fully relevant to the question.	A range of detailed and accurate understanding that is fully relevant to the question.	Detailed and accurate interpretation through the application of relevant knowledge 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.
<b>Thorough</b>	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.
<b>Reasonable</b>	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.
<b>Basic</b>	Limited knowledge that is relevant to the topic or question.	Limited understanding that is relevant to the topic or question.	Limited accuracy in interpretation through lack of application of relevant knowledge and understanding. Limited accuracy in analysis through lack of application of relevant knowledge and understanding. Un-supported evaluation through lack of application of knowledge and understanding. Un-supported judgement through lack of application of knowledge and understanding.

Question			Answer	Mark	Guidance
1	(a)	(i)	23 million (✓)	1	(✓)
		(ii)	7 million (✓)	1	(✓)
		(iii)	40% (✓)	1	(✓)
	(b)		A: Asia (✓)	1	(✓)
	(c)		D: A city with a population of over ten million (✓)	1	(✓)
	(d)		Better job prospects (✓) Higher wages (✓) Better health care services (✓) Better education provision/opportunities (✓) 'Bright lights' perception of city life (✓) Word of mouth stories from other migrants (✓)	2	2 x 1 (✓) for each valid pull factor  Assume that factors refer to urban areas even if not explicitly stated  No credit for rural push factors or enforced movement
	(e)		<b>Case Study: challenges for cities today</b>  <b>Level 3 (5-6 marks)</b> An answer at this level will show <b>thorough</b> knowledge of a contemporary challenge in an AC city (AO1) with <b>thorough</b> understanding of how this challenge affects life in the city (AO2).  This will be shown by including <b>well-developed</b> ideas about the contemporary challenge and how it affects life in the city.  The answer must also include <b>place-specific</b> details for the named AC city. Amount of place-specific detail determines credit within level.  <b>Level 2 (3-4 marks)</b> An answer at this level will show <b>reasonable</b> knowledge of a contemporary challenge in an AC city (AO1) with <b>reasonable</b> understanding of how this challenge affects life in the city (AO2).  This will be shown by including some <b>developed</b> ideas about the contemporary challenge and how it affects life in the city.	6	<b>Indicative Content</b> Named AC city can be in the UK or any AC country as defined by the IMF. Candidate answers should focus on <b>one</b> contemporary challenge affecting life in the AC city and could include links to housing availability, transport provision, access to services or inequality. A number of other challenges could be considered such as unemployment, social inequality, poverty, immigration.  Example of <b>well-developed</b> ideas: A key challenge facing Birmingham is inequality. The city core and the eastern area show higher levels of deprivation and ethnic diversity compared to the north and south of the city. The redevelopment in the city has not been accessible to everyone and so this has highlighted inequalities and left some communities feeling isolated. Sparkbrook has nearly 25% unemployment and nearly 50% of the working population have no qualifications, this affects people's ability to access housing, and what they consume i.e. food. It is not just this which highlights inequality but also the impact on people's lives which can include lower educational levels and rising debt.  Example of <b>developed</b> ideas: The city of Birmingham has inequalities particularly in the centre

		<p>Developed ideas but no place-specific detail credited up to <b>bottom</b> of level.</p> <p><b>Level 1 (1-2 marks)</b> An answer at this level will show <b>basic</b> knowledge of a contemporary challenge in an AC city (AO1) with <b>basic</b> understanding of how this challenge affects life in the city (AO2).</p> <p>This will be shown by <b>simple</b> ideas about the contemporary challenge and how it affects life in the city.</p> <p>Simple ideas or appropriate named example only credited at the <b>bottom</b> of the level</p> <p><b>0 marks</b> No response or no response worthy of credit</p>		<p>and the east. Here poverty levels are higher and what children achieve at school is less. The challenge in areas like Sparkbrook where lots of people don't have jobs, is how they access housing, and buy food as they can both costs a lot of money. Other issues affecting people's lives can be debt and crime.</p> <p>Example of <b>simple</b> ideas: Some places have poorer people and it can be hard for them to find work and places to live. Some other people can be richer and this can make poor people angry.</p>
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Question	Answer	Mark	Guidance
2 (a)	<p>Countries in the north of the map are more developed and classified as ACs (✓) with the majority of Central and South American countries being EDCs (✓) (COM)</p> <p>Almost all of the countries are ACs or EDCs (✓) with four exceptions classified as LIDCs, in central America and northern/central South America (✓) (COM)</p>	3	<p>2 x 1 for describing the pattern (✓)</p> <p>1 x 1 (COM) for communicating the answer in an appropriate and logical order</p>
(b)	<p>GNI per capita (✓) is the average income per person with a higher figure generally meaning more developed (DEV)</p> <p>Standard of living (✓) is the level of wealth or material goods available to a person or community, with a higher score meaning more developed (DEV)</p> <p>Employment type (✓) is the percentage of the population in primary, secondary, tertiary or quaternary employment with a high number in the primary sector likely to indicate an LIDC(DEV)</p>	4	<p>2 x 2 (✓) for a valid economic measure of development 2 x 2 (DEV) for explanation of</p> <p>Credit similar measures e.g. GDP per capita and GNI per capita if the difference between the measures is clear in the explanation.</p> <p>Explanation could include what is measured or how score indicates level of development, such as an LIDC</p> <p>Credit any other valid economic measures such as unemployment rate, level of international debt, trade balance</p>
(c)	<p><b>Case Study: international aid or debt relief and development</b></p> <p><b>Level 3 (4-6 marks)</b> An answer at this level will show <b>thorough</b> knowledge of international aid or debt relief received by a named LIDC (AO1) with a <b>thorough</b> evaluation of how international aid or debt relief helps the LIDCs development (AO3) and a <b>thorough</b> judgement as to what extent that the international aid or debt relief has helped the development of the LIDC (AO3).</p> <p>This will be shown by including <b>developed</b> ideas about the international aid or debt relief and how it has helped the LIDC's development.</p> <p>The answer must also include <b>place-specific</b> details for the</p>	8	<p>Case study will be marked 3 levels:</p> <p><b>Indicative Content</b></p> <p>Named LIDC as defined by the IMF. Response will include detail about a valid example of aid/aid projects or debt relief with ideas to support a judgement for how far the aid or debt relief has helped the development of the LIDC. Aid can be a single example or project, or cover a wider range of examples. If both aid and debt are considered, credit the highest level ideas.</p> <p><b>Example of developed ideas.</b> Ethiopia has received aid from charities and other NGOs for over thirty years. About five million people receive food aid every year. There are also longer term aid projects such as</p>

		<p>named LIDC.</p> <p><b>Level 2 (3-4 marks)</b> An answer at this level will show <b>thorough</b> knowledge of international aid or debt relief received by a named LIDC (AO1) with a <b>basic</b> evaluation of how international aid or debt relief helps the LIDCs development (AO3) and a <b>basic</b> judgement as to what extent that the international aid or debt relief has helped the development of the LIDC (AO3).</p> <p>This will be shown by some <b>developed</b> ideas about the international aid or debt relief and <b>simple</b> ideas about how it has helped the LIDC's development.</p> <p>Developed ideas but no place-specific detail credited up to <b>bottom</b> of level.</p> <p><b>Level 1 (1-2 marks)</b> An answer at this level will show <b>thorough</b> knowledge of international aid or debt relief received by a named LIDC (AO1) with <b>either basic</b> evaluation of how international aid or debt relief helps the LIDCs development (AO3) <b>or a basic</b> judgement as to what extent that the international aid or debt relief has helped the development of the LIDC (AO3).</p> <p>This will be shown with <b>simple</b> ideas about the international aid or debt relief and how it has helped the LIDC's development.</p> <p>Simple ideas or appropriate named LIDC only credited at <b>bottom</b> of the level.</p> <p><b>0 marks</b> No response or no response worthy of credit</p>	<p>'Goat Aid' which is operated by Oxfam. This is targeted at young girls to provide them with income and status via the ownership of goats. This has helped the development of Ethiopia as the 'Girl Effect' helps young girls to avoid problems like forced marriage, unplanned pregnancies and poverty. They can play fuller roles in society which supports equality and reduces birth rates. Food aid helps reduce the problem of hunger, however this could hinder development if people become dependent on food aid.</p> <p><b>Example of simple ideas.</b> Ethiopia receives food aid from charities. This helps with the problems of hunger. However this could hold back Ethiopia's development if the country relies on food aid rather than growing more food of their own.</p>
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Question	Answer	Mark	Guidance
3 (a) (i)		2	1 x 1 (✓) for correct division of 1911 bar to show 0-14 at 30% 1 x 1 (✓) for correct line to show 14-64/over 65 division at 95%
	(ii) C: The percentage of population over 65 increases (✓)	1	(✓)
(b)	Cambridge as an economic hub has seen changes to its infrastructure (✓) as the new guided bus routes have enabled people to travel to the city for work (DEV). The city is still seeing a growth in businesses, so the A14 and A1309 have been upgraded (DEV) to ease congestion around the Science Park on the edge of Cambridge (DEV).	4	Answer will depend on the change selected for the economic hub  1 x 1 (✓) for identifying a change in the economic hub selected 3 x 1 (DEV) for explaining how the economic hub has changed
(c)	<p><b>Level 3 (5-6 marks)</b>            An answer at this level will show <b>thorough</b> understanding of how ethnic groups contribute to the cultural life of the UK (AO2).</p> <p>This will be shown by including <b>well-developed</b> ideas about the contribution of ethnic groups to the cultural life of the UK.</p> <p><b>Level 2 (3-4 marks)</b>            An answer at this level will show <b>reasonable</b> understanding of how ethnic groups contribute to the cultural life of the UK (AO2).</p>	6	Case study will be marked 3 levels:  <b>Indicative Content</b> Contribution should focus on either food or media or fashion within the UK. For media, credit any appropriate references to music, film, theatre, TV. Place focus should be at a national level. The ethnic groups should be identified. If the candidate response includes more than one focus (food, media and / or fashion), credit the highest level ideas.  Examples of <b>well-developed</b> ideas. Ethnic groups in the UK have made significant contributions to cultural life through their food. Curry is now a popular food throughout the UK. Some places are famous for curry, such as

		<p>This will be shown by including some <b>developed</b> ideas about the contribution of ethnic groups to the cultural life of the UK.</p> <p><b>Level 1 (1-2 marks)</b> An answer at this level will show <b>basic</b> understanding of how ethnic groups contribute to the cultural life of the UK (AO2).</p> <p>This will be shown with <b>simple</b> ideas about the contribution of ethnic groups to the cultural life of the UK.</p> <p><b>0 marks</b> No response or no response worthy of credit</p>	<p>the Balti Triangle in the city of Birmingham or Brick Lane in London which is known as the 'curry mile'. Balti is a style of curry, cooked and served in an iron wok. Originally, Balti was brought to Birmingham by immigrants from the Kashmir region of Pakistan.</p> <p>There are now over fifty restaurants serving Balti dishes in the Balti Triangle. Balti style curries are now widespread across the UK, including cooking sauces in most UK food shops and supermarkets. Other ethnic groups have also contributed to the UK's cultural life through their food. Examples include food from India, China and Italy.</p> <p>Examples of <b>developed</b> ideas. Ethnic groups in the UK have contributed to cultural life through their food. Curry is now a popular food throughout the UK. Some places are famous for curry, such as the Balti Triangle in the city of Birmingham. Migrants to Birmingham bought this style of cooking. There are a lot of restaurants serving this type of food as well as cooking sauces available in shops. Other ethnic groups have also contributed to the UK's cultural life through their food. Examples include food from India, China and Italy.</p> <p>Example of <b>simple</b> ideas. We eat a lot of difference kinds of food in the UK which can be curry or pasta. Some places like Birmingham are famous for their curries. People have moved to the UK and bought these different types of foods.</p>
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Question		Answer	Mark	Guidance
4	(a)	The cartoon shows that food supply may not be able to support population growth (✓) There will be a point where population growth exceeds food supply (✓) Food supply cannot increase at the same rate in order for demand to be met (✓) and according to Malthus if a population ceiling is reached where we can't meet the food supply needed then this leads to population decline (✓)	3	3 x 1 (✓) for valid points about the cartoon message  Points need to include reference to population and food supply  Development awarded with (✓) as a further valid point
	(b)	(i)	1	(✓)
		(ii)	1	(✓)
	(c) *	<p><b>Level 3 (6-8 marks)</b> An answer at this level will show <b>thorough</b> knowledge of approaches to food security at a local scale (AO1) with a <b>thorough</b> analysis of how food security is achieved (AO3), and a <b>reasonable</b> (AO3) judgement to show how far food security has been achieved.</p> <p>This will be shown by including <b>well-developed</b> ideas about the approaches to and achievement of food security.</p> <p>The answer must also include <b>place-specific</b> details about food security at a local scale</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><b>Level 2 (3-5 marks)</b> An answer at this level will show <b>reasonable</b> knowledge of approaches to food security at a local scale (AO1) with a <b>reasonable</b> analysis of how food security is achieved (AO3) and a <b>basic</b> (AO3) judgement to show how far food security has been achieved.</p>	8	<p><b>Indicative Content</b> Ideas must be valid small-scale / local 'bottom up' approaches to food security, such as urban gardens, food banks, allotments or permaculture.</p> <p>Example of <b>well-developed</b> ideas: Urban gardens are good examples of small scale 'bottom up' approaches. They involve local people growing food crops on small plots of land within a city. The Dagoretti District in Nairobi aims to have all residents food secure by 2030. Urban gardens are small in size and the food produced is either consumed by the people who grew it, or sold within the local area. This provides food security within the local community and supports poorer people with healthy food at low cost. Challenges to the food security in Dagoretti have been population increase and overcrowding puts a constant strain on resources. Farm Africa are supporting the urban garden approach by training people in organic farming, providing livestock and places where food can be sold. These local scale urban gardens like Kijani Kijiji can grow food to promote health and change according to what people need e.g. vegetables as well as livestock e.g. chickens. Food security has been achieved for some but not all as this is an ongoing project and its part of the sustainable development</p>

		<p>This will be shown by including <b>developed</b> ideas about the approaches to and achievement of food security.</p> <p>Developed ideas but no place-specific detail credited up to <b>middle</b> of level</p> <p>There is a line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p><b>Level 1 (1-2 marks)</b> An answer at this level will show <b>basic</b> knowledge of approaches to food security at a local scale (AO1) with a <b>basic</b> analysis of how food security is achieved (AO3). There will be <b>no</b> judgement (AO3) to show how far food security has been achieved.</p> <p>This will be shown by including <b>simple</b> ideas about the approaches to and achievement of food security.</p> <p>Simple ideas or appropriate named example only credited at <b>bottom</b> of level.</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><b>0 marks</b> No response or no response worthy of credit</p>		<p>goals.</p> <p>Example of <b>developed</b> ideas: Urban gardens are small scale approaches. They involve local people growing food crops on small plots of land within a city. Nairobi has slum areas and they want all people to have enough food by 2030. Urban gardens are small in size. Food produced is either consumed by the people who grew it, or sold within the local area. Bigger organisations are supporting these local projects to help achieve food security which means having a regular supply.</p> <p>Example of <b>simple</b> ideas: Urban farms grow crops on small plots of wasteland in cities. Locals run this and the food is sold to people and restaurants in the local area. This keeps them going into the future.</p>
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Question		Answer	Mark	Guidance
5	(a)	<p>Amount of vandalism (✓) as this could show if the area has a high rate of anti-social behaviour (DEV)</p> <p>Houses with burglar alarms (✓) as this could show evidence of crime prevention (DEV)</p> <p>Green space (✓) for showing whether people have access to this for leisure activities (DEV)</p> <p>Play areas for children (✓) to show who is using this facility in the urban community and when (DEV)</p>	2	<p>1 x 1 (✓) for a valid urban quality of life factor that could be observed on a fieldwork visit</p> <p>1 x 1 (DEV) for explaining why this quality of life factor was chosen</p>
	(b)	<p>A bar graph or histogram (✓) as the height of bars would clearly show differences (DEV) and would also show scale of differences (DEV)</p> <p>A choropleth map (✓) as the shading would show values (DEV) and you could easily show high, medium and low house prices (DEV)</p>	3	<p>1 x 1 (✓) for a valid method of presentation</p> <p>2 x 1 (DEV) for explanation of how method chosen enables the data to be compared</p>
	(c)	<p>My quality of life data was put into a large table for the three streets surveyed (✓).</p> <p>I downloaded and organised my photographs which showed evidence of a varied quality of life (✓).</p>	2	2 x 1 (✓) for explaining how data has been processed
	(d)	<p><b>Level 3 (6-8 marks)</b></p> <p>An answer at this level will show a <b>thorough</b> analysis of fieldwork data collection methods (AO3) with a <b>thorough</b> evaluation of the fieldwork data collection methods critically (AO3).</p> <p>This will be shown by including <b>well developed</b> ideas.</p> <p>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p><b>Level 2 (3-5 marks)</b></p> <p>An answer at this level will show a <b>reasonable</b></p>	8	<p>Answer will be marked using 3 levels</p> <p>Indicative content</p> <p>Accept any valid example of a human geography fieldwork investigation linked to a specification theme. Focus of the investigation can be communicated with a fieldwork question and/or hypothesis.</p> <p>Analysis should make references to data collection methods and could also include types of data collected. Critical evaluation will focus on pros and cons of methods/data re: ease of collection, usefulness for investigation, problems, bias and other issues. Credit references to secondary data.</p> <p>Example of <b>well-developed</b> ideas.</p>

		<p>analysis of fieldwork data collection methods (AO3) with a <b>reasonable</b> evaluation of the fieldwork data collection methods critically (AO3).</p> <p>This will be shown by including some <b>developed</b> ideas.</p> <p>There is a line of reasoning presented with some structure. The information presented is in the most part relevant and supported with some evidence.</p> <p><b>Level 1 (1-2 marks)</b> An answer at this level will show a <b>basic</b> analysis of fieldwork data collection methods (AO3) with a <b>reasonable</b> evaluation of the fieldwork data collection methods critically (AO3).</p> <p>This will be shown by some <b>simple</b> ideas.</p> <p>The answer may not link own fieldwork.</p> <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><b>0 marks</b> No response or no response worthy of credit</p>		<p>My investigation was into the quality of life in different wards in south Derby. My hypothesis was that quality of life will improve with distance away from the city centre.</p> <p>On the field visit I observed and recorded a range of evidence about quality of life, such as housing quality, litter, graffiti and vandalism. This evidence was scored on a 1-5 scale with 1 being the worst score. This gave me useful data to compare the quality of life in the different wards. However, the scoring was very subjective and may have been biased by my opinion of the area and comparison with where I live. Furthermore, we only sampled three streets in each ward, these may not have been typical of the area as a whole. This means that the results obtained about the quality of life for each area may not be comprehensive and accurate. The secondary data was taken from Derby City Council's Neighbourhood profiles. This gave an insight into aspects of quality of life that cannot be observed. However for Chellaston there is no data for primary pupils achieving level 4, which hindered a comparison with the other wards for education</p> <p>Example of <b>developed</b> ideas. My investigation was about the quality of life in south Derby. My hypothesis was that quality of life will improve with distance away from the city centre. On the field visit I observed and recorded evidence about quality of life, such as housing quality, litter, and graffiti. This gave me useful data to compare the wards. However the scoring was based on my opinion. We only sampled three streets in each area, these may not have been typical of the area. This could mean that the results about quality of life are not accurate.</p> <p>Example of <b>simple</b> ideas. I collected information about the quality of life in different parts of Derby. The scores I gave were based on my opinions of each area. This means that my results are biased.</p>
		Spelling, punctuation and grammar and the use of specialist terminology (SPaG) are assessed using the separate marking grid in Appendix 1.	<b>3</b>	

## APPENDIX 1

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

<b><i>High performance 3 marks</i></b>
<ul style="list-style-type: none"> <li>• Learners spell and punctuate with consistent accuracy</li> <li>• Learners use rules of grammar with effective control of meaning overall</li> <li>• Learners use a wide range of specialist terms as appropriate</li> </ul>
<b><i>Intermediate performance 2 marks</i></b>
<ul style="list-style-type: none"> <li>• Learners spell and punctuate with considerable accuracy</li> <li>• Learners use rules of grammar with general control of meaning overall</li> <li>• Learners use a good range of specialist terms as appropriate</li> </ul>
<b><i>Threshold performance 1 mark</i></b>
<ul style="list-style-type: none"> <li>• Learners spell and punctuate with reasonable accuracy</li> <li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder overall</li> <li>• Learners use a limited range of specialist terms as appropriate</li> </ul>
<b><i>0 marks</i></b>
<ul style="list-style-type: none"> <li>• The learner writes nothing</li> <li>• The learner's response does not relate to the question</li> <li>• The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>