

**GCSE (9–1)**

**Geography B (Geography for Enquiring Minds)**

**J384/02: People and society**

General Certificate of Secondary Education

**Mark Scheme for Autumn 2021**

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

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

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

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## 1. Annotations

Annotation	Meaning
	Blank page – the annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response
	Correct response
	Incorrect response
	Unclear
	Information omitted
	Level 1
	Level 2
	Level 3
	Level 4
	Development
	Relevant place detail
	Benefit of doubt
	Significant amount of material which doesn't answer the question
	Expandable vertical wavy line
	Communicate findings
	Noted but no credit given

## 12. Subject Specific Marking Instructions

### INTRODUCTION

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

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

You should ensure that you have copies of these materials.

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

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

### USING THE MARK SCHEME

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

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

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

**LEVELS OF RESPONSE QUESTIONS:**

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

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

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

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

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

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


	<b>A01</b>	<b>A02</b>	<b>A03</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)	B: Between 1986 and 2016 the share of the population of China living in urban areas more than doubled (✓)	1	(✓)
		(ii)	The data could be presented as a line graph (✓). This would make it easier to see the increase for each country (DEV). The data could be presented in a table as raw data (✓). This would make it easy to read the values (DEV).	2	1 x 1 (✓) for appropriate suggestion of alternative way of presenting data 1 x 1 (DEV) for valid justification  No credit for pie chart or histogram.
	(b)		Lack of medical care (✓) so people may move to access hospital treatment (DEV) Lack of schools (✓) means that people move to get a better education (DEV) Crop failure (✓) may cause people to move to cities where there are more job opportunities (DEV) Unemployment (✓) as there is a greater variety of jobs available in cities (DEV)	4	2 x 1 (✓) for valid push factors which might result in migration from rural to urban areas in LIDCs 2 x 1 (DEV) for appropriate explanation of push factor  Candidate may incorrectly state 2 pull factors rather than 2 push factors - no credit. However, credit can be given for correct explanation. (DEV).
	(c)		<b>Case Study: Effects of migration on an LIDC or EDC city.</b>  <b>Level 3 (5-6 marks)</b> An answer at this level demonstrates <b>thorough</b> knowledge of migration in an LIDC or EDC city (AO1) with a <b>thorough</b> evaluation of the effects of migration on the city (AO3).  This will be shown by including <b>well-developed</b> ideas about migration and its effects.  The answer must also include <b>place-specific</b> details for the named LIDC or EDC city.  <b>Level 2 (3-4 marks)</b> An answer at this level demonstrates <b>reasonable</b> knowledge of migration in an LIDC or EDC city (AO1) with a <b>reasonable</b> evaluation of the effects of migration on the city (AO3).  This will be shown by including <b>developed</b> ideas about migration and its effects.	6	Case study will be marked using 3 levels:  <b>Indicative Content</b>  Named LIDC or EDC city can be any country as defined by the IMF. Assessment of effects of challenge may be speculative but must be based on evidence.  <b>Example of well-developed ideas.</b> 70% of migrants into Mumbai are from Maharashtra state, moving to find work. They are mostly young men aged between 18-30 who plan to get a job and send money home to support their family. This contributes to the city having a young population. When migrants arrive in Mumbai they cannot afford housing so build their own on the edge of existing shanty housing like Dharavi. Therefore, Dharavi has grown in size as a result of migration. As there is only 1 toilet for 500 people and the sewers are open this has led to the

		<p>Developed ideas but no place-specific details credited up to <b>bottom</b> of level.</p> <p><b>Level 1 (1-2 marks)</b> An answer at this level demonstrates <b>basic</b> knowledge of migration in an LIDC or EDC city (AO1) with a <b>basic</b> evaluation of the effects of migration on the city (AO3).</p> <p>This will be shown by including <b>simple</b> ideas about migration and its effects.</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 worthy of credit.</p>	<p>spread of illnesses like diarrhoea and an increased need for medical services.</p> <p><b>Example of developed ideas.</b> People move from rural areas into Mumbai in order to get a job. This means that areas of the city become shanty towns as people cannot afford to buy their own house. People are living so close together, disease can spread easily and many shanty towns do not have enough toilets or running water.</p> <p><b>Example of simple ideas.</b> People move to Mumbai because they want to get a job. They live in shanty towns, so these end up getting bigger.</p> <p>AC city L2(3) max</p>
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Question		Answer	Mark	Guidance
2	(a)	D: A country which is wealthy and has a wide range of jobs and services (✓)	1	(✓)
	(b)	North America and Europe have the highest HDI scores (✓) with Africa having the lowest HDI score (✓) (C).	3	2 x 1 (✓) for describing the pattern of HDI scores from the world map using named continents or countries.  1 x 1 (C) for communicating the answer in an appropriate order including reference to named areas with high and low HDI scores (COM).
	(c)	0.15 (✓)	1	(✓)  Allow tolerance of 0.13 – 0.17
	(d)*	<p><b>Case study: Wider political, environmental and social context affecting the development of a country.</b></p> <p><b>Level 3 (6-8 marks)</b> An answer at this level demonstrates <b>thorough</b> knowledge of an LIDC's wider political, environmental, and social context (AO1) with a <b>thorough</b> understanding of how these contexts affected the development of the country (AO2).</p> <p>This will be shown by including <b>well-developed</b> ideas about the wider political, environmental and social contexts and how these contexts affected the development of the country.</p> <p>The answer must also include <b>place-specific</b> details for the named LIDC.</p> <p><b>Level 2 (3-5 marks)</b> An answer at this level demonstrates <b>reasonable</b> knowledge of an LIDC's wider political, environmental, and social context (AO1) with a <b>reasonable</b> understanding of how these contexts affected the development of the country (AO2).</p>	8	<p>Case study will be marked using 3 levels:</p> <p><b>Indicative Content</b></p> <p><b>Example of well-developed ideas.</b> When Zambia gained independence in 1964 there were few Zambians with the skills needed to run the country and they had to rely on European help. They now have a stable political system and the government holds democratic elections every few years. This stability is helping the country to develop. They have invested in building the Kariba Dam on the Zambezi river which provides a reliable source of HEP which can be used to power manufacturing, and also supplies water which can be used to irrigate crops. The HEP has brought in overseas investment from countries like China who are investing in the copper mines in Zambia. This outside investment is enabling the country to get richer. As a result of more money being available to the government, health care and education are improving, and people are living longer. Therefore, having stability in the government is having a big impact on helping the country to develop.</p>

		<p>This will be shown by including <b>developed</b> ideas about the wider political, environmental and social contexts and how these contexts affected the development of the country.</p> <p>Developed ideas but no place-specific details credited up to <b>bottom</b> of level.</p> <p><b>Level 1 (1-2 marks)</b> An answer at this level demonstrates <b>basic</b> knowledge of an LIDC's wider political, environmental, and social context (AO1) with a <b>basic</b> understanding of how these contexts affected the development of the country (AO2).</p> <p>This will be shown by including <b>simple</b> ideas about the wider political, environmental and social contexts and how these contexts affected the development of the country.</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 worthy of credit.</p>		<p><b>Example of developed ideas.</b> Zambia has a stable government which regularly holds elections, this is helping the country to develop as they are able to spend money on projects like the Kariba Dam. This provides HEP which contributes to the growth of industry, providing jobs for people in copper mines. This can improve peoples' lives as they can make more money than they did from farming.</p> <p><b>Example of simple ideas.</b> Zambia has copper mines where people can get jobs. It also has improved health care and education so people are living longer.</p> <p>L2 (3) max for non LIDC example.</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>	

Question		Answer	Mark	Guidance
3	(a)	B: 2:3 (✓)	1	(✓)
	(b)	(i)	2	1 x 1 (✓) for correct starting point and direction of arrow 1 x 1 (✓) for arrow being 6mm thick
		(ii)	2	1 x 1 (✓) for correct answer 1 x 1 (✓) for correct working out (50-?= ? or for adding up the width of all of the arrows)
	(c)	(i)	2	2 x 1 (✓) for valid changes identified in the economic hub  Candidate must be explicit about the change that has occurred. No credit for simply describing the economic hub.
		(ii)	6	Answer will be marked using 3 levels:  <b>Indicative Content</b>  <b>Example of well-developed ideas.</b> Cambridge is significant to its' region because 1500 bio-tech and IT firms are now based there and this provides employment for scientific researchers in the region. Employment opportunities help to keep many highly skilled Cambridge university graduates in the local area. The Grafton shopping centre provides high order shops and leisure facilities for residents of the local region. As Cambridge is important, transport links such as the M11 and A14 are very well maintained and Stansted airport has regular flights. There are also super railway links to London.
				<p><b>Level 3 (5-6 marks)</b> An answer at this level demonstrates <b>thorough</b> knowledge of the economic hub (AO1), with a <b>thorough</b> understanding of its significance to region (AO2).</p> <p>This will be shown by including <b>developed</b> ideas about why the economic hub is significant to its region.</p> <p><b>Level 2 (3-4 marks)</b> An answer at this level demonstrates <b>reasonable</b> knowledge of the economic hub (AO1), with a <b>reasonable</b> understanding of its significance to region (AO2).</p> <p>This will be shown by including some <b>developed</b> ideas about why the economic hub is significant to its region.</p>

		<p><b>Level 1 (1-2 marks)</b> An answer at this level demonstrates <b>basic</b> knowledge of the economic hub (AO1), with a <b>basic</b> understanding of its significance to region (AO2).</p> <p>This will be shown by including <b>simple</b> ideas about why the economic hub is significant to its region.</p> <p><b>0 marks</b> No response worthy of credit.</p>	<p><b>Example of developed ideas.</b> Cambridge is significant in its' region because it provides lots of jobs in high tech industries and scientific research. There are a number of shopping centres and independent shops attracting people from the local region. Cambridge is very well connected to other places, such as London, by road and rail.</p> <p><b>Example of simple ideas.</b> Cambridge is significant to its' region because it provides lots of jobs and there are many shops for people to visit.</p>
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Question		Answer	Mark	Guidance
4	(a)	<p>More tractors are used so farming is more efficient (✓)  Crop sprayers can be used to spray crops with fertilisers to increase their growth (✓)  Irrigation channels and drip feeders can be used to ensure that crops receive enough water (✓)  Chemical sprayers can be used to protect crops from pests (✓) which means that fewer crops are lost to disease (✓)  Planting and harvesting crops using machinery allows for two harvests per year (✓)  Combine harvesters allows crops to be gathered more quickly meaning less food rots in the field (✓)</p>	2	<p>2 x 1 (✓) for valid explanation of how the mechanisation of farming has increased food production</p> <p>No credit for the methods being quicker/faster</p>
	(b)	<p>Large trawler boats can catch more fish than are required (✓) depleting fish stocks too quickly (DEV)  Large trawler boats might catch the wrong species of fish (✓) putting more endangered fish at risk (DEV)  If too many young fish (✓) are caught this is unsustainable (DEV)  Trawler boats can damage the sea bed (✓) disrupting and harming the environment (DEV)</p>	4	<p>2 x 1 (✓) for appropriate ways identified that commercial fishing may have a negative impact on the environment  2 x 1 (DEV) for explanation of how the impact is negative</p>
	(c)	C: Locally grown food can be sold to local shops and restaurants (✓).	1	(✓)
	(d)*	<p><b>Level 3 (5-6 marks)</b>  An answer at this level demonstrates <b>thorough</b> understanding of Malthusian and Boserupian theories (AO2). There will be with a <b>reasonable</b> evaluation of how similar the two theories are (AO3) to come to a <b>thorough</b> judgement of the extent to which they are similar (AO3).</p> <p>This will be shown by including <b>well-developed</b> ideas about Malthusian and Boserupian theories and how similar they are.</p>	6	<p>Answer will be marked using 3 levels:</p> <p><b>Indicative Content</b></p> <p>Response will include detail about Malthus and Boserup's key theories and a comparison of the key similarities/ differences between them.</p> <p><b>Example of well-developed ideas.</b></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 (3-4 marks)</b> An answer at this level demonstrates <b>reasonable</b> understanding of Malthusian and Boserupian theories (AO2). There will be with a <b>basic</b> evaluation of how similar the two theories are (AO3) to come to a <b>reasonable</b> judgement of the extent to which they are similar (AO3).</p> <p>This will be shown by including <b>developed</b> ideas about Malthusian and Boserupian theories and how similar they are.</p> <p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p> <p><b>Level 1 (1-2 marks)</b> An answer at this level demonstrates <b>basic</b> understanding of Malthusian and Boserupian theories (AO2). There may be a <b>basic</b> evaluation of how similar the two theories are (AO3) or a <b>basic</b> judgement of the extent to which they are similar. (AO3).</p> <p>This will be shown by including <b>simple</b> ideas about Malthusian and Boserupian theories and how similar they are.</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 worthy of credit.</p>	<p>Malthus's theory is that population increases at a geometric rate and that food supply increases at an arithmetic rate. This means that population is increasing faster than food supply and can lead to starvation and death, resulting in enough food being left for the surviving population. However, Boserup's theory is totally different to this. She argues that as the population grows people learn to adapt and make changes. For example, food supply can be increased through the mechanisation of farming and may be increased further through methods such as improved irrigation techniques or even genetic modification of crops. As food production can be increased this means that the population can continue to grow. In conclusion, whilst both Malthus and Boserup look at population growth their theories are actually very different.</p> <p><b>Example of developed ideas.</b> Malthus and Boserup's theories are different. This is because Malthus believes that population increases faster than food supply and that when there is not enough food then people will die of starvation. On the other hand, Boserup believes that as population grows then people will find new ways to make sure that there is a big enough food supply.</p> <p><b>Example of simple ideas.</b> Malthus believed that populations would grow until there was not enough food and then people would starve. This would then mean there was then enough food for those people who were left.</p>
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Question			Answer	Mark	Guidance
5	(a)	(i)	Indicative content: Do you feel that the new housing development is needed? Do you think that the housing area will have any positive impacts for the local area?	2	2 x 1 (✓) for appropriate questions to be added to the questionnaire  Credit any valid question related to household/ personal profile or opinions on the new housing development.
		(ii)	Candidate to select appropriate type of graph) and plot points correctly.	3	1 x 1 (✓) for suitable graph type 1 x 1 (✓) for correctly plotted points. 1 x 1 (✓) for correct use of an appropriate graphical technique (e.g. labelling axis)
	(b)		Developers should consider the environmental sustainability (✓) and could place solar panels on the roofs of the houses. (✓) Developers should include affordable housing in the development (✓) to cater for people on a lower income (✓)	2	2 x 1 (✓)

## 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>



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