OCR
Oxford Cambridge and RSA

Sample Question Paper

GCSE Geography B

J386/02 People and Society

Time allowed: 1 hour 15 minutes

You can use:
• a ruler (cm/mm)
• a scientific or graphical calculator

Please write clearly in black ink. **Do not write in the barcodes.**

Centre number [ ][ ][ ][ ][ ]   Candidate number [ ][ ][ ][ ]

First name(s) _____

Last name _____

INSTRUCTIONS
• Use black ink. You can use an HB pencil, but only for graphs and diagrams.
• Write your answer to each question in the space provided. If you need extra space use the lined pages at the end of this booklet. The question numbers must be clearly shown.
• Answer **all** the questions.
• Where appropriate, your answer should be supported with working. Marks might be given for using a correct method, even if your answer is wrong.

INFORMATION
• The total mark for this paper is **70**.
• The marks for each question are shown in brackets **[ ]**.
• Quality of extended response will be assessed in questions marked with an asterisk (*).
• Spelling, punctuation and grammar (SPaG) and the use of specialist terminology will be assessed in questions marked with a pencil (✏).
• This document has **16** pages.

ADVICE
• Read each question carefully before you start your answer.
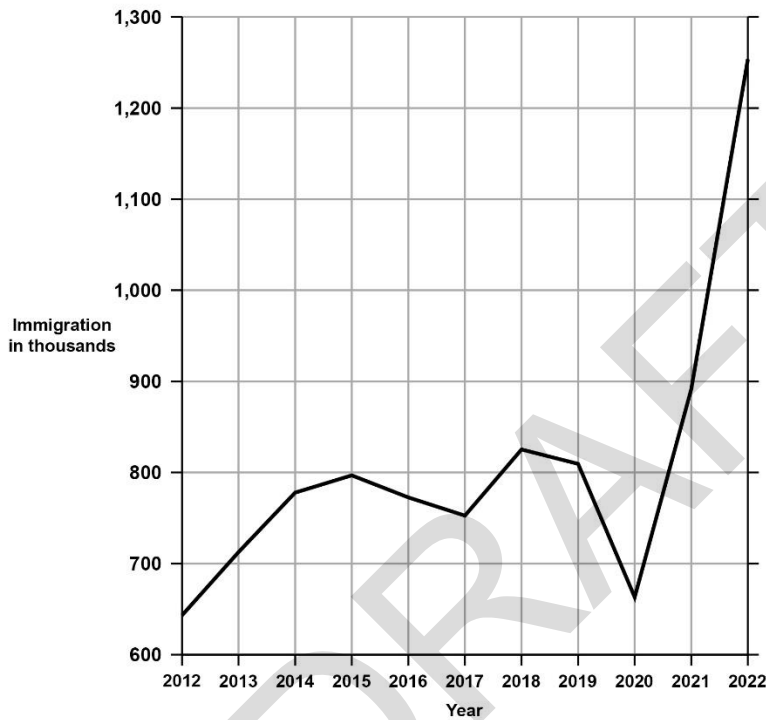
Answer **all** the questions.

Urban Populations

1
(a) Define the term **migration**.

....

.... **[1]**

(b) This is a graph showing immigration to the UK between 2012 and 2022.

(i) Which **one** of the following statements most accurately describes the trend shown by the graph?

A   Immigration has decreased overall, but there have been some fluctuations.

B   Immigration has increased at a steady rate.

C   Immigration has increased each year.

D   Immigration has increased rapidly since 2020.

Write the letter in the box.   **[1]**

(ii) Calculate the range, in thousands, of immigration to the UK between 2012 and 2022.

Range = ... thousand **[2]**

(c) Explain **one** cause of urban trends in the UK.

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.... **[2]**
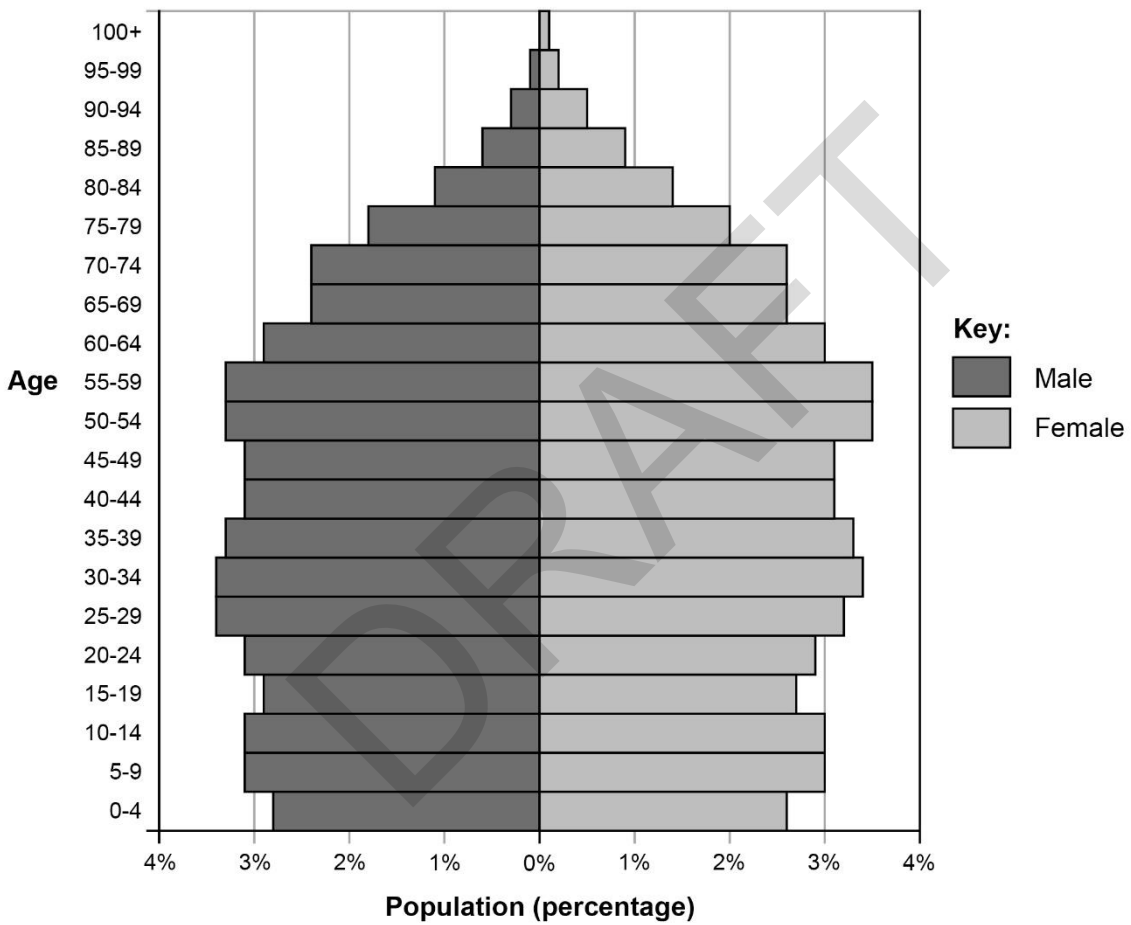
(d) This is a population pyramid of the UK in 2021.

Describe the characteristics of the UK population.

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.... **[3]**

(e) Explain the consequences of rapid urbanisation in LIDC cities.

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.... **[3]**

(f)* CASE STUDY – EDC or LIDC city

Name of EDC or LIDC city:

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To what extent has **one** initiative in the city made it more sustainable?

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.... **[6]**

Global Development

2
(a)
(i) Which **three** indicators are used to calculate the human development index (HDI)?

 A   Birth rate, life expectancy, gross national income (GNI)

 B   Death rate, life expectancy, gross national product (GNP)

 C   Life expectancy, mean years of schooling, gross national income (GNI)

 D   Mean years of schooling, people per doctor, energy consumption

Write the letter in the box. **[1]**

(ii) This is a line graph of the HDI score for India.
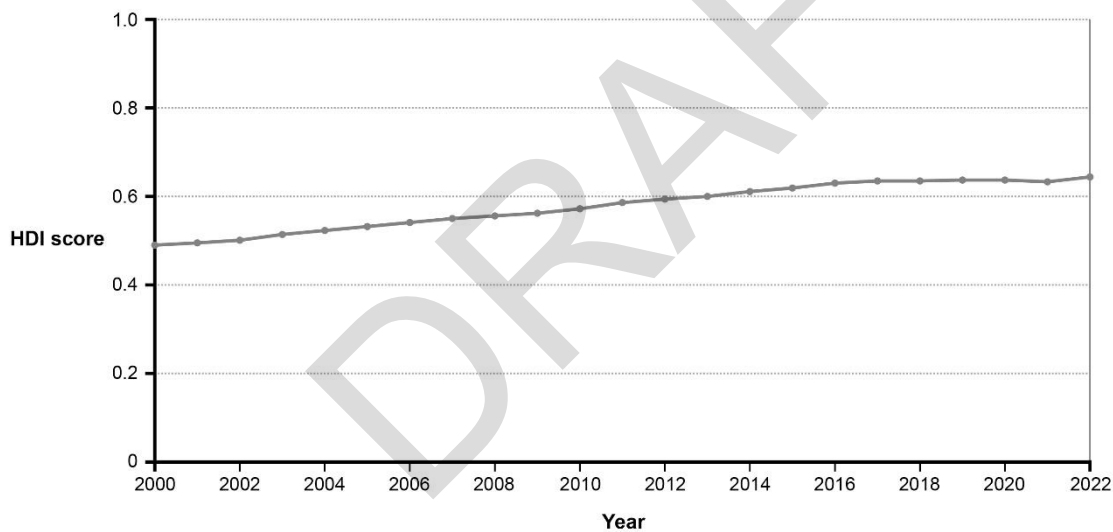
How much has India's HDI increased between 2000 and 2022?

A 0.06

B 0.15

C 0.65

D 1.50

Write the letter in the box. **[1]**

(iii) State **one** limitation of economic measures of development.

.... **[1]**

(b) This is a scatter graph showing Gross Domestic Product (GDP) and Happy Planet Index (HPI).

HPI is a measure of sustainable wellbeing. It ranks countries by how well they deliver long, happy lives using the world's limited environmental resources.
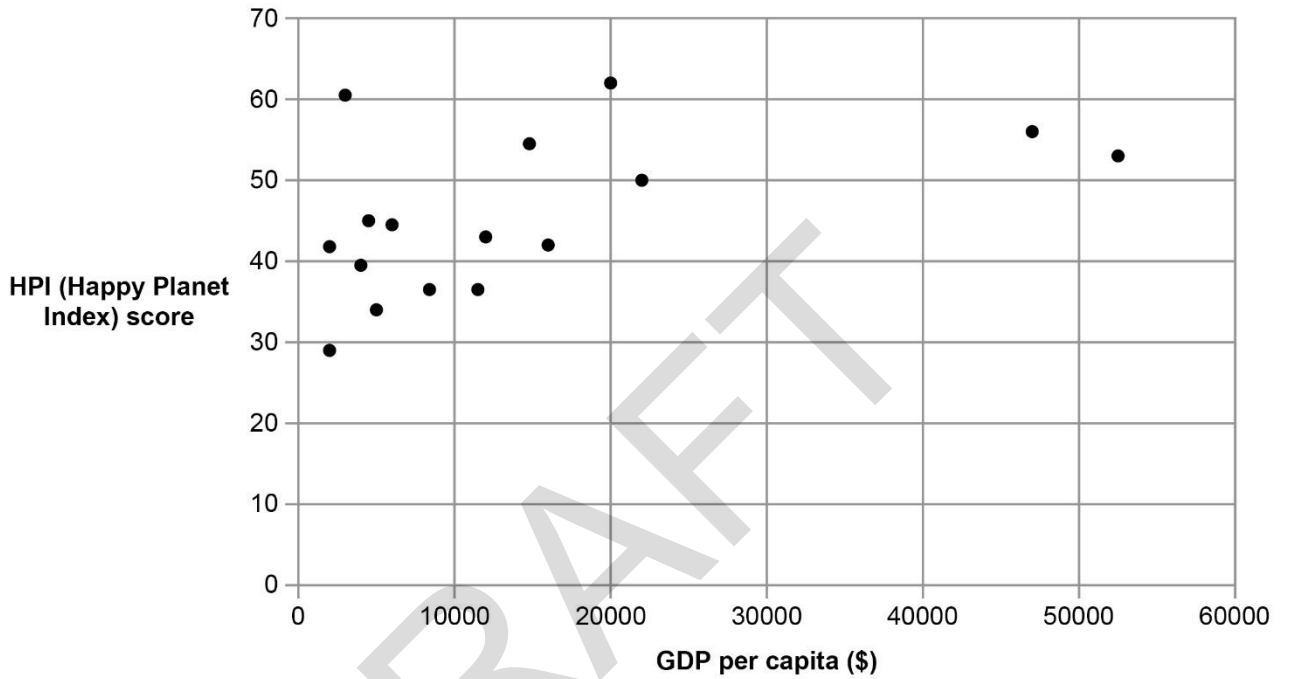
(i) Plot a line of best fit to the scatter graph. **[1]**

(ii) Identify the relationship between HPI and GDP per capita shown on the graph.

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.... **[2]**

(iii) Suggest **one** way this graph could be adapted to show the relationship between HPI and GDP per capita more clearly.

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.... **[1]**

(c) Explain how unequal trade influences development.

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.... **[4]**

DRAFT

(d)* CASE STUDY – LIDC Development

Name of LIDC:

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For your LIDC, examine how successful it has been in achieving **one** of the Sustainable Development Goals.

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.... **[6]**

✎ Spelling, punctuation and grammar and the use of specialist terminology **[3]**

Resource Reliance

3
(a)
(i) What is food security?

A   When all people always have access to safe and nutritious food.

B   When all people have enough money to buy food.

C   When people grow and sell food produced in their own country.

D   When people sometimes have enough food to eat.

Write the letter in the box. [1]

(ii) The map shows the Global Hunger Index in 2021.

Global Hunger Index 2021

Key

Serious   Alarming   Extremely Alarming
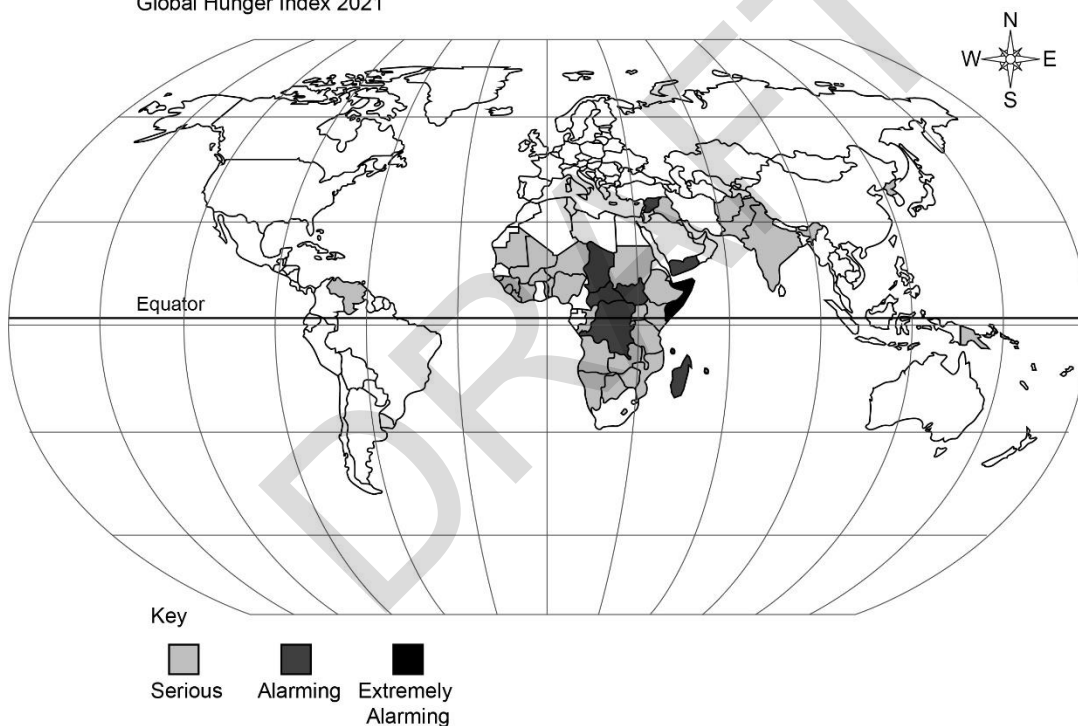
Describe the pattern of global hunger in 2021.

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.... **[3]**

(iii) The information shows differences in rural and urban hunger.

What is the ratio of hungry people in rural areas to hungry people in urban areas?

A   3 : 2

B   4 : 1

C   5 : 2

D   8 : 1

Write the letter in the box.   **[1]**

(b) CASE STUDY – Food security in one country

Name of country:

....

(i) Describe **two** factors influencing food production in the country you have studied.

1 ....

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2 ....

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[2]

(ii) Explain the success of an attempt to achieve food security at a local scale.

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.... **[4]**

(c)* Evaluate how competing pressures from different land uses impact on water stress in the UK.

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.... **[6]**

Section B

Familiar fieldwork

You have completed human geography fieldwork for GCSE geography.

Your fieldwork question:

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4

(a) Justify **one** technique you used to present your results.

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.... **[2]**

(b)* To what extent was the analysis of the data you collected useful in writing your conclusion?

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.... **[6]**

Unfamiliar fieldwork

5 GCSE Geography students were doing a fieldwork investigation on international migration in their local area and how it influences the character of the city. They looked at types of businesses and the ethnic groups who live in the area.

The photograph shows Narborough Road, a main street in the city of Leicester.

(a) Suggest how this photograph could be used to plan the students' fieldwork investigation.

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.... **[2]**

(b) The students were planning their human geography fieldwork data collection.

Explain **one** technique they could use to collect information about the businesses on Narborough Road.

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.... **[2]**

(c) As part of their secondary data collection, the students obtained population data about the ethnic groups in Leicester.

The table shows the data they collected.

Ethnic group	Percentage of population (%)
Asian	43.4
White	40.9
Black	7.8
Mixed or multiple ethnic groups	3.8
Other	4.1

Suggest **one** data presentation technique which could be used to present the data.

.... **[1]**

(d) The graph shows the population data of the ethnic groups in Leicester in 2001, 2011 and 2021.
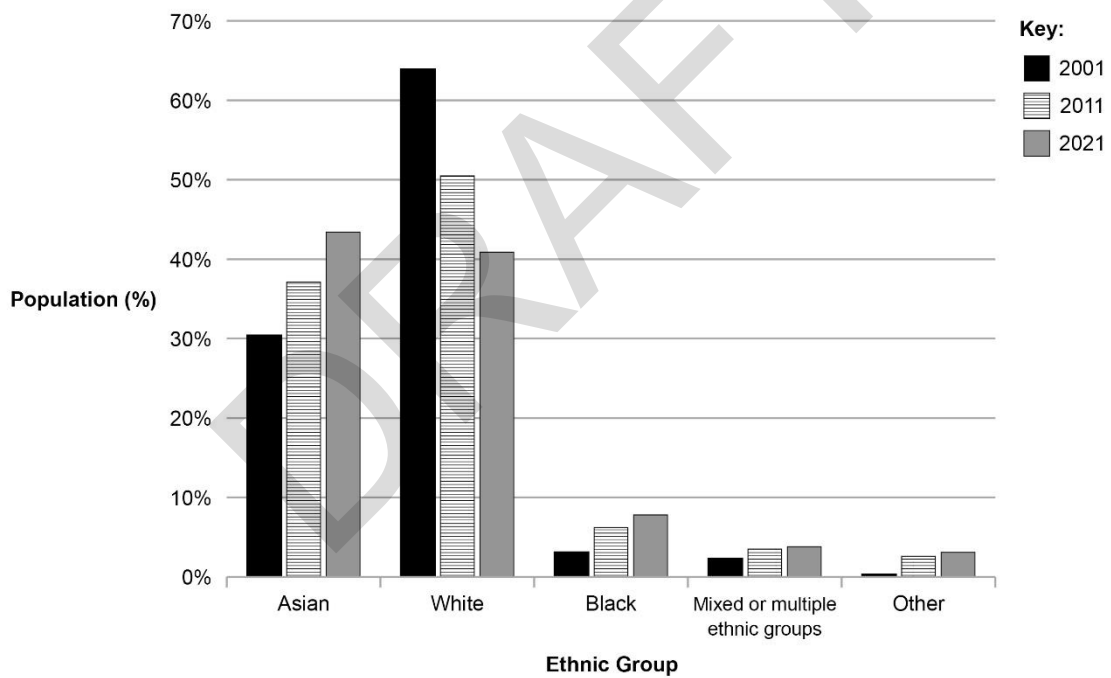
Identify **two** trends from the data over time.

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.... **[2]**

END OF QUESTION PAPER.

OCR
Oxford Cambridge and RSA

Sample Mark Scheme

GCSE Geography B

J386/02 People and Society

MARK SCHEME

Duration: 1 hour 15 minutes

MAXIMUM MARK 70

DRAFT

| Version: |
| Last updated: |
| |
| (FOR OFFICE USE ONLY) |

This document has 29 pages

MARKING INSTRUCTIONS

PREPARATION FOR MARKING
RM ASSESSOR

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% (traditional 40% 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 or the RM Assessor messaging system, or by email.

5. **Crossed Out Responses**

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)
If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)
Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.

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

Award Zero '0' if:
  - anything is written in the answer space and is not worthy of credit (this includes text and symbols).

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

8.   The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail. **Do not refer to any confidential content in email.**

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.

10.   For answers marked by levels of response:

Read through the whole answer from start to finish, using the Level descriptors to help you decide whether it is a strong or weak answer. The indicative content in the Guidance column indicates the expected parameters for candidates' answers, but be prepared to recognise and credit unexpected approaches where they show relevance. Using a 'best-fit' approach based on the skills and geographical content evidenced within the answer, first decide which set of level descriptors, Level 1, Level 2 or Level 3, best describes the overall quality of the answer.

Once the level is located, award the higher or lower mark:

The higher mark should be awarded where the level descriptor has been evidenced and all aspects of the communication statement (in italics) have been met.

The lower mark should be awarded where the level descriptor has been evidenced but aspects of the communication statement (in italics) are missing.

In summary:

The skills and geographical content determines the level.

The communication statement determines the mark within a level.

11. **Annotations**

Annotation	Meaning
✔	Tick
✖	Cross
❓	Unclear
BOD	Benefit of the doubt
IR	Irrelevant
L1	Level one
L2	Level two
L3	Level three
NAQ	Not answered question
OFR	Own figure rule
SEEN	Noted but no credit given.
TV	Too vague
∧	Omission mark
BP	Blank page

Highlighting is also available to highlight any points on the script.

BP to be inserted on every blank page.

SEEN to be inserted in every question space where NR is the mark.

12. **Subject Specific Marking Instructions**

Levels of response	AO1	AO2	AO3	Quality of extended response
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.	There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.
Thorough	A range of accurate knowledge that is relevant to the question.	A range of detailed and 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.	There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
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 relevant knowledge and understanding. Some accuracy in analysis through the application of relevant knowledge and understanding. Partially supported evaluation through the application of relevant knowledge and understanding. Partially supported judgement through the application of relevant knowledge and understanding.	The information has some relevance and is presented with limited structure. The information is supported by limited evidence.

| **Basic** | Limited knowledge that is relevant to the topic or question. | Limited understanding that is relevant to the question. | Limited accuracy in interpretation through the application of relevant knowledge and understanding.
Limited accuracy in analysis through the application of relevant knowledge and understanding.
Un-supported evaluation through the application of relevant knowledge and understanding.
Un-supported judgement through the application of relevant knowledge and understanding. | 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. |

Question			Answer	Mark	Guidance
1	(a)		Moving from one place to settle in another. (✓)	1	1 x 1 (✓) for any valid definition. Moving to a town / city is not valid.
1	(b)	(i)	**D:** Immigration has increased rapidly since 2020. (✓)	1	1 x 1 (✓) for correct answer.
1	(b)	(ii)	1240 - 640 (✓) = 600 (thousand) (✓)	2	2 x 1 (✓) for correct answer. If correct calculation shown but answer incorrect, award 1 mark. (✓) If correct answer shown but no calculation, award 2 marks.
1	(c)		Rural to urban migration (✓) as people move there for better jobs / healthcare / education (DEV). Students and young adults move to larger towns and cities (✓) for university and jobs (DEV). Brownfield site developments (✓) because of being denser and changing land use in towns and cities (DEV).	2	1 x 1 (✓) for any valid reason. 1 x 1 (DEV) for valid explanation linked to the reason.
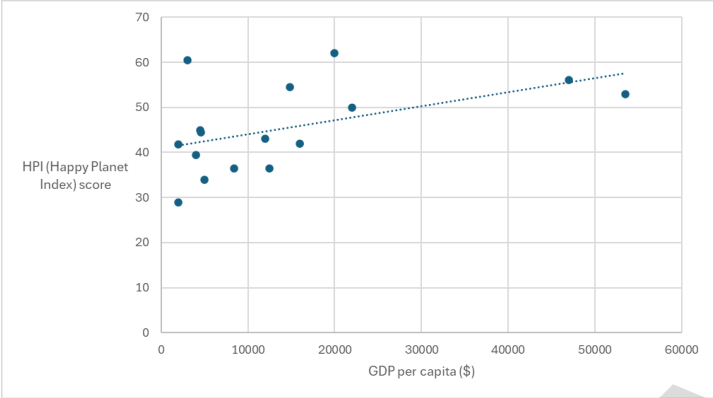
Question			Answer	Mark	Guidance
			High demand for housing (✓) as there are more single occupants, e.g. ageing population and split households (DEV).		
1	(d)		The smallest age group is 95-99. (✓) There are many elderly dependents. (✓) There are more females than males who are 80+. (✓) The largest age groups are between 30-34, 50-54 and 55-59. (✓) There is a low death rate. (✓) There is a low birth rate. (✓) The infant mortality is low. (✓) The population of males and females is generally balanced.	3	3 x 1 (✓) for valid characteristics from the population pyramid.
1	(e)	(ii)	Increase in population creates a larger workforce. (✓) Competition for jobs could lead to unemployment. (✓) Pressures on health services so people are less likely to use them. (✓) Pressures on education services may mean children miss out. (✓) Lack of education resulting in low paid jobs. (✓)	3	3 x 1 (✓) for any explanation of the consequences.

Question			Answer	Mark	Guidance
			Possible increase in conflict/crime in the city. (✓) Lack of affordable housing. (✓) People rely on self-built housing in informal settlements. (✓) Environmental pressures on infrastructure such as waste removal. (✓) Lack of infrastructure due to rapid growth. (✓)		
1	(f)*		**Case Study: Sustainability in an EDC OR LIDC** **Level 3 (5-6 marks)** An answer at this level demonstrates **thorough** knowledge of an initiative in the city to make it more sustainable (AO1) There will be a **thorough** evaluation of whether the initiative is making the city more sustainable (AO3) to come to a **reasonable** judgement of the extent to which the statement is agreed with (AO3). This will be shown by including **well-developed** ideas about one initiative in the city which made it more sustainable. The answer must include **place-specific** details for the named LIDC or EDC city.	6	Case study will be marked using 3 levels **Indicative Content** Initiatives to make the city more sustainable could include: Transport improvements, e.g. electric buses Brownfield sites, e.g. housing quality and availability Rubbish, e.g. regular collections and recycling Sanitation, e.g. access to clean water / sewage disposal. Accept any relevant initiative which shows how the city has become more sustainable. **Example of well-developed ideas.** The Mumbai Metro is a mass rapid transit system (MRTS) where bus lanes have been introduced. 175 buses per hour use these lanes. Travelling by bus instead of a car, more people can travel on one form of transport, reducing air pollution. As a result, there are

Question	Answer	Mark	Guidance
	*There is a **well-developed** line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.* **Level 2 (3-4 marks)** An answer at this level demonstrates some **reasonable** knowledge of an initiative in the city to make it more sustainable (AO1) There will be a **reasonable** evaluation of whether the initiative is making the city more sustainable (AO3) to come to a **basic** judgement of the extent to which the statement is agreed with (AO3). This will be shown by including **developed** ideas about one way in which the city can become more sustainable. Developed ideas but no **place-specific** details credited up to **bottom** 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** knowledge of an initiative in the city to make it		fewer greenhouse gases produced. This means that they contribute less to global warming. It also reduces traffic congestion as 8,550 commuters per hour use the bus lanes. As only buses are allowed to use the bus lanes, they can travel faster than other cars and taxis. As a result, travel times will have reduced from 37 minutes to 15 minutes over 3.6km of bus lanes. **Example of developed ideas.** In Mumbai bus lanes have been introduced. 175 buses per hour use these lanes. By travelling by bus instead of a car air pollution is reduced. It also reduces traffic congestion as many commuters per hour use the bus lanes. As only buses are allowed to use the bus lanes, travel times decreased. **Example of simple ideas.** In Mumbai they use bus lanes to stop pollution. Credit max L2 3 marks for AC city.

Question	Answer	Mark	Guidance
	more sustainable (AO1). There may be a **basic** evaluation or judgement of whether the initiative is making the city more sustainable (AO3). This will be shown by including **simple** ideas about one way in which the city is becoming more sustainable. *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.* **0 marks** No response or no response worthy of credit.		

Question			Answer	Mark	Guidance
2	(a)	(i)	**C:** Life expectancy, mean years of schooling, gross national income (✓)	1	1 x 1 (✓) for correct answer.
2	(a)	(ii)	**B:** 0.15 (✓)	1	1 x 1 (✓) for correct answer.
2	(a)	(iii)	Challenging to collect statistical data where there have been conflicts or natural disasters. (✓). Lack of accurate data / people may not provide accurate data (✓). Economic factors are often averages (✓). Using one measure of development can be misleading (✓). GNI is expressed in US dollars, the value of which changes (✓). Some countries may withhold or underestimate their economic data (✓).	1	1 x 1 (✓) for correct answer.

Question			Answer	Mark	Guidance
2	**(b)**	**(i)**		1	1 x 1 (✓) for correctly plotting a line of best fit. The line of best fit should be a straight line (ruler not necessary). The line of best fit should divide the plotted points as evenly as possible.
2	**(b)**	**(ii)**	There is a positive correlation / relationship (✓). The correlation / relationship is quite weak (✓). GDP between $10,000 – $20,000 shows a medium to high HPI (✓).	2	2 x 1 (✓) for correct analysis of the relationship.
2	**(b)**	**(iii)**	Country names could be added to the scatter graph (✓). More data is required to show a clearer pattern (✓). Add countries with higher GDP / $30,000 and above to show correlation / relationship (✓).	1	1 x 1 (✓) for suggesting how the graph could be adapted to show the relationship more clearly.
2	**(c)**		Trade can be unfair for some countries as money is lost (✓). Where TNCs operate in countries the	4	2 x 1 (✓) points about unequal trade. 2 x 1 (DEV) how unequal trade influences development.

15

Question			Answer	Mark	Guidance
			money earned benefits the country the TNC originates in (DEV). Countries may rely on a single/few goods to sell such as flowers (✓). The flower industry is reliant on a favourable climate and global prices. Should this change, trade would be affected (DEV). Political instability has a negative effect on trade (✓). Countries may choose to trade with stable nations, affecting their ability to generate income (DEV). Conflicts and wars use valuable resources in countries (✓). These resources are then unavailable to trade and to generate income (DEV).		
2	(d)*		**Case Study: LIDC examine how successful it has been in achieving a Sustainable Development Goal** **Level 3 (5-6 marks)** An answer at this level demonstrates **thorough** knowledge of the relevant Sustainable Development Goal in the named LIDC (AO1), a **thorough** evaluation of the progress of the LIDC towards the Sustainable Development Goal (AO3) and comes to a **reasonable** judgement	6	Case study will be marked using 3 levels: **Indicative Content** Answers many relate to any of the 17 SDGs 1. No poverty 2. Zero hunger 3. Good health and well-being 4. Quality education 5. Gender equality 6. Clean water and sanitation 7. Affordable and clean energy 8. Decent work and economic growth

Question			Answer	Mark	Guidance
			about how successful the LIDC has been in achieving the goal (AO3). This will be shown by including **well-developed** ideas about the progress of the LIDC towards the Sustainable Development Goal. The answer must include **place-specific** details for the named LIDC. *There is a **well-developed** line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.* **Level 2 (3-4 marks)** An answer at this level demonstrates some **reasonable** knowledge of the relevant Sustainable Development Goal in the named LIDC (AO1), a **reasonable**, evaluation of the progress of the LIDC towards the Sustainable Development Goal (AO3) and comes to a **basic** judgement about how successful the LIDC has been in achieving the goal (AO3). This will be shown by including **developed** ideas about the progress of the LIDC towards the Sustainable Development Goals.		9. Industry, innovation and infrastructure 10. Reduced inequalities 11. Sustainable cities and communities 12. Responsible consumption and production 13. Climate action 14. Life below water 15. Life on land 16. Peace, justice, and strong institutions 17. Partnerships for the goals **Example of well-developed ideas.** Ethiopia has made some progress towards the Sustainable Development Goals. It has been working with aid organisations including Charity: Water to improve access to clean water. 70% of people in rural areas do not have access to clean water. In the village of Gasi a spring protection system has been built. This allows villages access to plenty of clean water close to where they live. A benefit of this is women and children do not have to spend hours walking to collect water. This means that children have more time to go to school improving their education. Women are able to work, making baskets and braiding hair, which increases the family income improving their quality of life. However, this is a small-scale approach, and many more schemes are needed if everyone in Ethiopia is to get equal access to clean water.

Question			Answer	Mark	Guidance
			Developed ideas but no **place-specific** details credited up to **bottom** of level. *There is a **developed** 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** knowledge of the relevant Sustainable Development Goal in the named LIDC (AO1). There may be a **basic** evaluation or judgement of the progress of the LIDC towards the Sustainable Development goal (AO3). This will be shown by including **simple** ideas about the progress of the LIDC towards the Sustainable Development Goal. *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.* **0 marks** No response or no response worthy of credit.		In conclusion, although some progress had been made a lot more is needed. **Example of developed ideas.** Ethiopia has made some progress towards the Sustainable Development Goals. It has been working with aid organisations including Charity: Water to improve access to clean water. In the village of Gasi a spring protection system has been built. This allows villages access to plenty of clean water close to where they live. A benefit of this is women do not have to spend hours walking to collect water, so they are able to work, increasing family income. However, many more schemes are needed of everyone in Ethiopia is to get access to clean water. **Example of simple ideas.** More people in Ethiopia can get clean water from a spring and so they won't get ill from dirty water. Credit max L2 3 marks if EDC or AC examined.
		✏	Spelling, punctuation and grammar and the use of specialist terminology (SPaG) are assessed using the separate marking grid in Appendix 1.	3	

Question			Answer	Mark	Guidance
3	**(a)**	**(i)**	**A**: When all people always have access to safe and nutritious food (✓).	1	1 x 1 (✓) for correct answer.
3	**(a)**	**(ii)**	Serious to Alarming rates of hunger occur across multiple continents (✓), for example, Africa / Asia / South America (✓)(C). Most countries affected by global hunger have Serious rates of hunger (✓). There are exceptions of Alarming rates in Africa / Extremely Alarming rates in Africa / Somalia (✓)(C). Most countries with Serious hunger are in Africa (✓). An anomaly is Venezuela, which is the only country in South America with Serious hunger (✓)(C). Serious to Alarming rates of hunger are close to the Equator (✓). Alarming rates of hunger occur in Africa / Democratic Republic of the Congo (✓)(C).	3	2 x 1 (✓) for accurate descriptive statements. 1 x 1 (C) for communicating the answer in an appropriate and logical way. Must be one valid description to achieve communication mark. No communication mark if there is not a large-scale pattern and / or general point and specific detail.
3	**(a)**	**(iii)**	**B:** 4:1 (✓)	1	1 x 1 (✓) for correct answer.
3	**(b)**	**(i)**	**Case Study: food security** Desertification in the Sahel reduces the amount of land with fertile soil (✓).	2	2 x 1 (✓) for correct answer. Answers will depend on the case study chosen by the candidate.

Question			Answer	Mark	Guidance
			Desertification in the Sahel leads to poor soil quality (✓). Climate and changing climate such as drought / flooding in the UK produces supply issues (✓). Flooding in Pakistan reduces land available to grow crops (✓). Water availability / water stress in India influences food production due to a lack of fresh water (✓). Pests / diseases destroy crops such as cocoa in Brazil (✓). Population growth in Niger influences the amount of food available for people (✓). Conflict and war in Ukraine influence the amount of food available for people (✓). Changing diets in China have led to a greater consumption of certain foods such as meat (✓).		The factors need to be related to the case study.
3	(b)	(ii)	**Case Study:** Explain the success of an attempt to achieve food security at a local scale. Relevant detail about an attempt to achieve food security at a local scale (✓) (✓). The answer must include **place-specific** details.	4	2 x 1 (✓) for relevant detail about attempts to achieve food security at a local scale (AO1). 2 x 1 (DEV) for explanation of the success of the attempt to achieve food security (AO2). Relevant content could include: • Food banks • Allotments • Urban gardens • Community gardens • Food for life partnership programmes

Question			Answer	Mark	Guidance
			Explanation of the success of an attempt to achieve food security at a local scale (DEV) (DEV).		The answer must also include **place-specific** details for the named case study. Example answers: The number of food banks have grown over the past few years. In 2023, 17% of UK households were food 'insecure' (AO1) and 291,000 families (655,000 people) were forced to use food banks for the first time in 2023-2024 (AO1). Not all people are food secure as they have to gain access to safe supplies of food. This scheme is a short-term solution as people can only access three days' worth of food (AO2). Politicians have said that food banks should not become a permanent part of 21st century society but they may be necessary to support food security for all (AO2). Incredible Edible Todmorden in the Upper Calder Valley, Calderdale, West Yorkshire (AO1) created urban gardens to allow their community to work together to grow fruit, herbs and vegetables for everyone to share and promote healthy eating in Todmorden. Their motto is 'if you eat, you're in!'. In 2008, Incredible Edible Todmorden planted food in unloved public places in the town such as herbs on the train station platforms, veg beds outside the police station and fruit trees and bushes by the Health Centre (AO1). Incredible Edible Todmorden is extremely successful in creating food security for Todmorden. They have even expanded and created Incredible Farm in Lumbutts (south of Todmorden), teaching people about creating a sustainable food future (AO2). Due to

Question			Answer	Mark	Guidance
					the success of Incredible Edible Todmorden similar schemes have been set up in other areas (AO2). Credit max 2 marks for no place specific information
3	(c)*		**Level 3 (5-6 marks)** An answer at this level demonstrates a **thorough** understanding of competing pressures from different land uses and water stress in the UK (AO2). There will be a **thorough** evaluation of how competing pressures from different land uses impact on water stress in the UK (AO3). This will be shown by including **well-developed** ideas of how competing pressures from different land uses impact on water stress in the UK. *There is a **well-developed** line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.* **Level 2 (3-4 marks)** An answer at this level demonstrates a **reasonable** understanding of competing pressures from different land uses and water stress in the UK (AO2). There will be a **reasonable** evaluation of how competing pressures from different land uses impact on water stress in the UK (AO3).	6	Evaluate how competing pressures from different land uses impact on water stress in the UK **Example of well-developed ideas.** There are many competing land use pressures such as housing, infrastructure and agriculture affecting the south and east of England. This region has one of the largest population concentrations in the UK. Areas with the most serious water stress are in the south and east of England, where a combination of low rainfall and high population densities create water stress. Due to the large population, there is an increased demand for housing and infrastructure. This in turn puts pressures on water supply and availability. Agricultural demand from arable farming in the south and east of England creates water stress due to the south and east having the lowest precipitation rates, therefore a lower water table. **Example of developed ideas.** There are many competing land use pressures affecting the south and east of England due to this area having one of the largest populations in the UK. Areas with the most serious water stress are in the south and east of England. Due to the large population, there is an increased demand for housing.

Question			Answer	Mark	Guidance
			This will be shown by including **developed** ideas of how competing pressures from different land uses impact on water stress in the UK. *There is a line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.* **Level 1 (1-2 marks)** An answer at this level demonstrates a **basic** understanding of competing pressures from different land uses and water stress in the UK (AO2). There may be a basic evaluation of how competing pressures from different land uses impact on water stress in the UK (AO3). This will be shown by including **simple** ideas of how competing pressures from different land uses impact on water stress in the UK. *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.* **0 marks** No response or no response worthy of credit.		In addition, the greatest demand for water is in the south and east of England due to agricultural demand. In the future, the south and east of England may suffer from water shortages and droughts. **Example of simple ideas.** There are lots of people living in the south and east of England and this is where there isn't much water. People grow food and this uses lots of water.

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Question			Answer	Mark	Guidance
4	**(a)**		**Familiar Fieldwork** Justification could include: How the technique is an appropriate choice to present the data collected (✓) Reference to how difficult / easy the technique was to apply to the data set (✓) Shows the data in a clear / visual way (✓) Allows data to be compared easily (✓) Enables the data to be labelled / annotated for analysis (✓).	2	2 x 1 (✓) for each valid idea given to justify an appropriate data presentation technique. Presentation technique must be relevant to a human geography investigation. Candidates do not need to state the technique used to get credit. No credit for stating the technique, describing the technique or describing the data presented. Expect a wide range of data presentation techniques.
4	**(b)***		**Level 3 (5-6 marks)** An answer at this level demonstrates **thorough** analysis (AO3) of how the data collected was useful with a **thorough** evaluation of how the fieldwork data collected helped to answer the overall question for investigation (AO3). There will be a **reasonable** judgement as to the extent that the fieldwork data was useful in helping to answer the overall question for investigation (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.*	6	Candidates may evaluate how far the data was useful in answering their question. They could consider: The depth and breadth of data collected. The reliability / validity of results as evidence. The anomalies in the data and how helpful (or not) these were for the conclusion. The techniques they used for analysis and their findings from these. Candidates could talk about quantitative and qualitative data in their answers. Candidates should clearly be reflecting on their own fieldwork. Generic fieldwork should be credited at Level 1. Candidates who answer the question well but refer to physical geography fieldwork: max L1-2.

Question			Answer	Mark	Guidance
			Level 2 (3-4 marks) An answer at this level demonstrates **reasonable** analysis (AO3) of how the data collected was useful with a **reasonable** evaluation of how the fieldwork data collected helped to answer the overall question for investigation (AO3). There will be a **basic** judgement as to the extent that the fieldwork data was useful in helping to answer the overall question for investigation (AO3). 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 marks)** An answer at this level demonstrates **basic** analysis (AO3) of how the data collected was useful with a **basic** evaluation or judgement of how the fieldwork data collected helped to answer the overall question for investigation (AO3). This will be shown by including **simple** ideas. *The information is **basic** and communicated in an unstructured way. The information is supported by*		**Example of well-developed ideas:** We collected a variety of primary data to obtain information. We carried out a retail survey about the types of shops and business (coded 6 categories) on the high street. We also noted whether they were independently owned or chain stores like Costa. We carried out questionnaires with the business owners. The data collected was largely accurate and reliable as we were able to compare data with other groups. This data was useful as it allowed us to determine whether the high street was more a clone town or hometown. However, sometimes we couldn't be sure whether the premises were chain stores or independently owned so we tried to speak to the owners but that was not always possible or useful. Overall, the data collected was sufficient for us to calculate the clone town rating to draw a conclusion to our enquiry question. **Example of developed ideas**: We collected data on shops and business, if they were chains stores like Costa or owned independently. We also spoke to the shop owners

Question			Answer	Mark	Guidance
			limited evidence and the relationship to the evidence may not be clear. **0 Marks** No response or no response worthy of credit.		if we weren't sure about the type of shop. This was useful as we then found out the clone town score, which was helpful in answering the question. **Example of basic ideas:** We have carried out fieldwork to collect data about shops. It was useful so we could answer the question.

Question			Answer	Mark	Guidance
5	**(a)**		**Unfamiliar Fieldwork** To demonstrate the issue to be investigated (✓) To demonstrate, presence of multicultural / multi-ethnic culture, shops, restaurants (✓) To locate the site of their investigation (✓) To show the environment in which to collect the data (✓)	2	2 x 1 (✓) for two valid ideas for how the photograph could be used to plan a human geography investigation.
5	**(b)**		Building survey (✓) which categorises the use of each building (DEV). Photograph every fifth building (✓) to record information about each type of business (DEV). Land use survey (✓) to show the different ways that buildings and land are used (DEV). Interviews with business owners (✓) to record information about the type of business (DEV).	2	1 x 1 (✓) for a valid idea given. 1x 1 (DEV) to explain the data collection idea.
5	**(c)**		Pie chart (✓) Composite bar graph (✓) Bar graph (✓)	1	1 x (✓) for a valid idea given. Presentation technique must be relevant to a human geography investigation.
5	**(d)**		The percentage proportion for all ethnic groups has increased between 2001 – 2021 (✓) apart from the white ethnic group which has decreased by 23% (✓). The Asian ethnic group increased by 23% over the 20 years (✓).	2	2 x 1 (✓) for each valid observation about the data on the graph. Credit accurate data for specified years. (✓)

Appendix 1

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

High performance 3 marks
• Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate
Intermediate performance 2 marks
• Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate
Threshold performance 1 mark
• Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder overall • Learners use a limited range of specialist terms as appropriate
0 marks
• The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning

Awarding Spelling, Punctuation and Grammar and the use of specialist terminology to scripts with a scribe cover sheet

a.   If a script has a **scribe cover sheet** it is vital to check which boxes are ticked and award as per the instructions and grid below:

     i.   Assess the work for SPaG in accordance with the normal marking criteria.   The initial assessment must be made as if the candidate had not used a scribe and was eligible for all the SPaG marks.

     ii.   Check the cover sheet to see what has been dictated and therefore what proportion of marks is available to the candidate.

     iii.   Convert the SPaG mark to reflect the correct proportion using the conversion table given below.

SPaG mark awarded	Mark if candidate eligible for one third (e.g. grammar only)	Mark if candidate eligible for two thirds (e.g. grammar and punctuation only)
0	0	0
1	0	1
2	1	1
3	1	2

Word processed scripts

b.   If a script has a **word processor cover sheet** attached to it, the candidate **can** still access SPaG marks unless the cover sheet states that the checking functionality is enabled, in which case no SPaG marks are available.

c.   If you have any queries please contact the OCR Special Requirements Team at   srteam@ocr.org.uk

Other

If the script has a **transcript, Oral Language Modifier, Sign Language Interpreter** or a **Practical Assistant cover sheet,** award SPaG as normal.