



GCSE (9–1)

Geography B (Geography for Enquiring Minds)

J384/03: Geographical exploration

General Certificate of Secondary Education

Mark Scheme for November 2020

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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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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
	Level 1
	Level 2
	Level 3
	Level 4
	Development
	Expandable vertical wavy line
	Communicate findings
	Noted but no credit given

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.

	A01	A02	A03
Comprehensive	A range of detailed and accurate knowledge that is fully relevant to the question.	A range of detailed and accurate understanding that is fully relevant to the question.	Detailed and accurate interpretation through the application of relevant knowledge and understanding. Detailed and accurate analysis through the application of relevant knowledge and understanding. Detailed and substantiated evaluation through the application of relevant knowledge and understanding. Detailed and substantiated judgement through the application of relevant knowledge and understanding.
Thorough	A range of accurate knowledge that is relevant to the question.	A range of accurate understanding that is relevant to the question.	Accurate interpretation through the application of relevant knowledge and understanding. Accurate analysis through the application of relevant knowledge and understanding. Supported evaluation through the application of relevant knowledge and understanding. Supported judgement through the application of relevant knowledge and understanding.
Reasonable	Some knowledge that is relevant to the question.	Some understanding that is relevant to the question.	Some accuracy in interpretation through the application of some relevant knowledge and understanding. Some accuracy in analysis through the application of some relevant knowledge and understanding. Partially supported evaluation through the application of some relevant knowledge and understanding. Partially supported judgement through the application of some relevant knowledge and understanding.
Basic	Limited knowledge that is relevant to the topic or question.	Limited understanding that is relevant to the topic or question.	Limited accuracy in interpretation through lack of application of relevant knowledge and understanding. Limited accuracy in analysis through lack of application of relevant knowledge and understanding. Un-supported evaluation through lack of application of knowledge and understanding. Un-supported judgement through lack of application of knowledge and understanding.

Question			Answer	Mark	Guidance
1	(a)	(i)	In the North of Sulawesi (✓) North of Palu (✓) South of the Equator (✓) Centrally in Indonesia (✓) On the coast / coastal (✓) 10-25km from the equator (✓)	2	2 x 1 (✓) for any valid location points No credit for near, top, bottom, above, below
		(ii)	Light (✓)	1	(✓)
		(iii)	Plates move towards each other / collide / converge / Destructive / Convergent margins (✓) Plates move alongside each other / Conservative / Transform (✓) Plates move at different speeds (✓) Plates get stuck / don't move easily (✓) Pressure / tension builds (✓) Plates rub together / friction (✓) Plates move suddenly (✓) Pressure released through shaking / (seismic) waves (✓)	3	3 x 1 (✓) for any valid explanation point
	(b)	(i)	80 km (✓)	1	(✓) Accept 70-90 km
		(ii)	13.3 km/min (✓) 80/6 (DEV)	2	1 x 1 (✓) for correct answer 1 x 1 (DEV) for appropriate working out Accept answers if rounded to nearest whole number or if adding additional decimal places Accept answers based on 70-90km 11.6km/min to 15km/min
	(c)	(i)	779182 (✓) Donggala – 227 620 + Palu – 336 532 + Sigi – 215 030 (DEV)	2	1 x 1 (✓) for correct answer 1 x 1 (DEV) for appropriate working out Must be 779182 for correct answer

J384/03

Mark Scheme

November 2020

		(ii) People have been displaced (✓) so people would be without shelter / been made homeless (DEV) People have died (✓) so families would have lost loved ones / children left without parents (DEV) Houses were damaged (✓) so people's possessions would have been lost (DEV) Ports and airports were closed (✓) so people could not travel (DEV) so trade had to be stopped (DEV)	4	2 x (✓) for correct ways in which people have been affected from Fig. 3 2 x (DEV) for explanation of these ways Do not credit to same point or development twice
	(d)*	Level 4 (10–12 marks) An answer at this level demonstrates a comprehensive understanding of responses to tectonic hazards (AO2). There will be a thorough analysis of the information provided (AO3) and a thorough judgement of the suitability of the responses to the tectonic hazard (AO3). This will be shown by including well-developed ideas about responses to tectonic hazards and the reasons why the responses are suitable. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. Level 3 (7–9 marks) An answer at this level demonstrates a thorough understanding of responses to tectonic hazards (AO2). There will be a reasonable analysis of the information provided (AO3) and a reasonable judgement of the suitability of the responses to the tectonic hazard (AO3).	12	Indicative Content The question requires candidates to make a decision on the suitability of the responses to the earthquake and tsunami. Candidates should use the responses outlines in figure 3 as a basis for this answer. Examiners should highlight the responses in the answer. • Air Transport • Tents • Water Purification • Medical Assistance Reference to the suitability of short term aid or the inclusion of own ideas on alternatives could be used as development. Explicit judgement statements could be used as development.

J384/03	Mark Scheme	November 2020
		This will be shown by including well-developed ideas either about responses to tectonic hazards or the reasons why the responses are suitable and developed ideas about the other question focus (responses or suitability). There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. Level 2 (4–6 marks) An answer at this level demonstrates a reasonable understanding of responses to tectonic hazards (AO2). There will be a basic analysis of the information provided (AO3) and a basic judgement of the suitability of the responses to the tectonic hazard (AO3). This will be shown by including developed ideas either about responses to tectonic hazards or the reasons why the responses are suitable and simple ideas about the other question focus (responses or suitability). The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
		Example of well-developed ideas Medical assistance was sent to Sulawesi as many of the hospitals would have been in Palu which was the main town therefore they are likely to have been destroyed and people would be in urgent need to medical help having been trapped in fallen buildings. Example of developed ideas Medical assistance was sent to Sulawesi which meant that the people who have been injured from falling buildings could get medical treatment. Example of simple ideas One response to the earthquake was to send medical assistance to Sulawesi.

		Level 1 (1–3 marks) An answer at this level demonstrates a basic understanding of responses to tectonic hazards (AO2). There will be a basic or no analysis of the information provided (AO3) and a basic or no judgement of the suitability of the responses to the tectonic hazard (AO3). This will be shown by including simple ideas either about responses to tectonic hazards or the reasons why the responses are suitable. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. 0 marks No response worthy of credit.		
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Question			Answer	Mark	Guidance
2	(a)	(i)	85% (✓)	2	(✓) Accept 75-95%
		(ii)	Coral used as shelter / habitat / protection (✓) Produce oxygen / respiration / photosynthesis (✓) Asexual reproduction (✓) Named species e.g. Algae, jellyfish, seagrass, starfish (✓)	2	2 x 1 (✓) for correct description of flora and fauna Accept any answer even if it is written on the incorrect sentence stem Max 1 mark if the candidate only names species Do not accept plants / fish / coral as species
	(b)		Level 3 (5-6 marks) An answer at this level demonstrates thorough understanding of the physical and human threats to the coral reef ecosystem (AO2) and thorough analysis of physical and human threats to the coral reef using the information provided (AO3). This will be shown by including well-developed ideas about the physical and human threats to the coral reef ecosystem. There are clear and explicit attempts to make appropriate synoptic links between content from different parts of the course of study. Level 2 (3-4 marks) An answer at this level demonstrates reasonable understanding of the physical and human threats to the coral reef ecosystem (AO2) and reasonable analysis of physical and human threats to the coral reef using the information provided (AO3). This will be shown by including developed ideas about the physical and human threats to the coral reef ecosystem.	6	Indicative Content There needs to be specific mention of the threats to the coral reef ecosystem outlines in fig 5 Specific responses could be linked to: • Human – tourism, fishing • Physical – Climate change (sea level rise / sea temperature rise), crowns of thorns starfish, tsunamis For L3, candidates must address both human and physical threats to the ecosystem Example of well-developed ideas One physical threat to the coral reef ecosystem would be from climate change where the global rise in temperature is leading to warmer oceans and coral bleaching which is killing the coral so the fish have nowhere to live and the ecosystem collapses. Example of developed ideas One physical threat to the coral reef ecosystem would be from climate change where the global rise in temperature is leading to warmer oceans.

		There are limited attempts to make synoptic links between content from different parts of the course of study. Level 1 (1-2 marks) An answer at this level demonstrates basic understanding of the physical and human threats to the coral reef ecosystem (AO2) and basic analysis of physical and human threats to the coral reef using the information provided (AO3). This will be shown by including simple ideas about the physical and human threats to the coral reef ecosystem. There are no synoptic links between content from different parts of the course of study. 0 marks No response worthy of credit.		Example of simple ideas One threat to the coral reef is from the seas getting warmer due to climate change
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Question			Answer	Mark	Guidance
3	(a)	(i)	9331 (✓✓) 145 451 – 136120 (DEV)	2	1 x 2 (✓) for correct answer 1 x 1 (DEV) for correct working out if answer incorrect
		(ii)	Makes less money than palm oil production (✓) Makes less money than logging (✓) 3 rd out of 4 / 2 nd lowest potential economic value (✓)	1	1 x 1 (✓) for valid reason why ecotourism is not a large industry in Indonesia from Fig. 7 Table B. Ecotourism needs to be compared to another named industry for credit
	(b)		Level 3 – (5-6 marks) An answer at this level demonstrates a thorough understanding of the importance of the rainforest (AO2) with a thorough analysis of the economic importance to Indonesia (AO3). This will be shown by including well-developed ideas about the importance of the rainforest and the economic importance to Indonesia. Level 2 – (3-4 marks) An answer at this level demonstrates a reasonable understanding of the importance of the rainforest (AO2) with a reasonable analysis of the economic importance to Indonesia (AO3). This will be shown by including developed ideas about the importance of the rainforest and the economic importance to Indonesia. Level 1 – (1-2 marks) An answer at this level demonstrates a basic understanding of the importance of the rainforest (AO2) with a basic analysis of the economic importance to Indonesia (AO3).	6	Indicative content The answers to this question should refer to the economic importance of rainforest known to students. This can be an explanation of the growth of the economy or the specific ways that it has grown. Examiners should highlight the uses in the answer. These ideas are likely to include: • Logging • Ecotourism • Palm Oil Production • Farming • Growth of Indonesia's economy For L3, candidates are likely to make a clear synoptic statement linking the environment and economy. Example of well-developed ideas: Palm Oil production earns Indonesia \$35 000 per km ² which is considerably more than logging and ecotourism so they have expanded this industry. This has helped Indonesia develop as an EDC as it's GDP has gone from \$165 billion in 2000 to \$1042 billion in 2018. Example of developed ideas:

		This will be shown by including simple ideas about the importance of the rainforest and the economic importance to Indonesia. 0 marks No response worthy of credit.		Palm Oil production earns Indonesia \$35 000 per km² which is considerably more than logging and ecotourism so they have expanded this industry. Example of simple ideas: Indonesia has seen a growth in GDP because it produces palm oil
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Question			Answer	Mark	Guidance
4			Level 4 (10-12 marks) An answer at this level demonstrates a comprehensive analysis of the environmental value of Sulawesi (AO3). There will be a comprehensive understanding of the concept of sustainability (AO2). There will be a comprehensive interpretation of the sustainable development strategy (AO3) in order to provide a comprehensive judgement to suggest one way in which Sulawesi could tackle tectonic hazards/ecosystem destruction. This will be shown by including well-developed ideas about the environmental value of Sulawesi and the way in which tectonic hazards/ecosystem destruction could be managed sustainably. There are clear and explicit attempts to make appropriate synoptic links between content from different parts of the course of study. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. Level 3 (7-9 marks) An answer at this level demonstrates a thorough analysis of the environmental value of Sulawesi (AO3). There will be a thorough understanding of the concept of sustainability (AO2). There will be a thorough interpretation of the sustainable development strategy (AO3) in order to provide a thorough judgement to	12	Indicative Content The content can be drawn from any resource and should refer to the environmental value of Sulawesi (focusing on the tropical rainforest and coral reef). As no specific sustainable development strategies have been used within the resource booklet, any viable suggestion that would help would be accepted. To support marking, examiners are looking for development in two key areas: • Developed ideas relating to environmental value using the resources • Developed ideas relating to a sustainable development strategy Ideas that are developed relating to the concept of sustainability could be addressed separately or within the areas stated above For level 2, one of the three highlighted areas must be developed For level 3, two of the three highlighted areas must be developed For level 4, all three highlighted areas must be developed

		suggest one way in which Sulawesi could tackle tectonic hazards/ ecosystem destruction. This will be shown by including well-developed ideas about either the environmental value of Sulawesi or the way in which tectonic hazards/ecosystem destruction could be managed sustainably and developed ideas about the other question focus (environmental value or sustainable development strategy). There are clear attempts to make synoptic links between content from different parts of the course of study but these are not always appropriate. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. Level 2 (4-6 marks) An answer at this level demonstrates a reasonable analysis of the environmental value of Sulawesi (AO3). There will be a reasonable understanding of the concept of sustainability (AO2). There will be a reasonable interpretation of the sustainable development strategy (AO3) in order to provide a reasonable judgement to suggest one way in which Sulawesi could tackle tectonic hazards/ ecosystem destruction. This will be shown by including developed ideas about either the environmental value of Sulawesi or the way in which tectonic hazards/ecosystem destruction could be managed sustainably and simple ideas about the other question focus (environmental value or sustainable development strategy). There are limited attempts to make synoptic links between content from different parts of the course of study.		Examples of well-developed ideas Tropical rainforest is a carbon sink where large amounts of carbon are stored and so is environmentally valuable to the Sulawesi but also to the rest of the world as it helps to reduce carbon emissions which could reduce the impacts of climate change. It can be argued that Sulawesi has large environmental value as the Coral reef ecosystem has diverse biodiversity with 2000km of coral reef surrounding the island however this may be decreasing as the rainforest has reduced by 11000km² which will increase the carbon dioxide in the atmosphere. Examples of developed ideas Tropical rainforest is a carbon sink and so is environmentally valuable to the Sulawesi to keep air cleaner. Examples of simple ideas Sulawesi has a large amount of tropical rainforest which is environmentally valuable.
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J384/03		Mark Scheme		November 2020	
			The information has some relevance and is presented with limited structure. The information is supported by limited evidence. Level 1 (1-3 marks) An answer at this level demonstrates a basic analysis of the environmental value of Sulawesi (AO3). There will be a basic understanding of the concept of sustainability (AO2). There will be a basic interpretation of the sustainable development strategy (AO3) in order to provide a basic judgement to suggest one way in which Sulawesi could tackle tectonic hazards/ ecosystem destruction. This will be shown by including simple ideas about either the environmental value of Sulawesi or the way in which tectonic hazards/ecosystem destruction could be managed sustainably. There are no synoptic links between content from different parts of the course of study. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. 0 marks No response worthy of credit.		
			Spelling, punctuation and grammar and the use of specialist terminology (SPaG) are assessed using the separate marking grid in Appendix 1.	3	

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

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