



GCSE

Geography B Geography for Enquiring Minds

J384/03: Geographical exploration

General Certificate of Secondary Education

Mark Scheme for June 2024

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

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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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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 5 PRACTICE AND 5 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
 - Where a candidate has not attempted the question and receives (NR), they should also receive (NR) for the SPAG mark
- Award Zero '0' if:
- anything is written in the answer space and is not worthy of credit (this includes text and symbols).
 - Where a candidate has attempted the question and receives a mark (including a mark of 0), they should also receive a mark for SPAG (which could be 0).
- 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.
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:
- a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **To determine the mark within the level**, consider the following

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)

Consistently meets the criteria for this level	At top of level
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11. 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
	Level 1
	Level 2
	Level 3
	Level 4
	Development
	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.

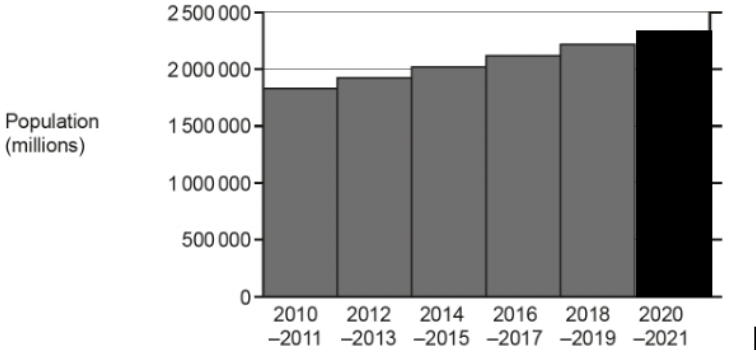
Be prepared to use the full range of marks. Do not reserve (e.g.) highest level marks 'in case' something turns up of a quality you have not yet seen. If an answer gives clear evidence of the qualities described in the level descriptors, reward appropriately.

	AO2	AO3
Comprehensive	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 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 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 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 South America (✓) On / along / near the equator / between the tropics (✓) In Brazil / In North / Northwest Brazil (✓) South of Columbia / Venezuela / Guyana / Suriname / French Guiana (✓) East of Peru (✓) North of Bolivia / Paraguay / Chile / Argentina (✓) Along / on the Amazon River (✓) Borders onto the Atlantic Ocean (✓) Borders / Goes into Bolivia / Peru / Colombia / Venezuela / Guyana / Suriname (✓) North of The Pantanal (✓)	2	2 x 1 (✓) No credit for direction/distance from individual named cities.
1	(a)	(ii)	Manaus is located in the centre of the Amazon rainforest, whereas other cities in Brazil are located in coastal areas. (✓) Manaus is located in the north of Brazil, whereas most other cities in Brazil are further south (✓)	2	2 x 1 (✓). Credit for comparison. Credit similarities / differences. Credit use of comparative language e.g. 'is the only city located'

Question			Answer	Mark	Guidance
			Manaus is isolated on its own whereas some cities such as Rio de Janeiro and Sao Paulo are closer together. (✓) Manaus is the only city in the middle of the Amazon rainforest (✓) Manaus is in the middle of the Amazon rainforest other cities are not (✓) Manaus is located on the river Amazon (✓) other cities are located bordering the Atlantic Ocean (✓) Manaus is the only city located on the river Amazon (✓) Manaus is located in the north of Brazil / in the Amazon Rainforest, similar to Macapá and Belém.		Credit for comparing <u>location</u> of Manaus with the <u>location</u> of another named city. No credit for other cities on the borders/borderline.
1	(b)	(i)	1 million (✓)	1	1 x 1 (✓)
1	(b)	(ii)	Deforestation has increased and decreased over the years (✓) forest loss decreased between 2004-2009 (✓) Forest loss was at its highest at 2,750,000 in 2016. (✓) Between 2002 and 2009 the rate of deforestation decreased (✓) it then fluctuated each year to 2015 (✓) and after a peak in 2016 it returned to the same rate as 2002 in 2020. (✓)	3	3 x 1 (✓) Any relevant points with reference to the graph in Fig. 2. 1 mark reserve for recognising the fluctuating pattern of the graph. 1 mark reserve for using dates/data to support their description of the pattern.

Question			Answer	Mark	Guidance
			Deforestation has fluctuated overall (✓) The lowest point in 2013 (✓) and the highest point in 2016 at 2.75 million (✓) Forest loss fluctuated each year between 2002 and 2020 (✓) but 2016 saw a sharp increase in deforestation (✓) from around 750,000 hectares to 2,750,000 hectares of forest lost. (✓) Deforestation in 2002 was 1.5 million hectares (✓). Peak deforestation was in 2016 at 2.75 million hectares (✓) but it decreased again by 2020 (✓)		Examples of creditable forest loss data from the graph: 2002 – 1,500,000 hectares 2020 – 1,500,000 hectares Lowest 2013 – 600,000 (approx.) hectares Highest 2016 – 2,750,000 (approx.) hectares No credit for ‘it doesn’t drop below 500,000’

Question			Answer	Mark	Guidance
2	(a)	(i)	Correct completion of the bar graph, at 2.3 million. 	1	1 x 1(✓) The bar does not have to be shaded. The bar does not have to be drawn with a ruler. The bar does not need to cover the whole width.
2	(a)	(ii)	Based on 1.7 million in 2010-2011 and 2.3 million 2020-2021 (increase of 0.6 million) $2.3 - 1.7 = 0.6 / 0.6 \text{ million} / 1.7 \text{ million} \times 100 (\checkmark) / \frac{2300000}{1700000} = 1.35294 (\checkmark)$ 35.3% (✓) / 35% (✓) Based on 1.8 million in 2010-2011 and 2.3 million 2020-2021 (increase of 0.5 million) $2.3 - 1.8 = 0.5 / 0.5 \text{ million} / 1.8 \text{ million} \times 100 (\checkmark) / \frac{2300000}{1800000} = 1.27777 (\checkmark)$ 27.77% (✓) 27.7(recurring) (✓) / 27.8% (✓) / 28% (✓)	2	1 x (✓) for correct answer 1 x (✓) for appropriate working out Credit working out for appropriate population figures (2010-2011 and 2020-2021) and an appropriate mathematical calculation, even if the calculation is not complete. Accept 2010 – 2011 figure as anywhere between 1.7 million to 1.9 million. Accept answers if rounded to nearest whole number.

Question			Answer	Mark	Guidance
			Based on 1.9 million in 2010-2011 and 2.3 million in 2020-2021 (increase 0.4 million) $2.3 - 1.9 = 0.4 / 0.4\text{million} / 1.9 \text{ million} \times 100 (\checkmark) / \frac{2300000}{1900000} = 1.210526 (\checkmark)$ 21.05% ($\checkmark$) / 21.1% ($\checkmark$) / 21% ($\checkmark$)		
2	(b)	(i)	2,300,000 / 215,000,000 ($\checkmark$) / 2,300 / 215,000 ($\checkmark$) / 230 / 21,500 ($\checkmark$) / 23 / 2,150 ($\checkmark$) 2,300,000 : 215,000,000 ($\checkmark$) / 2,300 : 215,000 ($\checkmark$) / 230:21,500 ($\checkmark$) / 23 : 2,150 ($\checkmark$) 0.01 ($\checkmark$) 1.07% ($\checkmark$) / 1.1% ($\checkmark$) / 1% ($\checkmark$)	1	1 x ($\checkmark$) Credit fraction, ratio, decimal or percentage.
2	(b)	(ii)	Push Factors – pushed into Manaus Lack of healthcare ($\checkmark$) means when children are sick they can't access treatment (DEV) Increased deforestation leading to infertile soil ($\checkmark$) makes it difficult to grow food to feed the family. (DEV) Drought and crop failure ($\checkmark$) results in lack of food and clean water (DEV)	3	3 x ($\checkmark$) / (DEV) for correct explanation of why people migrate to Manaus. 1 mark max for push/pull factor directly lifted from the table. Can be push or pull factors, or combination of both.

Question			Answer	Mark	Guidance
			Lack of education (✓) results in children being unable to read and write(DEV) this can results in fewer job opportunities later in life (DEV) New settlers bring disease into the forest which impacts indigenous communities (✓) as they have limited access to medicines and treatments (DEV) Poor standard of living (✓) as there are limited job opportunities in the rainforest (DEV) so people do not have a reliable income (DEV). Pull Factors – pulled into Manaus Access to clean water (✓) reduces the risk of water borne diseases (DEV) Communities in informal housing allows families to develop friendships (✓) and have neighbours to rely on (DEV) Employment opportunities (✓) can provide an income for families (DEV) Hospitals, clinics, and doctors(✓) enable people to access treatment when they are ill (DEV) Higher standard of living (✓) as a result of having a steady income(DEV)		Accept any valid explanation for why people may choose to migrate to the city of Manaus. For full marks candidate must develop explanation beyond linking text in Fig. 3

Question			Answer	Mark	Guidance
			Opportunities for education(✓) allow children the chance to learn to read and write (DEV) this results in improved literacy rates (DEV)		
2	(c)	(i)	Skyscrapers (✓) / modern buildings (✓) Poor quality homes (✓) / squatter settlements (✓) / slums (✓) / informal housing (✓) / unstable housing (✓) High population density (✓) / overcrowding (✓) / densely built housing.(✓) / overpopulated (✓) Uneven development (✓) / inequality (✓) Buildings start to encroach on the forest (✓) Deforestation (✓) / Trees are chopped down (✓) Surface runoff (✓) Degradation of the soils (✓) Loss of habitats (✓) Water pollution (✓) Poor sanitation / unhygienic (✓)	2	2 x (✓) for two pieces of evidence of the consequences of rapid urban growth. Evidence must be taken from the photograph. No credit for air pollution.

Question			Answer	Mark	Guidance
2	(c)	(ii)	Level 3 – (5-6 marks) An answer at this level demonstrates a thorough understanding of the continued increase in migration into the city of Manaus (AO2), with a thorough analysis of the subsequent impacts (AO3). This will be shown by including well-developed ideas about the social and economic issues faced in squatter settlements. Level 2 – (3-4 marks) An answer at this level demonstrates a reasonable understanding of the continued increase in migration into the city of Manaus (AO2) with a reasonable analysis of the subsequent impacts (AO3). This will be shown by including developed ideas about the social and/or economic issues faced in squatter settlements. Level 1 – (1-2 marks) An answer at this level demonstrates a basic understanding of the continued increase in migration into the city of Manaus (AO2) with a basic analysis of the subsequent impacts (AO3). This will be shown by including simple ideas about the issues faced in squatter settlements. 0 marks No response worthy of credit.	6	Indicative content The answers to this question should refer to the impact on the city of Manaus or the population of Manaus. Candidates can access L3 5 marks for one very well-developed impact. Highlight the impact. These ideas are likely to include: • Growth of poor quality of housing, lack of sanitation, unreliable power supply etc • Development of settlements on unfavourable ground, swamps, rubbish tips etc • Lack of services e.g. schools, healthcare etc • Issues of employment such as the growth of the informal economy. • Food, clean water shortages and associated problems • Growth of communities ‘Overpopulation’ as an impact should be qualified, for example overpopulation leads to lack of housing or lack of jobs. No credit for references to deforestation.

Question			Answer	Mark	Guidance
					Example of well-developed ideas: Manaus has seen a growth in the number of informal settlements in recent years because the population has grown rapidly with migrants coming from all over Brazil. Migrants to Manaus set up small scale local services in the informal sector earning money from selling goods and services within their community, giving them a reliable income with which they can provide for their families. Example of developed ideas: Migrants to Manaus set up small scale local services in the informal sector earning money from selling goods and services. Example of simple ideas: Migrants to Manaus are able to get jobs in the city.

2	(d)		Level 4 (10–12 marks) An answer at this level demonstrates a comprehensive understanding of the rainforest as a human resource (AO2). There will be a thorough analysis of the information provided (AO3) and a thorough judgement of why humans use rainforests (AO3).	12	Indicative content The question requires candidates to make a judgement on why the rainforest is a valuable natural resource for human use. Candidates should use the ideas outlined in Fig.5 as a basis for this answer.
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		This will be shown by including well-developed ideas on how the forest is used and the benefits of using it. 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 the rainforest as a human resource (AO2). There will be a reasonable analysis of the information provided (AO3) and a reasonable judgement of why humans use rainforests (AO3). This will be shown by including developed ideas on how the forest is used and the benefits of using it. 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 the rainforest as a human resource (AO2). There will be a basic analysis of the information provided (AO3) and a basic judgement on why humans use the rainforest (AO3).	Value could be addressed through considering relative benefits of human uses/ positive and negative impacts of human use. Highlight the use. Examiners should highlight the responses in the answer which reference Fig.5. • Tourism • Logging • Wildlife Trafficking • Indigenous Population • Mining of Copper and Iron Ore • Palm Oil Extraction • Cattle Ranching • Government Re-housing • Agriculture • Dams and Hydroelectricity • Development of medicines • Rubber tapping. More than one use should be addressed for L4. Explicit assessment / judgement should be evident for L4. Do not double credit the same worded development against different uses.
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		This will be shown by including developed ideas on why the forest is used and simple ideas on the benefits of using the forest. 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 understanding of the rainforest as a human resource (AO2). There will be a basic or no analysis of the information provided (AO3) and a basic or no judgement on why humans use the rainforest (AO3). This will be shown by including simple ideas on how or why they use the forest and the benefits this may bring. 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.	Candidates using direct text from Fig 8 L1 – 2 marks. Example of well-developed ideas: The wood obtained from logging in the rainforest is very valuable and has many uses. It can be made into furniture and exported around the world to make money for companies based in Brazil, this will contribute to an improvement in the economy of the country or it can be used locally by the indigenous people as fuel for heating and cooking. Example of developed ideas: The wood obtained from logging in the rainforest is very valuable and has many uses such as being made into furniture for sale. Example of simple ideas: The wood obtained from logging in the rainforest is very valuable.
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Question			Answer	Mark	Guidance
3	(a)		• The reduced interception of heavy rainfall (✓) resulting in greater levels of rainfall hitting the ground (DEV) • Increase in carbon dioxide released into the atmosphere (✓) This can result in climate change / global warming (DEV) • Exposed soil is being washed away(✓) and rivers are becoming silted up (DEV) • Silting of rivers as a result of increased soil erosion (✓) leads to increased flood risk (DEV). • Heavy rainfall washes nutrients from the soil (✓) leading to reduced soil fertility and less plant growth (DEV) • Less plant growth due to poor soil fertility (✓) leads to fewer animals being able to survive (DEV)	4	2 x (✓) for correct ways in which deforestation impacts the Amazon ecosystem. 2 x (DEV) for explanation of the chosen impact

3	(b)		Level 3 – (5-6 marks) An answer at this level demonstrates a thorough understanding of why flooding is becoming an increased risk to Manaus (AO2), with a thorough analysis of the issues this creates (AO3).	6	Indicative content The answers to this question should refer to why flooding is becoming an increased risk to the people that live in Manaus.
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		This will be shown by including well-developed ideas about the problems (social/economic/environmental) that flooding is causing. Level 2 – (3-4 marks) An answer at this level demonstrates a reasonable understanding of why flooding is becoming an increased risk to Manaus (AO2) with a reasonable analysis of the issues this creates (AO3). This will be shown by including developed ideas about the problems (social/economic/environmental) that flooding is causing. Level 1 – (1-2 marks) An answer at this level demonstrates a basic understanding of why flooding is becoming an increased risk to Manaus (AO2) with a basic analysis of the issues it creates (AO3). This will be shown by including simple ideas about the problems that flooding is causing. 0 marks No response worthy of credit.	Factors are likely to include: •Homes being flooded – forcing people from homes •Spread of disease – untreated sewage •Risk of water borne disease from insects •Air pollution with smell from stagnant water •Residents feeling unsafe due to increasing frequency of floods. •Risk of flooding is more frequent due to increased deforestation •Risk for citizens who build in more flood prone areas – associated with population growth. •Cost to government of mitigating the flood risk/effects Highlight the factor Candidates only lifting phrases from the resource limit to L1. L2 - 3 max for candidates who only refer to deforestation as increasing the risk of flooding. Max one DEV annotation for candidates describing the physical process of deforestation leading to flooding.
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				Example of well-developed ideas: People in Manaus are suffering as homes and businesses have been flooded. People have been forced from their homes as flood waters rise and many have been left homeless or having to live in overcrowded shelters. Damage from floods has meant that the local government have had to invest in building walkways to improve accessibility around the city enabling people to still get to work or to the shops for food. Example of developed ideas: People in Manaus have been forced from their homes as flood waters rise and the government have been forced to spend money on build walkways. Example of simple ideas: Manaus has seen an increase in homes being flooded.
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Question			Answer	Mark	Guidance
4			Level 4 (10-12 marks) An answer at this level demonstrates a comprehensive understanding of the reasons why the President of Brazil wants to develop the Amazon rainforest.(AO2). There will be a comprehensive analysis of the reasons why the President of Brazil wants to develop the Amazon rainforest (AO3). There will be a comprehensive evaluation of how the proposed developments may impact the city of Manaus (AO3) in order to provide a comprehensive judgement. This will be shown by including well-developed ideas about why the president of Brazil wants to develop the Amazon rainforest and well-developed ideas about how the proposed developments may impact on the city of Manaus. 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 understanding of why the President of Brazil wants	12	Indicative Content The content can be drawn from any resource and should refer to the reasons why the Amazon rainforest might be developed and the potential impact on Manaus of such development. Highlight each development. Candidates only lifting phrases from the resource limit to L1. No DEV credit for phrases lifted directly from Fig 8. L3 - 9 marks max where a response only includes well-developed ideas on either ‘reasons why’ or ‘impacts of.’ Examples of well-developed ideas: The President is keen to develop his country through the use the resources found in the Amazon rainforest which will help to improve the economy of Brazil. One plan is to build a dam to develop HEP, this would benefit people in Manaus providing a cheap and reliable source of electricity so that power outages do not occur. In developing this however, the dam and reservoir will flooding upstream and the displacement of indigenous people. This will push them into Manaus, leading to further growth of informal settlements.

Question			Answer	Mark	Guidance
			to develop the Amazon rainforest (AO2). There will be a thorough analysis of the reasons why the President of Brazil wants to develop the Amazon rainforest (AO3) and / or a thorough evaluation of how the proposed developments may impact the city of Manaus (AO3) in order to provide a thorough judgement. This will be shown by including developed ideas about why the president of Brazil wants to develop the Amazon rainforest and / or developed ideas about how the proposed developments may impact on the city of Manaus. There are clear attempts to make appropriate 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 understanding of why the president of		Examples of developed ideas: One aim of the President is to develop HEP. This would benefit Manaus as it will provide locals with a cheap and reliable source of electricity in their homes and businesses. Examples of simple ideas: President wants to build HEP. This will lead to deforestation and flooding.

Question			Answer	Mark	Guidance
			Brazil wants to develop the Amazon rainforest (AO2). There will be a reasonable analysis of the reasons why the President of Brazil wants to develop the Amazon rainforest (AO3). There will be a reasonable evaluation of how the proposed developments may impact the city of Manaus (AO3) in order to provide a reasonable judgement. This will be shown by including simple ideas about why the president of Brazil wants to develop the Amazon rainforest and / or simple ideas about how the proposed developments may impact on the city of Manaus. There are limited attempts to make synoptic links between content from different parts of the course of study. 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 understanding of why the president of Brazil wants to develop the Amazon rainforest (AO2). There will be a basic analysis of the reasons why the		

Question			Answer	Mark	Guidance
			President of Brazil wants to develop the Amazon rainforest (AO3). There will be a basic evaluation of how the proposed developments may impact the city of Manaus (AO3) in order to provide a basic judgement. This will be shown by including basic ideas about the proposed developments on the city of Manaus and/or the basic reasons why the President of Brazil wants to develop the Amazon. 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’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
NR
• Where a candidate has not attempted the question and receives NR, they should also receive NR for the SPAG mark

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