



**GCE**

**Geography**

**H081/01: Landscape and place**

AS Level

**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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**PREPARATION FOR MARKING  
RM ASSESSOR**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor 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.
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: Not applicable in F501
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - 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

## 11. Annotations

Annotation	Meaning
	Point has been seen and noted
	Indicates a whole answer for which there is no credit
	Must be used on all blank pages where there is no candidate response
	Development of a point
	Irrelevant; a significant amount of material that does not answer the question
	Level 1
	Level 2
	Level 3
	Level 4
	No place specific detail
	Rubric error (place at start of Question not being counted)
	Highlighting AO2 credit as advised. This is used in conjunction with the highlight tool for identifying AO1
	Point mark questions where indicated by the tick in the mark scheme

**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.

Quality of extended response will be assessed in questions marked with an (\*). Quality of extended response is not attributed to any single assessment objective but instead is assessed against the entire response for the question.

	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>Quality of extended response</b>
<b>Comprehensive</b>	A wide range of detailed and accurate knowledge that demonstrates fully developed understanding that shows full relevance to the demands of the question. Precision in the use of question terminology.	Knowledge and understanding shown is consistently applied to the context of the question, in order to form a:  clear, developed and convincing analysis that is fully accurate.  clear, developed and convincing interpretation that is fully accurate.  detailed and substantiated evaluation that offers secure judgements leading to rational conclusions that are evidence based.	Quantitative, qualitative and/or fieldwork skills are used in a consistently appropriate and effective way and with a high degree of competence and precision.	There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.
<b>Thorough</b>	A range of detailed and accurate knowledge that demonstrates well developed understanding that is relevant to the demands of the question. Generally precise in the use of question terminology.	Knowledge and understanding shown is mainly applied to the context of the question, in order to form a :  clear and developed analysis that shows accuracy.  clear and developed interpretation that shows accuracy.  detailed evaluation that offers generally secure judgements, with some link between rational conclusions and evidence.	Quantitative, qualitative and/or fieldwork skills are used in a suitable way and with a good level of competence and precision.	There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.

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<p><b>Reasonable</b></p>	<p>Some sound knowledge that demonstrates partially developed understanding that is relevant to the demands of the question. Awareness of the meaning of the terms in the question.</p>	<p>Knowledge and understanding shown is partially applied to the context of the question, in order to form a:</p> <p>sound analysis that shows some accuracy.</p> <p>sound interpretation that shows some accuracy.</p> <p>sound evaluation that offers generalised judgements and conclusions, with limited use of evidence.</p>	<p>Quantitative, qualitative and/or fieldwork skills are used in a mostly suitable way with a sound level of competence but may lack precision.</p>	<p>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p>
<p><b>Basic</b></p>	<p>Limited knowledge that is relevant to the topic or question with little or no development. Confusion and inability to deconstruct terminology as used in the question.</p>	<p>Knowledge and understanding shows limited application to the context of the question in order to form a:</p> <p>simple analysis that shows limited accuracy.</p> <p>simple interpretation that shows limited accuracy.</p> <p>Un-supported evaluation that offers simple conclusions.</p>	<p>Quantitative, qualitative and/or fieldwork skills are used inappropriately with limited competence and precision.</p>	<p>The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</p>

Question			Answer	Mark	Guidance
1	(a)	(i)	<p><b>Study Fig.1 which shows Sizewell Beach, Suffolk. Using evidence from Fig.1, describe <u>three</u> distinctive features of the landscape.</b></p> <p>Features of the landscape include:</p> <ul style="list-style-type: none"> <li>• overall (steep) slope profile (✓)</li> <li>• lower part of slope mainly sand / finer sediment (✓)</li> <li>• upper part slope mainly shingle / coarser sediment (✓)</li> <li>• short, steep beach ridge or berm located between the sand and shingle sections (✓)</li> <li>• multiple small embayments or beach cusps most pronounced in foreground (✓)</li> <li>• extensive arc-shaped stretch of coastline with beach backed by dunes in distance (✓)</li> <li>• vegetation is found (top of beach) (✓) in dunes</li> </ul>	<p><b>3</b> AO3 x3</p>	<p><b>AO3 – 3 marks</b></p> <p>3 x 1 (✓) for each valid descriptive point.</p>
1	(a)	(ii)	<p><b>Suggest how <u>one</u> terrestrial source of coastal sediment might supply this beach.</b></p> <ul style="list-style-type: none"> <li>• fluvial deposition (✓); river sediment such as bed load, suspended load (DEV) input into coastal system by river transport (DEV) material directly deposited at the coast (DEV)</li> <li>• weathering and mass movement (✓); sub-aerial processes (DEV) such as rock falls, slides, flows of weathered material (DEV) directly deposited on beaches from cliffs (DEV)</li> <li>• marine erosion of cliffs (✓); processes of erosion undercutting (DEV) major contribution / input to coastal sediment budget (DEV) especially weakly coherent cliffs in high energy wave environments (DEV)</li> </ul>	<p><b>4</b> AO2 x4</p>	<p><b>AO2 – 4 marks</b></p> <p>1 x 1 (✓) for stating an appropriate terrestrial source.</p> <p>3 x 1 (DEV) for showing understanding how the terrestrial source of coastal sediment might supply this beach.</p> <p>The process of longshore drift possibly could be credited in each instance if the process is shown to provide a link between the terrestrial source and the supply of material to the beach.</p>

		<ul style="list-style-type: none"> <li>• Aeolian deposition (✓); wind-blown fine sand particles (DEV) from exposed sand bars, and other beaches along the coast (DEV) and from dune systems (DEV)</li> <li>• longshore drift (✓) can supply sediment from one coastal area (DEV) moving it along the coast (DEV) to adjacent coastal areas (DEV).</li> </ul>		
1	(b)	<p><b>Explain the formation of caves.</b></p> <p><b>Level 3 (6–8 marks)</b> Demonstrates <b>thorough</b> knowledge and understanding of how caves are formed. This will be shown by including <b>well-developed</b> ideas about the formation of caves.</p> <p><b>Level 2 (3–5 marks)</b> Demonstrates <b>reasonable</b> knowledge and understanding of how caves are formed. This will be shown by including <b>developed</b> ideas about the formation of caves.</p> <p><b>Level 1 (1–2 marks)</b> Demonstrates <b>basic</b> knowledge and understanding of how caves are formed. This will be shown by including <b>simple</b> ideas about the formation of caves.</p> <p><b>0 marks</b> No response or no response worthy of credit.</p>	8 AO1 x8	<p><b>AO1 – 8 marks</b></p> <p><b>Indicative content</b> Knowledge and understanding of the formation of caves could potentially include:</p> <ul style="list-style-type: none"> <li>• landforms of erosion found on high energy marine landscapes.</li> <li>• formed where the relatively hard rock of a cliff face has been exploited by marine erosion</li> <li>• marine processes include abrasion, hydraulic action, and solution</li> <li>• reference to sub-aerial weathering processes – physical/mechanical, chemical or biological.</li> <li>• undercutting at the base of the cliff forms a wave-cut notch between high and low tide levels</li> <li>• the notch may be enlarged at specific places where there are points of weakness such as faults or joints in the cliff face</li> <li>• the cave is initiated where these structural features are more easily enlarged</li> <li>• caves may enlarge over time as their roof collapses</li> <li>• caves may develop on headlands where wave refraction concentrates the wave energy</li> <li>• cave size and shape may depend on rock hardness / rock structure / reference to geology.</li> </ul> <p>Explanation may be helped by a labelled and/or annotated diagram(s), but no requirement for this.</p>

1	(c)*	<p><b>'Change within coastal landscape systems is almost entirely the consequence of human activity.'</b> <b>To what extent do you agree?</b></p> <p><b>AO1</b> <b>Level 3 (6–8 marks)</b> Demonstrates <b>thorough</b> knowledge and understanding of the impact of human activity, and other factors, on change within coastal landscape systems. The answer should include <b>accurate place-specific</b> detail.</p> <p><b>Level 2 (3–5 marks)</b> Demonstrates <b>reasonable</b> knowledge and understanding of the impact of human activity, and other factors, on change within coastal landscape systems. The answer should include some <b>place-specific</b> detail which is <b>partially accurate</b>.</p> <p><b>Level 1 (1–2 marks)</b> Demonstrates <b>basic</b> knowledge and understanding of the impact of human activity, and other factors, on change within coastal landscape systems. There is an attempt to include <b>place-specific</b> detail but it is <b>inaccurate</b>.</p> <p><b>0 marks</b> No response or no response worthy of credit.</p> <p><b>AO2</b> <b>Level 3 (5–6 marks)</b> Application of knowledge and understanding is <b>thorough</b>. Analysis is clear, developed and convincing. Evaluation of the impact of human activity, and other factors, on change within coastal landscape systems is detailed and substantiated. Judgements are secure and evidence based leading to rational conclusions.</p>	<p><b>14</b> AO1 x8 AO2 x6</p>	<p><b>Indicative content</b></p> <p><b>AO1 – 8 marks</b> Knowledge and understanding of the impact of human activity, and other factors, on change within coastal landscape systems could potentially include:</p> <p><i>Human activity:</i></p> <ul style="list-style-type: none"> <li>management strategies such as groyne construction or off shore dredging and their impact on processes, flows of material and energy, the sediment budget, coastal landforms, and extension of the coastal landscape seawards</li> <li>economic development such as port or tourist resort development and the impact on processes, flows of material and energy, sediment cell balance, coastal landforms, coastal retreat or protection</li> </ul> <p><i>Climate change:</i></p> <ul style="list-style-type: none"> <li>recent warming climate and its impact on coastal landform systems through sea level rise, increasing rates of weathering and erosion / increasing frequency / intensity of storms and wave energy</li> </ul> <p><i>Development of coastal landform systems:</i></p> <ul style="list-style-type: none"> <li>the influence of physical factors and geomorphic processes and their impact on change and / or formation of distinctive erosional and depositional landforms such as cliff collapse in seconds, seasonal changes in beach profile or spit growth over millenia</li> </ul>
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		<p><b>Level 2 (3–4 marks)</b> Application of knowledge and understanding is <b>reasonable</b>. Analysis is sound with some development that is mostly relevant. Evaluation of the impact human activity, and other factors, on change within coastal landscape systems is sound but partial. Judgements are generalised with some use of evidence leading to appropriate conclusions.</p> <p><b>Level 1 (1–2 marks)</b> Application of knowledge and understanding is <b>basic</b>. Analysis is simple with little or no development. Evaluation of the impact of human activity, and other factors, on change within coastal landscape systems is weak or absent. Judgements, if present, are unsupported leading to simple conclusions.</p> <p><b>0 marks</b> No response or no response worthy of credit.</p> <p><b>Quality of extended response</b> <b>Level 3</b> There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. <b>Level 2</b> There is a line of reasoning with some structure. The information presented is mostly relevant and substantiated. <b>Level 1</b> There is little or no line of reasoning without structure. The information presented has little or no relevance and is superficial.</p>		<p><i>These are possible influences on change in coastal landscape systems ; not all are required for a Level 3 response.</i></p> <p><b>AO2 – 6 marks</b> Application of knowledge and understanding to analyse and evaluate the impact of human activity, and other factors, on change within coastal landscape systems could potentially include:</p> <ul style="list-style-type: none"> <li>• evaluation of the significance of human activity on change within coastal landscape systems</li> <li>• evaluation of the significance of other influences on change within coastal landscape systems</li> <li>• consideration of these impacts at different geographical and / or temporal scales which could be a L3 discriminator</li> <li>• discussion of the consequences of a warming climate as an anthropological effect on coastal landscape systems – also a possible L3 discriminator</li> <li>• understanding of the impacts of change with reference to the systems approach such as inputs, stores, flows, transfers, outputs, equilibrium, feedback</li> </ul>
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Question			Answer	Mark	Guidance
2	(a)	(i)	<p><b>Study Fig. 2 which shows the Aletsch Glacier, Switzerland.</b></p> <p><b>Using evidence from Fig. 2, describe <u>three</u> distinctive features of the landscape.</b></p> <ul style="list-style-type: none"> <li>glacier confined to valley by steep rock walls (✓)</li> <li>supra-glacial moraine / lateral moraine (✓)</li> <li>pattern of moraine provides evidence of direction of flow / flow from higher ground (✓)</li> <li>accumulation zone / tributary cirque glaciers (✓)</li> <li>crevasses, transverse / ice fall (✓)</li> <li>pyramidal peaks (✓), corrie (✓) and aretes (✓)</li> </ul>	<p><b>3</b></p> <p>AO3 x3</p>	<p><b>AO3 – 3 marks</b></p> <p>3 x 1 (✓) for each valid descriptive point.</p>
2	(a)	(ii)	<p><b>Suggest <u>one</u> way that basal sliding might contribute to movement of this valley glacier.</b></p> <ul style="list-style-type: none"> <li>thin film of meltwater exists between the ice and the valley floor (✓) hence friction is reduced (DEV) in warm-based (temperate) glaciers (DEV) where basal temperature is at or above pressure melting point (DEV)</li> <li>slippage (✓); ice slides over the valley floor (DEV) since meltwater reduces friction between the glacier base and valley floor (DEV) friction itself between the moving ice and valley floor can lead to creation of meltwater (DEV)</li> <li>creep or regelation (✓); ice deforms under pressure due to obstructions on the valley floor (DEV) ice spreads over / around obstructions like plastic (DEV) before refreezing again when pressure is reduced (DEV)</li> <li>bed deformation (✓); meltwater under high pressure (DEV) ice is carried by saturated bed sediments moving beneath it (DEV) 'likened to ice being carried on roller skates' (DEV)</li> </ul>	<p><b>4</b></p> <p>AO2 x4</p>	<p><b>AO2 – 4 marks</b></p> <p>1 x 1 (✓) for stating a process / mechanism of basal sliding.</p> <p>3 x 1 (DEV) for showing understanding of the link between one process of basal sliding and glacier movement.</p> <p>In each instance it is creditworthy if the response includes understanding that gravity is the fundamental cause of the movement of a valley glacier.</p>

2	(b)	<p><b>Explain the formation of pyramidal peaks.</b></p> <p><b>Level 3 (6–8 marks)</b> Demonstrates <b>thorough</b> knowledge and understanding of how pyramidal peaks are formed. This will be shown by including <b>well-developed</b> ideas about the formation of pyramidal peaks.</p> <p><b>Level 2 (3–5 marks)</b> Demonstrates <b>reasonable</b> knowledge and understanding of how pyramidal are formed. This will be shown by including <b>developed</b> ideas about the formation of pyramidal.</p> <p><b>Level 1 (1–2 marks)</b> Demonstrates <b>basic</b> knowledge and understanding of how pyramidal peaks are formed. This will be shown by including <b>simple</b> ideas about the formation of pyramidal peaks.</p> <p><b>0 marks</b> No response or no response worthy of credit.</p>	8 AO1 x8	<p><b>AO1 – 8 marks</b></p> <p><b>Indicative content</b> Knowledge and understanding of the formation of pyramidal peaks could potentially include:</p> <ul style="list-style-type: none"> <li>• erosional landform found in upland areas</li> <li>• located where three or more corries develop around a mountain top.</li> <li>• reference to sub-aerial weathering processes – physical/mechanical.</li> <li>• formation of each corrie begins with nivation of small hollow on hillside in which snow collects and accumulates year on year</li> <li>• over time each hollow enlarges and contains more snow which compresses into glacier ice</li> <li>• at a critical depth the ice in each corrie acquires a rotational movement under its own weight which enlarges the hollow further</li> <li>• the rotational movement causes plucking of the back wall, making it increasingly steep</li> <li>• the pyramidal peak is therefore created by retreat of the three or more steep back walls and the convergence of associated arêtes</li> <li>• the remaining peak may be further steepened by weathering</li> </ul> <p>Explanation may be helped by a labelled and/or annotated diagram(s), but no requirement for this.</p>
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2	(c)*	<p><b>'Change within periglacial landscape systems is almost entirely the consequence of human activity.'</b> <b>To what extent do you agree?</b></p> <p><b>AO1</b> <b>Level 3 (6–8 marks)</b> Demonstrates <b>thorough</b> knowledge and understanding of the impact of human activity, and other factors, on change within periglacial landscape systems. The answer should include <b>accurate place-specific</b> detail.</p> <p><b>Level 2 (3–5 marks)</b> Demonstrates <b>reasonable</b> knowledge and understanding of the impact of human activity, and other factors, on change within periglacial landscape systems. The answer should include some <b>place-specific</b> detail which is <b>partially accurate</b>.</p> <p><b>Level 1 (1–2 marks)</b> Demonstrates <b>basic</b> knowledge and understanding of the impact of human activity, and other factors, on change within periglacial landscape systems. There is an attempt to include <b>place-specific</b> detail but it is <b>inaccurate</b>. <b>0 marks</b> No response or no response worthy of credit.</p> <p><b>AO2</b> <b>Level 3 (5–6 marks)</b> Application of knowledge and understanding is <b>thorough</b>. Analysis is clear, developed and convincing. Evaluation of the impact of human activity, and other factors, on change within periglacial landscape systems is detailed and substantiated. Judgements are secure and evidence based leading to rational conclusions.</p>	<p><b>14</b> AO1 x8 AO2 x6</p>	<p><b>Indicative content</b></p> <p><b>AO1 – 8 marks</b> Knowledge and understanding of the impact of human activity, and other factors, on change within periglacial landscape systems could potentially include:</p> <p><i>Human activity:</i></p> <ul style="list-style-type: none"> <li>• use of a periglacial landscape by people, for example resource extraction, and its impact on processes, flows of material and energy such as increased heat produced by buildings, the thawing of permafrost, and the development of thermokarst</li> </ul> <p><i>Climate change:</i></p> <ul style="list-style-type: none"> <li>• warming / cooling climate and the impact on periglacial landform systems before and / or after glacial periods, for example by modifying landforms through changing rates of geomorphic processes such as freeze-thaw weathering, frost heave and the development of ground ice</li> </ul> <p><i>Development of periglacial landform systems:</i></p> <ul style="list-style-type: none"> <li>• the influence of physical factors and geomorphic processes and their impact on change and / or formation of distinctive erosional and depositional landforms such as rock fall in seconds, seasonal changes in the active layer or the growth of pingos</li> </ul> <p><i>These are possible influences on change in periglacial landscape systems ; not all are required for a Level 3 response.</i></p>
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		<p><b>Level 2 (3–4 marks)</b> Application of knowledge and understanding is <b>reasonable</b>. Analysis is sound with some development that is mostly relevant. Evaluation of the impact of human activity, and other factors, on change within periglacial landscape systems is sound but partial. Judgements are generalised with some use of evidence leading to appropriate conclusions.</p> <p><b>Level 1 (1–2 marks)</b> Application of knowledge and understanding is <b>basic</b>. Analysis is simple with little or no development. Evaluation of the impact of human activity, and other factors, on change within periglacial landscape systems is weak or absent. Judgements, if present, are unsupported leading to simple conclusions.</p> <p><b>0 marks</b> No response or no response worthy of credit.</p> <p><b>Quality of extended response</b></p> <p><b>Level 3</b> There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p><b>Level 2</b> There is a line of reasoning with some structure. The information presented is mostly relevant and substantiated.</p> <p><b>Level 1</b> There is little or no line of reasoning without structure. The information presented has little or no relevance and is superficial.</p>		<p><b>AO2 – 6 marks</b></p> <p>Application of knowledge and understanding to analyse and evaluate the impact of human activity, and other factors, on change within periglacial landscape systems could potentially include:</p> <ul style="list-style-type: none"> <li>• evaluation of the significance of human activity on change within periglacial landscape systems</li> <li>• evaluation of the significance of other influences on change within periglacial landscape systems</li> <li>• consideration of these impacts at different geographical and / or temporal scales which could be a L3 discriminator</li> <li>• discussion of the consequences of a warming climate as an anthropological effect on periglacial landscape systems – also a possible L3 discriminator</li> <li>• understanding of the impacts of change with reference to the systems approach such as inputs, stores, flows, transfers, outputs, equilibrium, feedback</li> </ul>
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Question			Answer	Mark	Guidance
3	(a)	(i)	<p><b>Study Fig. 3 which shows a polar dryland in Svalbard, Norway.</b></p> <p><b>Using evidence from Fig. 3, describe <u>three</u> distinctive features of the landscape.</b></p> <ul style="list-style-type: none"> <li>• almost lacking vegetation / limited cover / low height of plants / no trees, shrubs (✓)</li> <li>• patterned ground suggests permafrost (✓)</li> <li>• surface water suggests summer active layer (✓)</li> <li>• free of continuous ice cover (✓)</li> <li>• snow only in patches on higher ground (✓)</li> <li>• stone polygons where low slope angle (✓)</li> <li>• scree slopes fringe higher ground (✓)</li> </ul>	<p><b>3</b></p> <p>AO3x3</p>	<p><b>AO3 – 3 marks</b></p> <p>3 x 1 (✓) for each valid descriptive point.</p>
3	(a)	(ii)	<p><b>Suggest <u>one</u> way that climate might influence this polar dryland.</b></p> <ul style="list-style-type: none"> <li>• low temperatures (✓); high latitude / within Arctic circle, low levels of incident solar radiation (DEV) water frozen most of year / area of permafrost, (DEV) very short thermal growing season, inhospitable for vegetation (DEV)</li> <li>• low total precipitation (✓); lack of moisture in atmosphere due to intensely cold air (DEV) largely free of snow / ice cover (DEV) very dry, short hydrological growing season, essentially a cold desert (DEV)</li> <li>• seasonal temperature variation (✓); melting during brief Arctic summer (DEV) active layer thaws (DEV) opportunity for plant growth (DEV)</li> <li>• diurnal air temperatures (✓); spring / autumn fluctuations above and below freezing (DEV) freeze-thaw weathering (DEV) scree / talus slopes / rock debris (DEV)</li> </ul>	<p><b>4</b></p> <p>AO2 x4</p>	<p><b>AO2 – 4 marks</b></p> <p>1 x 1 (✓) for stating an appropriate way that climate might influence this polar dryland.</p> <p>3 x 1 (DEV) for showing understanding of the link between one element of the climate and characteristics of this polar dryland.</p>

3	(b)	<p><b>Explain the formation of ventifacts.</b></p> <p><b>Level 3 (6–8 marks)</b> Demonstrates <b>thorough</b> knowledge and understanding of how ventifacts are formed. This will be shown by including <b>well-developed</b> ideas about the formation of ventifacts.</p> <p><b>Level 2 (3–5 marks)</b> Demonstrates <b>reasonable</b> knowledge and understanding of how ventifacts are formed. This will be shown by including <b>developed</b> ideas about the formation of ventifacts.</p> <p><b>Level 1 (1–2 marks)</b> Demonstrates <b>basic</b> knowledge and understanding of how ventifacts are formed. This will be shown by including <b>simple</b> ideas about the formation of ventifacts.</p> <p><b>0 marks</b> No response or no response worthy of credit.</p>	8 AO1 x8	<p><b>AO1 – 8 marks</b> <b>Indicative content</b> Knowledge and understanding of the formation of ventifacts could potentially include:</p> <ul style="list-style-type: none"> <li>• erosional landforms in arid areas</li> <li>• faceted cobbles and pebbles / small rocks on desert surface</li> <li>• shaped by wind-blown sediment / loose fine-grained particles</li> <li>• Aeolian process of corrasion i.e. abrasive action of wind-blown sand against rocks near the ground</li> <li>• facets are flat faces on the small rocks formed in the direction of the prevailing wind</li> <li>• the facets are separated from the protected lee side by a sharp edge</li> <li>• depending on number of facets, ventifacts are described as einkanter (one facet), zweikanter (two facets) and dreikanter (three facets)</li> <li>• seasonal reversals in prevailing wind direction may cause these multiple facets</li> <li>• reference to sub-aerial weathering processes – physical/mechanical, chemical etc.</li> </ul> <p>Explanation may be helped by a labelled and/or annotated diagram(s), but no requirement for this.</p>
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(c)*		<p><b>'Change within dryland landscape systems is almost entirely the consequence of human activity.'</b> <b>To what extent do you agree?</b></p> <p><b>AO1</b> <b>Level 3 (6–8 marks)</b> Demonstrates <b>thorough</b> knowledge and understanding of the impact of human activity, and other factors, on change within dryland landscape systems. The answer should include <b>accurate place-specific</b> detail.</p> <p><b>Level 2 (3–5 marks)</b> Demonstrates <b>reasonable</b> knowledge and understanding of the impact of human activity, and other factors, on change within dryland landscape systems . The answer should include some <b>place-specific</b> detail which is <b>partially accurate</b>.</p> <p><b>Level 1 (1–2 marks)</b> Demonstrates <b>basic</b> knowledge and understanding of the impact of human activity, and other factors, on change within dryland landscape systems . There is an attempt to include <b>place-specific</b> detail but it is <b>inaccurate</b>.</p> <p><b>0 marks</b> No response or no response worthy of credit.</p> <p><b>AO2</b> <b>Level 3 (5–6 marks)</b> Application of knowledge and understanding is <b>thorough</b>. Analysis is clear, developed and convincing. Evaluation of the impact of human activity, and other factors, on change within dryland landscape systems is</p>	<p><b>14</b> AO1 x8 AO2 x6</p>	<p><b>Indicative content</b></p> <p><b>AO1 – 8 marks</b> Knowledge and understanding of the impact of human activity, and other factors, on change within dryland landscape systems could potentially include:</p> <p><i>Human activity:</i></p> <ul style="list-style-type: none"> <li>• use of dryland landscapes by people for water supply, and its impact on processes, flows of material and energy such as high rates of sediment trapping behind dams or modifying rivers to distribute and store water</li> <li>• use of dryland landscapes by people for economic activity for example tourism, and its impact on processes, flows of material and energy such as damage to vegetation and cryptobiotic or higher erosion rates on dunes</li> </ul> <p><i>Climate change:</i></p> <ul style="list-style-type: none"> <li>• evolution of dryland landscape systems, influenced by previous pluvial / colder conditions; and the impact in modifying landforms t in the past through different rates / types of weathering, mass movement and erosion</li> </ul> <p><i>Development of dryland landform systems:</i></p> <ul style="list-style-type: none"> <li>• influence of physical factors and geomorphic processes on change and the formation of distinctive erosional and depositional landforms such as the impact of flash floods on alluvial fans in seconds, seasonal and ephemeral streams on canyons and pediment development over millenia</li> </ul> <p><i>These are possible influences on change in dryland landscape systems ; not all are required for Level 3.</i></p>
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		<p>detailed and substantiated. Judgements are secure and evidence based leading to rational conclusions.</p> <p><b>Level 2 (3–4 marks)</b> Application of knowledge and understanding is <b>reasonable</b>. Analysis is sound with some development that is mostly relevant. Evaluation of the impact of human activity, and other factors, on change within dryland landscape systems is sound but partial. Judgements are generalised with some use of evidence leading to appropriate conclusions.</p> <p><b>Level 1 (1–2 marks)</b> Application of knowledge and understanding is <b>basic</b>. Analysis is simple with little or no development. Evaluation of the impact of human activity, and other factors, on change within dryland landscape systems is weak or absent. Judgements, if present, are unsupported leading to simple conclusions.</p> <p><b>0 marks</b> No response or no response worthy of credit.</p> <p><b>Quality of extended response</b></p> <p><b>Level 3</b> There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p><b>Level 2</b> There is a line of reasoning with some structure. The information presented is mostly relevant and substantiated.</p> <p><b>Level 1</b> There is little or no line of reasoning without structure. The information presented has little or no relevance and is superficial.</p>	<p><b>AO2 – 6 marks</b> Application of knowledge and understanding to analyse and evaluate the impact of human activity, and other factors, on change within dryland landscape systems could potentially include:</p> <ul style="list-style-type: none"> <li>• evaluation of the significance of human activity on change within dryland landscape systems</li> <li>• evaluation of the significance of other influences on change within dryland landscape systems</li> <li>• consideration of these impacts at different geographical and / or temporal scales which could be a possible L3 discriminator</li> <li>• discussion of the consequences of a warming climate as an anthropological effect on dryland landscape systems – also a possible L3 discriminator</li> <li>• understanding of the impacts of change with reference to the systems approach such as inputs, stores, flows, transfers, outputs, equilibrium, feedback</li> </ul>
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Question		Answer	Mark	Guidance
4	(a)	<p><b>Explain <u>two</u> ways that sexuality might influence perception of place.</b></p> <p>Some places acquire meaning because they are where LGBTQ groups tend to cluster. In some cities LGBTQ 'zones' have been identified and mapped. These areas might be perceived as places where:</p> <ul style="list-style-type: none"> <li>• there are concentrations of restaurants, bars and clubs (✓) which are identified as 'gay friendly' such as the Castro District in San Francisco or the 'Gay Village' in Manchester (DEV)</li> <li>• the existing LGBTQ+ community is large scale and has acquired an image as such (✓), developing into a cosmopolitan place, and accepting a wide diversity of people (DEV)</li> <li>• people cluster for a sense of security (✓) in a place where they can 'be themselves' (DEV)</li> <li>• within LGBTQ+ neighbourhoods in a predominantly heterosexual society people can express themselves (✓) winning political power and thus gaining influences over decision-making with election of LGBTQ+ councillors (DEV)</li> <li>• the 'pink' pound, euro or dollar is economically important (✓) helping to regenerate and rebrand some places (DEV)</li> <li>• there is LGBTQ+ tourism (✓) as people seek out places they can relax and have a sense of security in being openly themselves not restricted by fears and anxieties (DEV)</li> </ul>	<p><b>4</b> AO1 x4</p>	<p><b>AO1 – 4 marks</b></p> <p>2 x 1 mark (✓) for identifying an appropriate way that sexuality might influence perception of place.</p> <p>2 x 1 mark (DEV) for explaining the link between sexuality and perception of place.</p> <p>Exemplification is not essential but it may be creditworthy where it demonstrates knowledge and understanding.</p> <p>Answers referring to heterosexuals are valid where there is an explicit link to sexuality.</p> <p>Answers must explain <u>two</u> distinct reasons to influence the perception of place</p>

4	(b)	(i)	<p><b>Study Fig. 4A, which shows workforce distribution by economic sector in India, 2009-2019. Using evidence from Fig. 4A, identify the overall trend for <u>one</u> economic sector.</b></p> <p>Between 2009 and 2019:</p> <ul style="list-style-type: none"> <li>• agriculture; decline, 52.5% to 42.6% or decrease of 9.9%</li> <li>• industry; growth, 21.09% to 25.12% or increase of 4.03%</li> <li>• services; growth, 26.41% to 32.28% or increase of 5.87%</li> </ul>	1 AO3 x1	<p><b>AO3 – 1 mark</b></p> <p>1 x 1 mark (✓) for identification of the overall trend (increase/decrease) in one economic sector using the evidence in Fig. 4A.</p>
4	(b)	(ii)	<p><b>With reference to Fig. 4A, suggest <u>two</u> possible socio-economic impacts of structural economic change on people.</b></p> <ul style="list-style-type: none"> <li>• greater range of employment opportunities (✓) as employment structure shifts from agricultural sector to industry and services sectors (DEV)</li> <li>• higher paid employment / household incomes (✓) in the shift from primary employment / jobs in agricultural to secondary employment / jobs in industry (DEV)</li> <li>• increased government spending on access to services such as health, education, housing (✓) resulting from economic growth / higher tax base (DEV)</li> <li>• reduction in poverty levels, absolute and relative (✓) more reliable and regular wages (DEV)</li> <li>• internal migration (✓) from rural agricultural areas to urban industrial / services areas for employment (DEV)</li> <li>• increased school enrolment / tertiary education uptake (✓) available in urban areas, viewed as route to employment in secondary and tertiary sectors (DEV)</li> </ul>	4 AO2x4	<p><b>AO2 – 4 marks</b></p> <p>2x1 (✓) for stating a possible socio-economic impact of structural economic change on people.</p> <p>2x1 (DEV) for explaining the possible socio-economic impacts of structural economic change on people in the context of the evidence provided in Figure 4A.</p>

4	(c)	<p><b>Study Fig. 4B, which shows photographs of Dundee dockland in 2006 and 2018. Using evidence from Fig. 4B, explain how the process of rebranding through regeneration constructs a different place meaning.</b></p> <p><b>Level 3 (5-6 marks)</b> Demonstrates <b>thorough</b> application of knowledge and understanding to provide a clear and developed analysis that shows accuracy in explaining how the process of rebranding through regeneration constructs a different place meaning (AO2).</p> <p>Demonstrates <b>thorough</b> investigation and interpretation of the resource to fully evidence rebranding through regeneration. There must be sound ideas linking resource evidence to the regeneration (AO3).</p> <p><b>Level 2 (3-4 marks)</b> Demonstrates <b>reasonable</b> application of knowledge and understanding to provide sound analysis that shows some accuracy in explaining how the process of rebranding through regeneration constructs a different place meaning (AO2).</p> <p>Demonstrates <b>reasonable</b> investigation and interpretation of the resource to evidence rebranding through regeneration. There must be sound ideas linking resource evidence to the regeneration (AO3).</p> <p><b>Level 1 (1-2 marks)</b> Demonstrates <b>basic</b> application of knowledge and understanding to provide simple analysis that shows limited accuracy in explaining how the process of rebranding through regeneration constructs a different place meaning (AO2).</p>	6 AO2 x4 AO3 x2	<p><b>Indicative content</b></p> <p><b>AO2 – 4 marks</b> Application of knowledge and understanding to analyse how the process of rebranding through regeneration constructs a different place meaning could potentially include:</p> <p>A different place meaning is constructed by</p> <ul style="list-style-type: none"> <li>• changing the brand artefact - the physical environment: <ul style="list-style-type: none"> <li>○ following dock closure, derelict land / brownfield sites are cleared / made safe</li> <li>○ there is public / private investment in new buildings</li> <li>○ land use is changed from a working commercial dock to provision of services / recreational facilities / residential (not shown here) with improved access</li> <li>○ planners and architects have a key role in developing flagship projects; these act as a catalyst for further investment and regeneration</li> <li>○ ‘heritage’ has a role at this waterfront site, the museum being in the shape of a ship, plus the attraction of The Discovery</li> </ul> </li> <li>• changing the brand essence – people’s experience of the brand <ul style="list-style-type: none"> <li>○ visitors are attracted by the distinctive ‘architecture’ of the V&amp;A museum in the form of a ship (as well as its exhibits)</li> <li>○ visitors are attracted by the heritage provided by the RRS Discovery</li> <li>○ this is now a place that provides employment as well as tourism, recreational and educational opportunities</li> </ul> </li> </ul>
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		<p>Demonstrates <b>basic</b> investigation and interpretation of the resource to provide limited evidence of rebranding through regeneration. There are limited ideas with limited or no link to resource evidence (AO3).</p> <p><b>0 marks</b> No response or no response worthy of credit.</p>		<p><b>AO3 – 2 marks</b> Evidence from investigation and interpretation of Figure 4B could potentially include:</p> <p><i>2006</i></p> <ul style="list-style-type: none"> <li>• derelict buildings / warehouses / factories</li> <li>• brownfield site with potential for regeneration</li> <li>• graffiti / urban blight</li> </ul> <p><i>2018</i></p> <ul style="list-style-type: none"> <li>• V&amp;A, modern building / architectural style</li> <li>• Discovery, historic ship / visitor attraction</li> <li>• pedestrian access / open space</li> </ul> <p>Max 2 marks (AO3) for identification of data only.</p>
4	(d)*	<p><b>'Housing provides the best evidence of social inequality.'</b> Discuss this view in the context of <b>two contrasting places</b>.</p> <p><b>AO1</b> <b>Level 3 (6–8 marks)</b> Demonstrates <b>thorough</b> knowledge and understanding of housing and other indices that provide evidence of social inequality. The answer should include <b>accurate place-specific</b> detail.</p>	<p><b>14</b> AO1 x8 AO2 x6</p>	<p><b>Indicative content</b></p> <p><b>AO1 – 8 marks</b> Knowledge and understanding of housing and other indices that provide evidence of social inequality in the context of two contrasting places could potentially include:</p> <p><i>Housing evidence:</i></p> <ul style="list-style-type: none"> <li>• type – such as terraced / detached</li> <li>• tenure – owner occupation, rental, (private / social), housing association</li> </ul>

		<p><b>Level 2 (3–5 marks)</b> Demonstrates <b>reasonable</b> knowledge and understanding of housing and other indices that provide evidence of social inequality. The answer may include some <b>place-specific</b> detail which is <b>partially accurate</b>.</p> <p><b>Level 1 (1–2 marks)</b> Demonstrates <b>basic</b> knowledge and understanding of housing and other indices that provide evidence of social inequality. There may be an attempt to include <b>place-specific</b> detail but it is <b>inaccurate</b>.</p> <p><b>0 marks</b> No response or no response worthy of credit.</p> <p><b>AO2</b> <b>Level 3 (5–6 marks)</b> Application of knowledge and understanding is <b>thorough</b>. Analysis is clear, developed and convincing. Evaluation of housing and other indices that provide evidence of social inequality is detailed and substantiated. Judgements are secure and evidence based leading to rational conclusions.</p> <p><b>Level 2 (3–4 marks)</b> Application of knowledge and understanding is <b>reasonable</b>. Analysis is sound with some development that is mostly relevant. Evaluation of housing and other indices that provide evidence of social inequality is sound but partial. Judgements are generalised with some use of evidence leading to appropriate conclusions.</p>		<ul style="list-style-type: none"> <li>• quality / conditions – such as makeshift in slums / overcrowding / single-family houses on large ‘lots’ / sanitation</li> <li>• affordability / inequality in access to the housing market</li> <li>• private / public investment</li> <li>• planned / squatter settlements</li> <li>• location – inner city / outer suburbs / urban fringe / rural</li> </ul> <p><i>Other indices / evidence such as:</i></p> <ul style="list-style-type: none"> <li>• environmental quality</li> <li>• crime rates</li> <li>• digital divide</li> <li>• healthcare</li> <li>• education</li> <li>• employment</li> <li>• access to services</li> </ul> <p><i>Not all indices are required; choice may depend on the two contrasting places selected. Through these contrasting places some understanding of the concept of social inequality should be evident. (The unequal distribution of factors such as income, education or health across a population)</i></p> <p><b>AO2 – 6 marks</b> Application of knowledge and understanding to analyse and evaluate housing and other indices that provide evidence of social inequality in the context of two contrasting places could potentially include:</p> <ul style="list-style-type: none"> <li>• evaluation of the relative significance of housing characteristics as evidence of social inequality</li> <li>• evaluation of the relative significance of other indices as evidence of social inequality such as education, health care or employment</li> </ul>
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		<p><b>Level 1 (1–2 marks)</b> Application of knowledge and understanding is <b>basic</b>. Analysis is simple with little or no development. Evaluation of housing and other indices that provide evidence of social inequality is weak or absent. Judgements, if present, are unsupported leading to simple conclusions.</p> <p><b>0 marks</b> No response or no response worthy of credit.</p> <p><b>Quality of extended response</b></p> <p><b>Level 3</b> There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p><b>Level 2</b> There is a line of reasoning with some structure. The information presented is mostly relevant and substantiated.</p> <p><b>Level 1</b> There is little or no line of reasoning without structure. The information presented has little or no relevance and is superficial.</p>		<ul style="list-style-type: none"> <li>• understanding that evidence of social inequality is often measured by a range of interrelated indices such as housing, health, income, access to services</li> <li>• the idea that measures / indices of social inequality are evident at all scales; such as international, national, regional, local, intra-urban, rural</li> </ul> <p><i>Examples could be drawn from contrasting places at global scale such as Jakarta, Indonesia and Irvine, California, or for example intra-urban scale at localities within the UK.</i></p>
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Question			Answer	Mark	Guidance
5	(a)	(i)	<p><b>Study Fig. 5, an OS 1:25 000 map extract of Chard, Somerset where a geographical investigation is to be undertaken.</b></p> <p><b>Using evidence from Fig.5, state and justify an appropriate fieldwork question or issue for investigation in the area shown.</b></p> <p>A possible fieldwork question or issue could relate to a wide range of physical or human topics such as:</p> <ul style="list-style-type: none"> <li>• environmental quality</li> <li>• soils / vegetation</li> <li>• microclimate</li> <li>• perception studies / place identity</li> <li>• urban land use</li> <li>• service / retail provision</li> <li>• social inequality</li> <li>• pedestrian / traffic flows</li> <li>• rural land use</li> </ul> <p>Justification of the fieldwork question or issue and why the area is suitable for investigation might include:</p> <ul style="list-style-type: none"> <li>• geographical content / nature of the question or issue itself</li> <li>• appropriate scale of investigation</li> <li>• topic is researchable</li> <li>• practicality of data collection in this area, such as access, safety, risk, timing</li> </ul>	4	<p><b>AO3 – 4 marks</b></p> <p>1 x 1 mark for stating an appropriate fieldwork question or issue.</p> <p>3 x 1 mark (DEV) for justification, with credit per point, using evidence from the OS map or practical considerations.</p> <p>For maximum marks, justification must be linked to evidence from the OS map.</p>

	(ii)	<p><b>Outline <u>one</u> advantage of using OS maps at 1:25 000 scale for geographical investigations.</b></p> <p>Possible advantages / usefulness of 1:25 000 OS maps for geographical investigations could include:</p> <ul style="list-style-type: none"> <li>• urban land use detail is stated / identifiable (✓); internal structure of towns and cities (DEV)</li> <li>• details of different house type / street patterns is identifiable (✓); layout of suburban areas (DEV)</li> <li>• field boundaries shown (✓); plotting rural land use (DEV)</li> <li>• 5 metre contour interval (✓); detailed description of relief (DEV)</li> <li>• public rights of way / public access shown (✓); practical access to sites for surveys (DEV)</li> </ul>	2	<p><b>AO3 – 2 marks</b></p> <p>1 x 1 mark for identifying an appropriate characteristic of maps at the 1:25 000 scale</p> <p>1 x 1 mark for an outline of how the map feature identified could be useful for geographical investigation.</p>
	(b)	<p><b>Explain why the nature and use of quantitative data can be important in geographical investigations.</b></p> <p><b>Level 3 (5–6 marks)</b> Demonstrates <b>thorough</b> understanding of the nature, use and importance of quantitative data in geographical investigations.</p> <p><b>Level 2 (3–4 marks)</b> Demonstrates <b>reasonable</b> understanding of the nature, use and importance of quantitative data in geographical investigations.</p> <p><b>Level 1 (1–2 marks)</b> Demonstrates <b>basic</b> understanding of the nature, use and importance of quantitative data in geographical investigations.</p> <p><b>0 marks</b> No response or no response worthy of credit</p>	6	<p><b>AO3 – 6 marks</b></p> <p>Understanding of the nature, use and importance of quantitative data in geographical investigations. could potentially include:</p> <ul style="list-style-type: none"> <li>• provides precise statistical information about an aspect of geography, either as secondary data or as primary data</li> <li>• enables analysis through construction of various types of graphical and statistical mapping representation techniques</li> <li>• lends itself to various forms of statistical analysis such as descriptive statistics or tests of association or significance</li> <li>• can show change over time when current data is compared with previously collected data</li> <li>• data can be related to specifically defined groups of people or administrative areas such as at parish level</li> </ul>

(c)		<p><b>With reference to a fieldwork investigation you have carried out, to what extent did your field observations support existing geographical knowledge and concepts?</b></p> <p><b>Level 4 (10–12 marks)</b> Demonstrates a <b>comprehensive</b> evaluation of the extent to which the field observations support existing knowledge and concepts. This will be shown by <b>well-developed</b> ideas about the field observations <b>and</b> existing knowledge and concepts.</p> <p><b>Level 3 (7–9 marks)</b> Demonstrates a <b>thorough</b> evaluation of the extent to which the field observations support existing knowledge and concepts. This will be shown by <b>well-developed</b> ideas about <b>either</b> the field observations <b>or</b> existing knowledge and concepts - and <b>developed</b> ideas about the other question focus.</p> <p><b>Level 2 (4–6 marks)</b> Demonstrates a <b>reasonable</b> evaluation of the extent to which the field observations support existing knowledge and concepts. This will be shown by <b>developed</b> ideas about <b>either</b> the field observations <b>or</b> existing knowledge and concepts - and <b>simple</b> ideas about the other question focus.</p> <p><b>Level 1 (1–3 marks)</b> Demonstrates a <b>basic</b> evaluation of the extent to which the field observations support existing knowledge and concepts. This will be shown by <b>simple</b> ideas about the field observations and existing knowledge and concepts.</p> <p><b>0 marks</b> No response or no response worthy of credit.</p>	12	<p><b>AO3 – 12 marks</b></p> <p>A wide range of geographical fieldwork investigations is possible / acceptable.</p> <p><i>Field observations</i></p> <ul style="list-style-type: none"> <li>• depend on the exact nature of the investigation</li> <li>• this is likely to be based on core human and physical processes but may be within the context of people-environment questions and issues</li> <li>• observations might be discussed / presented in a very wide range of formats such as the raw, primary data or descriptive / statistical analysis of the observed data</li> </ul> <p><i>Existing geographical knowledge and concepts</i></p> <p>Discussion of existing geographical knowledge and concepts relating to the investigation suggested could include:</p> <ul style="list-style-type: none"> <li>• processes in human and / or physical geography</li> <li>• current spatial patterns of human / physical features</li> <li>• systems in human / physical geography</li> <li>• accepted hypotheses</li> <li>• geographical theories / models</li> <li>• geographical concepts</li> </ul> <p>In attempts to address ‘to what extent..’ we might expect some explanation why the results of the investigation support existing knowledge and concepts, either strongly, partially or weakly.</p>
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