Practice Paper

GCSE (9-1) Geography B (Geography for Enquiring Minds)
J384/01 Our Natural World

MARK SCHEME

Duration: 1 hour 15 minutes

MAXIMUM MARK 70

Version: Practice Paper

(FOR OFFICE USE ONLY)

This document consists of 20 pages

MARKING INSTRUCTIONS

PREPARATION FOR MARKING

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM assessor Online Training*; *OCR Essential Guide to Marking*.

2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal http://www.rm.com/support/ca

3. Log-in to RM assessor and mark the **required number** of practice responses ("scripts") and the **number of required** standardisation responses.

   YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1. Mark strictly to the mark scheme.

2. Marks awarded must relate directly to the marking criteria.

3. The schedule of dates is very important. It is essential that you meet the RM assessor 50% and 100% deadlines. If you experience problems, you must contact your Team Leader 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. There is a NR (No Response) option. Award NR (No Response)
   - if there is nothing written at all in the answer space
   - OR if there is a comment which does not in any way relate to the question (eg 'can't do', 'don't know')
   - OR if there is a mark (eg a dash, a question mark) which isn't an attempt at the question

   Note: Award 0 marks – for an attempt that earns no credit (including copying out the question)

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. **Annotations**

Annotation	Meaning

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.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

In your marking, you will encounter valid responses which are not covered by the Mark Scheme: these responses must be credited. You will encounter answers which fall outside the 'target range' of Bands for the paper which you are marking. Please mark these answers according to the marking criteria.

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.

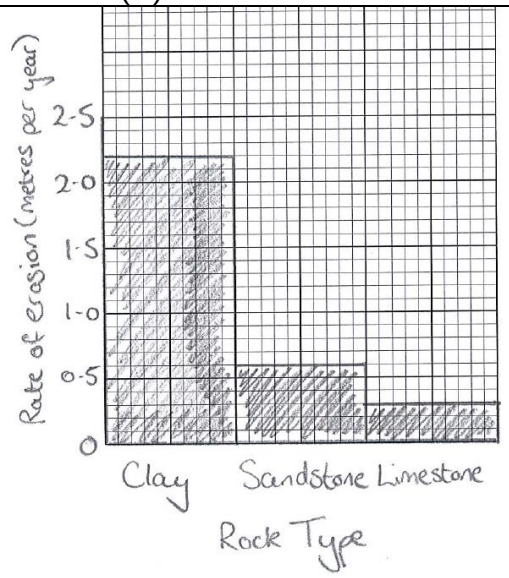
	AO1	AO2	AO3
Comprehensive	A range of detailed and accurate knowledge that is fully relevant to the question.	A range of detailed and accurate understanding that is fully relevant to the question.	Detailed and accurate interpretation through the application of relevant knowledge and understanding. Detailed and accurate analysis through the application of relevant knowledge and understanding. Detailed and substantiated evaluation through the application of relevant knowledge and understanding. Detailed and substantiated judgement through the application of relevant knowledge and understanding.
Thorough	A range of accurate knowledge that is relevant to the question.	A range of accurate understanding that is relevant to the question.	Accurate interpretation through the application of relevant knowledge and understanding. Accurate analysis through the application of relevant knowledge and understanding. Supported evaluation through the application of relevant knowledge and understanding. Supported judgement through the application of relevant knowledge and understanding.
Reasonable	Some knowledge that is relevant to the question.	Some understanding that is relevant to the question.	Some accuracy in interpretation through the application of some relevant knowledge and understanding. Some accuracy in analysis through the application of some relevant knowledge and understanding. Partially supported evaluation through the application of some relevant knowledge and understanding. Partially supported judgement through the application of some relevant knowledge and understanding.
Basic	Limited knowledge that is relevant to the topic or question.	Limited understanding that is relevant to the topic or question.	Limited accuracy in interpretation through lack of application of relevant knowledge and understanding. Limited accuracy in analysis through lack of application of relevant knowledge and understanding. Un-supported evaluation through lack of application of knowledge and understanding. Un-supported judgement through lack of application of knowledge and understanding.

Question			Answer	Mark	Guidance
1	(a)		C: Mantle (✓)	1	(✓)
	(b)		Flash appeal to raise money and provide relief (✓) was successful as the June to September monsoon rains made relief efforts challenging, especially for remote communities outside Kathmandu, and this appeal helped 3.7 million people (DEV) Aid from Oxfam (✓) successfully focused on short term relief e.g. food, clean water and temporary shelters although not everyone people could access this support (DEV). The Government relief effort to provide food and water (✓) was criticised in the international media as being very slow given that 5,000 people had died (DEV).	4	2 x 1 (✓) for valid response given 2 x 2 (DEV) effectiveness of the responses
	(c)		Mainly in a strip across Central America (✓) Clustered around East coast of Central and North America (✓) In the Pacific Ocean, west of Central and/ North America (✓)	2	2 x 1 (✓) for description of the regional distribution of tropical storms from the map
	(d)		**Case study: A non-UK based natural weather hazard event** **Level 3 (5-6marks)** An answer at this level demonstrates **thorough** understanding of the place-specific causes of the natural weather hazard (AO2) and **thorough** knowledge of how the chosen natural weather hazard was caused (AO1). This will be shown by including **well-developed** ideas about the place-specific causes of the natural weather hazard event. The answer must also include **place-specific** details about the natural weather hazard event. Amount of place-specific detail determines credit within level. **Level 2 (3–4 marks)** An answer at this level demonstrates **reasonable** understanding of the place-specific causes of the natural	6	**Indicative Content** Responses could include any valid natural weather hazard outside of the UK including flash flooding or tropical storms (hurricanes, typhoons or cyclones), heat wave or drought. Examples of a **well-developed** idea: Hurricane Katrina started as a tropical depression on the 23rd August over the south-eastern Bahamas as there were warm ocean temperatures (approximately 26 °C). As it moved west from Florida to the Gulf of Mexico the wind speeds intensified and it was declared a category 5 hurricane. Hurricane Katrina's natural weather hazards included the strong winds over Louisiana and Florida, reaching 140mph, and heavy rain, with the highest amount in Louisiana of 10-12 inches. Examples of a **developed** idea: Hurricane Katrina started over the sea in the south-eastern Bahamas where ocean temperatures were warm. As it moved west the hurricane got more powerful up to a category 5.

			weather hazard (AO2) and **reasonable** knowledge of how the chosen natural weather hazard was caused (AO1). This will be shown by including **developed** ideas about the place-specific causes of the natural weather hazard event. Developed ideas but no place-specific detail credited up to **middle** of level. **Level 1 (1–2 marks)** An answer at this level demonstrates **basic** understanding of the place-specific causes of the natural weather hazard (AO2) and **basic** knowledge of how the chosen natural weather hazard was caused (AO1). This will be shown by including **simple** ideas about the place-specific causes of the natural weather hazard event. Simple ideas or appropriate named example only credited at **bottom** of level. **0 marks** No response or no response worthy of credit.		There was heavy rain and strong winds which attacked the south of the USA. These winds reached up to 140mph. Examples of a **simple** idea: There was very heavy rain as there was a hurricane. The warm water helped the hurricane to start and then air was sucked upwards.

Question			Answer	Mark	Guidance
2	(a)		C: Line (✓)	1	(✓)
	(b)		The graph shows the climate changing through warming and cooling cycles (✓) 100,000 year cycles of alternating cold and warm periods (✓) Cycles correlate with changes in Earth's orbit and eccentricity (✓) There are warmer periods when the earth is more elliptical (✓) Greater degree of earths tilt, means a higher average temperature (✓)	3	3 x 1 (✓) for each valid idea, as evidence for natural climate change. No DEV required
	(c)		B: Gases in the Earth's atmosphere trapping heat (✓)	1	(✓)
	(d)		People get more sun burnt (✓) as there will be higher temperatures due to less heat escaping (DEV) There will be a longer growing season for farmers (✓) as there will be more re-emitted heat which will increase temperatures (DEV)	2	1 x 1 (✓) for interpreting a valid impact of climate change on people 1 x 1 (DEV) for explaining the impact of climate change from the resource
	(e)		**Level 3 (5-6 marks)** An answer at this level demonstrates **thorough** understanding of the environmental impacts of climate change (AO2) and a **thorough** analysis of whether of climate change will lead to negative environmental impacts (AO3). This will be shown by including **well-developed** ideas about the environmental impacts of climate change. **Level 2 (3–4 marks)** An answer at this level demonstrates **reasonable** understanding of the environmental impacts of climate change (AO2) and a **reasonable** analysis of whether of climate change will lead to negative environmental impacts (AO3). This will be shown by including **developed** ideas about the environmental impacts of climate change. **Level 1 (1–2 marks)**	6	**Indicative Content** Responses could include references to the environmental impacts resulting from warming or cooling. Examples of negative environmental impacts of climate change could include: Melting ice caps and glaciers leading to rising sea levels Extreme weather, such as drought and more frequent tropical storms Reduced water availability for plants and animals Damage to coastal ecosystems such as coral reefs Loss of coastal wetlands and habitats Coastal flooding in low lying areas Threat to Arctic / Antarctic ecosystems Positive environmental impacts of climate change could include: Enhanced plant growth e.g. tropical rainforests More productive environments due to warmer and potentially wetter conditions

			An answer at this level demonstrates **basic** understanding of the environmental impacts of climate change (AO2) and a **basic** analysis of whether of climate change will lead to negative environmental impacts (AO3). This will be shown by including **simple** ideas about the environmental impacts of climate change. **0 marks** No response or no response worthy of credit.		Examples of a **well-developed** idea: Ice caps will melt leading to rising global sea levels which will flood some low-lying coastal areas and may destroy low-lying islands completely. The flooding in these areas can destroy coastal ecosystems such as coral reefs. Some higher latitude areas, such as Siberia, could become a more productive environment as the temperature warms as this will extend the growing season. Examples of a **developed** idea: Ice caps will melt leading to coastal areas flooding and land being destroyed. Some higher latitude areas could be more productive as they become warmer. Examples of a **simple** idea: Ice caps will melt leading to flooding. Some areas will grow more as it becomes warmer.

Question			Answer	Mark	Guidance
3	(a)		Combination of natural and built environment (✓) Visible features making up the surface of the land (✓)	1	(✓) Can be natural or man-made
	(b)		C: Stack (✓)	1	(✓)
	(c)			3	3 x 1 (✓) 1 x 1 for correctly chosen graph/chart (✓) 1 x 1 for accurately drawn graph/chart (✓) 1 x 1 for correctly labelled axes (✓) Non-continuous data so bar graph is the most appropriate choice
	(d)	(i)	Line graph (✓)	1	(✓)
		(ii)	1.16m/yr (✓)	1	(✓)
	(e)		**Case study: UK coastal landscape** **Level 3 (5-6 marks)** An answer at this level demonstrates **thorough** knowledge of geomorphic processes occurring at the case study location (AO1) and **thorough** understanding how the geomorphic processes have shaped the chosen coastal landscape (AO2). This will be shown by including **well-developed** ideas about the geomorphic processes that are shaping the chosen coastal landscape.	6	**Indicative Content** Candidate responses could include an erosional or depositional coastline. Geomorphic processes could include: weathering, mass movement, erosion, transport and deposition. Example of a **well-developed** idea: Blakeney point is a spit in North Norfolk. It is made up of a shingle ridge (9km in length) and sand dunes as well as a salt marsh in the sheltered area behind the spit. Longshore drift has transported eroded material from the cliffs, mainly by saltation and suspension until it is deposited on the spit. The

			The answer must include **place-specific** details of the UK coastal landscape. Amount of relevant place-specific detail determines credit within level. **Level 2 (3–4 marks)** An answer at this level demonstrates **reasonable** knowledge of geomorphic processes occurring at the case study location (AO1) and **reasonable** understanding how the geomorphic processes have shaped the chosen coastal landscape (AO2). This will be shown by including **developed** ideas about the geomorphic processes that are shaping the chosen coastal landscape. Developed ideas but no place-specific detail credited up to **middle** of level. **Level 1 (1–2 marks)** An answer at this level demonstrates **basic** knowledge of geomorphic processes occurring at the case study location (AO1) and **basic** understanding how the geomorphic processes have shaped the chosen coastal landscape (AO2). This will be shown by including **simple** ideas about the geomorphic processes that are shaping the chosen coastal landscape. Simple ideas or appropriate named example only credited at **bottom** of level. **0 marks** No response or no response worthy of credit.		spit is 200m wide by 10m in depth and the material is graded as it is deposited with the largest shingle at the base of the ridge where the waves break. The spit has grown westwards and migrated inland as eroded material continues to be deposited. The end of the spit is hooked as waves push material southwards at far point. Example of a **developed** idea: Blakeney point is a spit in North Norfolk. It is made up of a shingle ridge, sand dunes as well as a salt marsh. Longshore drift has transported material along the coast, dropping it on the spit to build it up over time. The spit is very long and the material it is made from varies in size along it. The spit has grown westwards and at the end it curves round as the sea does this. Example of a **simple** idea: There is a large hooked piece of land made up large stones. These keep being dropped by the sea.

Question			Answer	Mark	Guidance
4	(a)		In the Northern Hemisphere (✓) North of the Tropic of Cancer (✓) In a belt from Eastern USA to Japan (✓)	2	2 x 1 (✓)
	(b)		A: coarse grasses with some shrubs and a few scattered trees (✓)	1	(✓)
	(c)		10.2 – 4.0 (DEV) = 6.2 (✓)	2	1 x 1 (✓) for the correct answer 1 x 1 (DEV) for showing working out
	(d) *		**Case study – a global example of sustainable management in the Antarctic or the Arctic** **Level 3 (6–8marks)** An answer at this level demonstrates **thorough** knowledge of a global example of sustainable management in either the Arctic or Antarctic (AO1) and **reasonable** understanding of sustainable management through global actions. There will be a **thorough** evaluation of the success of the global example of sustainable management in either the Arctic or Antarctic (AO3). This will be shown by including **well-developed** ideas about the global scale sustainable management scheme and its success. The answer must also include **place-specific** details for the sustainable management through global actions. Amount of relevant place-specific detail determines credit within level. There will be a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. **Level 2 (3–5 marks)** An answer at this level demonstrates **reasonable** knowledge of a global example of sustainable management in either the Arctic or Antarctic (AO1) and **basic** understanding of	8	Case study will be marked using 3 levels **Indicative Content** Responses could include any example of global sustainable management for either the Arctic or Antarctic such as Earth Summits or the Antarctic Treaty. The global example of sustainable management could include environmental, economic, social and political aspects. Example of a **well-developed** idea: The Arctic Council is the first international community to include Heads of Indigenous communities which is a successful model for sustainable management. This council has focused on energy issues, indigenous people, protecting the environment and sustainability. The energy summit every 2 years looks at the challenge of providing electricity in the Arctic as well as oil and gas exploration. The Arctic Monitoring and Assessment Programme proposed offshore oil and gas guidelines in 2008 and this was important to protect the fragile marine environment. The Arctic Council have been looking specifically at sustainable development projects for Arctic communities and this has included the use and management of natural resources for their food supplies (fishing), health and source of money. The potential impact of climate change on these resources has been researched with the local people. The success of the Artic Council is that they work with Arctic Nations and indigenous communities to research and

			sustainable management through global actions. There will be a **reasonable** evaluation of the success of the global example of sustainable management in either the Arctic or Antarctic (AO3). This will be shown by including **developed** ideas about the global scale sustainable management scheme and its success. Developed ideas but no place-specific detail credited up to **bottom** of level. Valid named example needed for top of level. There is a line of reasoning presented with some structure. The information presented is in the most part relevant and supported by some evidence. **Level 1 (1–2 marks)** An answer at this level demonstrates **basic** knowledge of a global example of sustainable management in either the Arctic or Antarctic (AO1) and **basic** understanding of sustainable management through global actions. There will be a **basic** evaluation of the success of the global example of sustainable management in either the Arctic or Antarctic (AO3). This will be shown by including **simple** ideas about the global scale sustainable management scheme and its success. Simple ideas or appropriate named example only credited at **bottom** of level. 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 or no response worthy of credit.		manage issues related to people and the environment for example climate change adaptation. Example of a **developed** idea: The Arctic Council is the first international community to include local people. They discuss energy, local communities and protecting the environment sustainably. They hold a meeting about energy every 2 years looks to discuss oil and gas being removed from the Arctic as there are huge reserves. A programme suggested offshore oil and gas guidelines to protect the ocean area. The Arctic Council have been looking at projects for Arctic communities and this has included the use and management of natural resources for their food supplies (fishing) and the impact of climate change on these resources. This council works well with a wide range of countries and people. Example of a **simple** idea: The Arctic is trying to look after local people so that they have food and energy as the ice is melting. Some countries want to get oil from here as there is lots of it and that hurts fish.

Question			Answer	Mark	Guidance
5	(a)		A questionnaire could be used to explore people's behaviours and lifestyle choices in response to climate change (✓). Questions could ask people about where they go on holiday and outdoor leisure activities (✓). Peoples behaviours could be linked to questions about sun strength awareness and their use of sunscreen and hats (✓)	3	3 x 1 (✓)
	(b)	(i)	As the total number of vineyards is always 300 or above, amend the vertical axis to be more detailed showing between 300-500 (✓) Independent variables on the graph so this could be shown as a bar graph (✓)	1	(✓)
		(ii)	The graph shows the number of wine growers rising and falling over the 20 year period (✓)	1	(✓)
	(c)	(i)	The cross section of the river diagram clearly showed where there was a steep bank and a shallow bank (✓) which could then be labelled with further information about geomorphic processes (✓). The cliff profile sketch was suitable for highlighting the geology of the coastal location (✓), annotations added to the sketch showed rock strength and features of the cliff (✓).	2	2 x 1 (✓) Expect a wide range of data presentation techniques. Presentation technique must be related to physical fieldwork
		(ii) *	**Own Fieldwork** **Level 3 (6–8 marks)** An answer at this level demonstrates a **thorough** evaluation of the how enquiry processes helped when carrying out physical fieldwork (AO3). There will be a **thorough** judgement of the extent to which the enquiry processes were effective in helping to carry out the fieldwork (AO3). This will be shown by including **well-developed** ideas. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.	8	**Indicative content** Candidates could refer to the enquiry process as a whole and/or the enquiry processes such as: Developing a question suitable for investigation Gathering relevant evidence through data collection Presenting and analysing evidence Drawing conclusions from evidence Critical reflection at each stage of the enquiry process Examples of **well-developed** ideas: My physical fieldwork was carried out at The River Ise in Northamptonshire. The enquiry process started with the enquiry question, it was important that this was a question which could be investigated in the field. I used a hypothesis

			Level 2 (3–5 marks) An answer at this level demonstrates a **reasonable** evaluation of the how enquiry processes helped when carrying out physical fieldwork (AO3). There will be a **reasonable** judgement on the extent to which the enquiry processes were effective in helping to carry out the fieldwork (AO3). This will be shown by including **developed** ideas. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. **Level 1 (1–2 marks)** An answer at this level demonstrates a **basic** evaluation of the how enquiry processes helped when carrying out physical fieldwork (AO3). There will be a **basic** judgement on the extent to which the enquiry processes were effective in helping to carry out the fieldwork (AO3). This will be shown by including **simple** ideas. 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 or no response worthy of credit.		as a testable question so I wouldn't just get a yes / no answer which was better for analysis. My data collection was at the River Ise where I gathered data on river velocity, channel width and depth and bedload samples which were all relevant to my hypothesis. Critically reflecting on my data collection, I found that some sites were difficult to access due to vegetation. I needed to repeat readings at least 3 times to get averages for improved accuracy however this was challenging on site as the river channel was narrow. It was important to have at least 10 sets of data so that I could analyse results and show relationships between the variables such as velocity and channel area. Examples of **developed** ideas: My physical fieldwork was carried out at The River Ise in Northamptonshire. I had a question which could be investigated in the field which was testable as this would help my analysis. My data collection included speed of the river, channel area and pebbles from the river bed which were all relevant to my key question. I found vegetation to thick in places to get to the river. I did averages for my data collection to try and make it accurate. For my analysis I tried to relate bits of data together so that I could see whether one thing affected another in the river. Examples of **simple** ideas: I went to a river for my fieldwork where we went in to get stones from the bottom. The river was quite slow but we measured this. I drew graphs to show my data.
			Spelling, punctuation and grammar and the use of specialist terminology (SPaG) are assessed using the separate marking grid in Appendix 1.	**3**	

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

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