

**GCSE (9–1) Geography A
(Geographical Themes)
J383/01 Living in the UK today
Sample Resource Booklet**

Time allowed: 1 hour

INFORMATION FOR CANDIDATES

- The questions tell you which resources you need to use.
- This document consists of **12** pages. Any blank pages are indicated.

INSTRUCTION TO EXAMS OFFICER/INVIGILATOR

- Do not send this Resource Booklet for marking, it should be retained in the centre or recycled. Please contact OCR Copyright should you wish to re-use this document.

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- Fig. 5 – Carbon dioxide emissions compared to wind turbines used to power homes
- Fig. 6 - Community energy system supplying 1,500 homes

SPECIMEN

Fig. 1 – Relief map to show upland areas of the UK

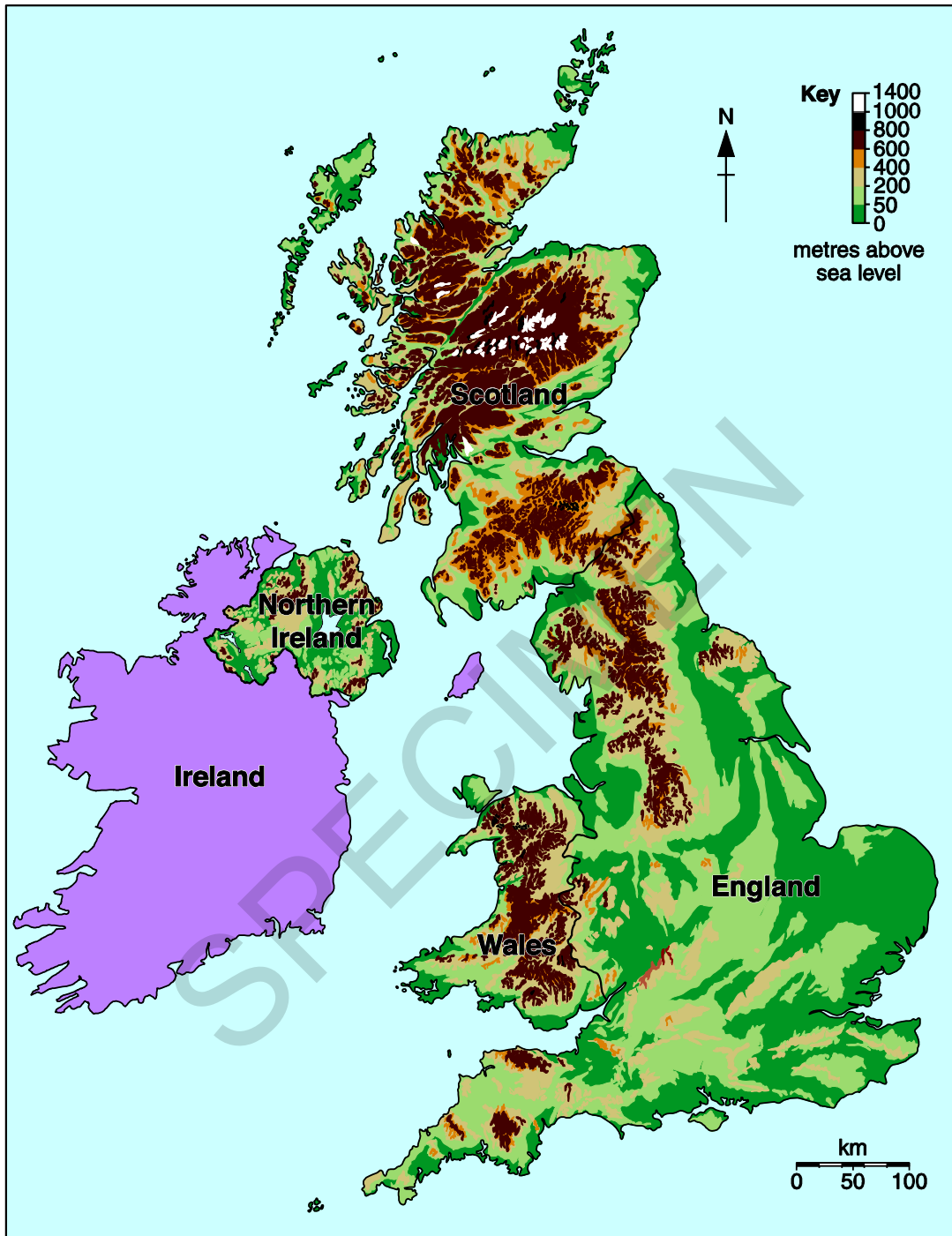


Fig. 2 – Photograph of an upland area in the UK



Fig. 3 – Choropleth map of average life expectancy in regions of the UK

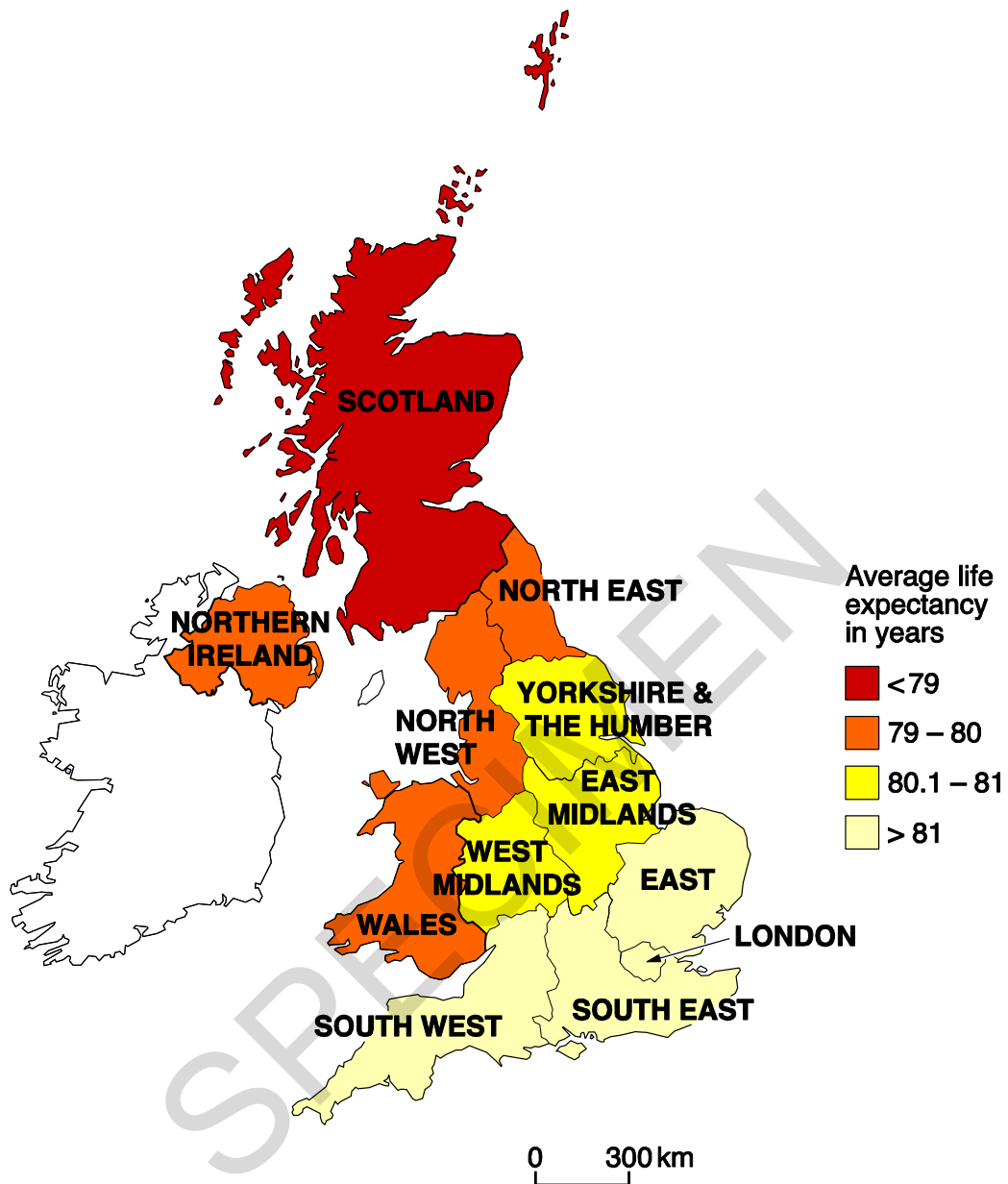
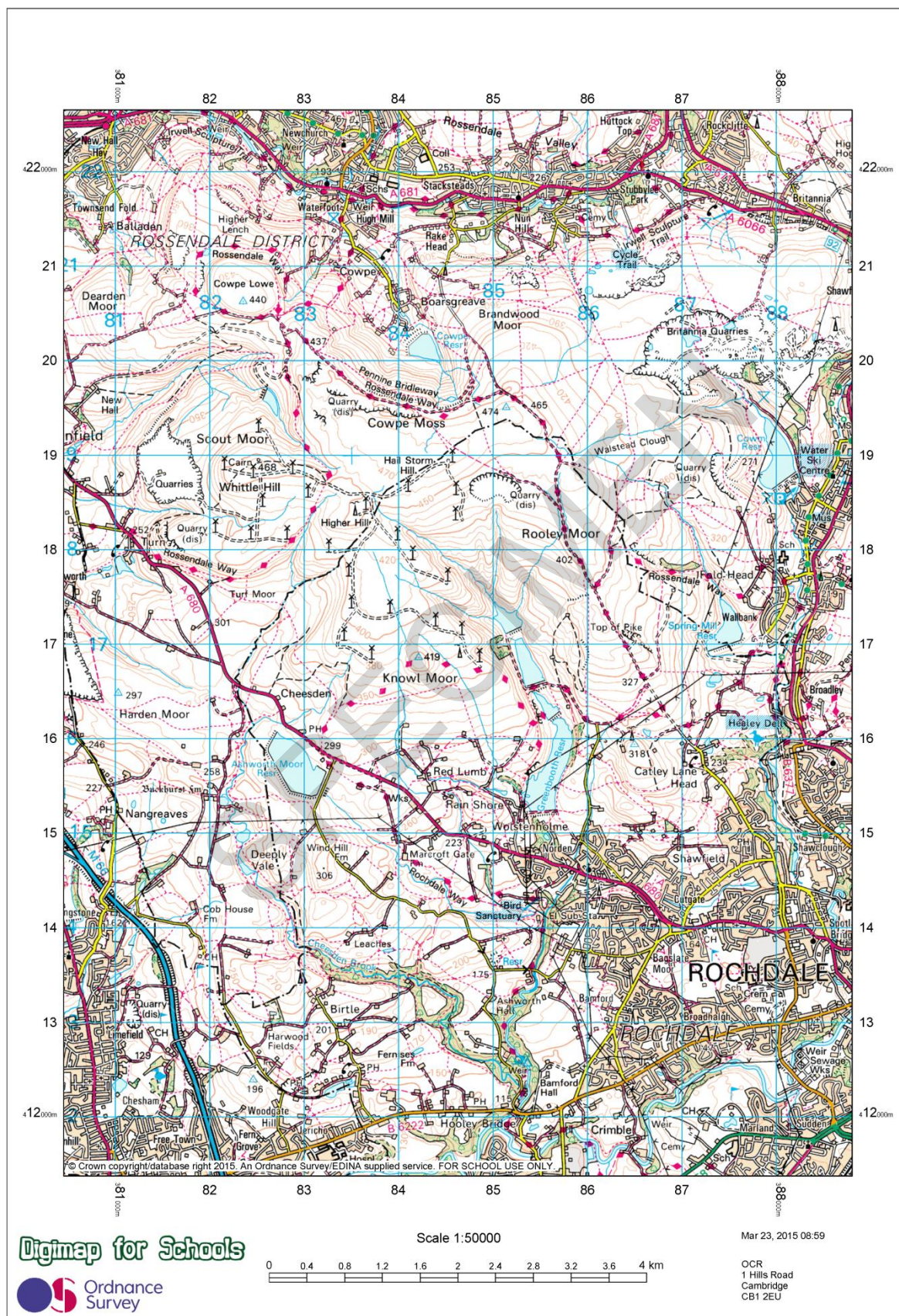






























Fig. 4 – OS map extract in North West England

































Communications

| ROADS AND PATHS | VOIES DE COMMUNICATION | STRASSEN UND WEGE |
|--|---|---|
|  Service area  Junction number  Unfenced dual carriageway  A 470  Sans clôture  A 493  Nicht eingezäunt  B 4518  A 955  B 895  Bridge  Pont  Other road, drive or track  Autre route, allée ou sentier  Sonstige Strasse, Zufahrt oder Feldweg  Path  Sentier  Fussweg  Gradient steeper than 20% (1 in 5), 14% to 20% (1 in 7 to 1 in 5)  Pente Supérieure à 20% (1 pour 5), 14% à 20% (1 pour 7 à 1 pour 5)  Steigung über 20%  Gates  Barrières  Tunnel routier  Strassentunnel  Ferry P  Ferry V | <p>Not necessarily rights of way</p> <p>Motorway (dual carriageway) Autoroute (chaussées séparées) avec aire de service et échangeur numéroté Autobahn (zweibahnig) mit Servicestation und Anschlussstelle sowie Nummer der Anschlussstelle</p> <p>Primary Route Itinéraire principal Fernstrasse</p> <p>Main road Route principale Hauptstrasse</p> <p>Road under construction Route en construction Strasse im Bau</p> <p>Secondary road Route secondaire Nebenstrasse</p> <p>Narrow road with passing places Route étroite avec voies de dépassement Enge Strasse mit Ausweichtellen</p> <p>Road generally more than 4m wide Route généralement de plus de 4m de largeur Strasse, im allg. über 4m breit</p> <p>Road generally less than 4m wide Route généralement de moins de 4m de largeur Strasse, im allg. unter 4m breit</p> <p>Other road, drive or track Autre route, allée ou sentier Sonstige Strasse, Zufahrt oder Feldweg</p> <p>Path Sentier Fussweg</p> <p>Gradient steeper than 20% (1 in 5), 14% to 20% (1 in 7 to 1 in 5) Pente Supérieure à 20% (1 pour 5), 14% à 20% (1 pour 7 à 1 pour 5) Steigung über 20%</p> <p>Gates Barrières Tunnel routier Strassentunnel</p> <p>Ferry (passenger) Bac pour piétons Personenfähre</p> <p>Ferry (vehicle) Bac pour véhicules Autofähre</p> | <p>Primary routes form a network of recommended through routes which complement the motorway system</p> |

Tourist Information

| TOURIST INFORMATION | RENSEIGNEMENTS TOURISTIQUES | TOURISTENINFORMATION |
|--|--|----------------------|
|  Viewpoint Point de vue Aussichtspunkt  Visitor centre Centre pour visiteurs Besucherzentrum  Walks / Trails Promenades Wanderwege  Nature reserve Réserve naturelle Naturschutzgebiet  Parking Parkplatz  Youth hostel Auberge de jeunesse Jugendherberge  Golf course or links Terrain de golf Golfplatz  Garden Jardin Garten |  Camp site/caravan site Terrain de camping/Terrain pour caravanes Campingplatz/Wohnwagenplatz  Selected places of tourist interest Endroits d'un intérêt touristique particulier Ausgewählte Plätze von touristischem Interesse  Information centre, all year / seasonal Office de tourisme, ouvert toute l'année / en saison Informationsbüro, ganzjährig / saisonal  Picnic site Emplacement de pique-nique Picknickplatz  Park & Ride, all year / seasonal Parking et navette, ouvert toute l'année / en saison Park & Ride, ganzjährig / saisonal  Telephone, public / roadside assistance Téléphone, public / borne d'appel d'urgence Telefon, öffentlich / Notrufsäule  Recreation / leisure / sports centre Centre de détente / loisirs / sports Erholungs- / Freizeit- / Sportzentrum  World Heritage site/area Site du Patrimoine Mondial Welterbestätte | |

General Information

| LAND FEATURES | WATER FEATURES | HEIGHTS |
|--|---|--|
|  Cutting, embankment  Electricity transmission line (pylons shown at standard spacing)  Pipe line (arrow indicates direction of flow)  Buildings  Important building (selected)  Bus or coach station  Glass Structure  Helipoint  Current or former place of worship; with tower with spire, minaret or dome  Place of worship  Triangulation pillar  Mast  Wind pump, wind turbine  Windmill with or without sails  Graticule intersection at 5' intervals |  Marsh or salting  Towpath  Lock  Ford  Slopes  Cliff  High water mark  Low water mark  Rat rock  Lighthouse (in use)  Lighthouse (disused)  Beacon  Shingle  Mud  Canal (dry) | <p>Contours are at 10 metres vertical interval</p> <p>Contours are at 10 metres vertical interval</p> <p>Heights are to the nearest metre above mean sea level</p> <p>Surface heights are to the nearest metre above mean sea level. Where two heights are shown, the first is the height of the natural ground in the location of the triangulation pillar, and the second (in brackets) to a separate point which is the highest natural summit.</p> |

ABBREVIATIONS

| | |
|---------------------------------------|----------------|
| CH Clubhouse | CG Cattle grid |
| PH Public house | P Post office |
| PC Public convenience (in rural area) | MP Milepost |
| TH Town hall, Guildhall or equivalent | MS Milestone |

ARCHAEOLOGICAL AND HISTORICAL INFORMATION

| | | | | | |
|---|-------------------|--------|-----------|---|-------------------------|
| + | Site of antiquity | VILLA | Roman | ✕ | Battlefield (with data) |
| ✕ | Visible earthwork | Excels | Non-Roman | | |

Information provided by English Heritage for England and the Royal Commissions on the Ancient and Historical Monuments for Scotland and Wales

ROCK FEATURES



Fig. 5 – Carbon dioxide emissions compared to wind turbines used to power homes

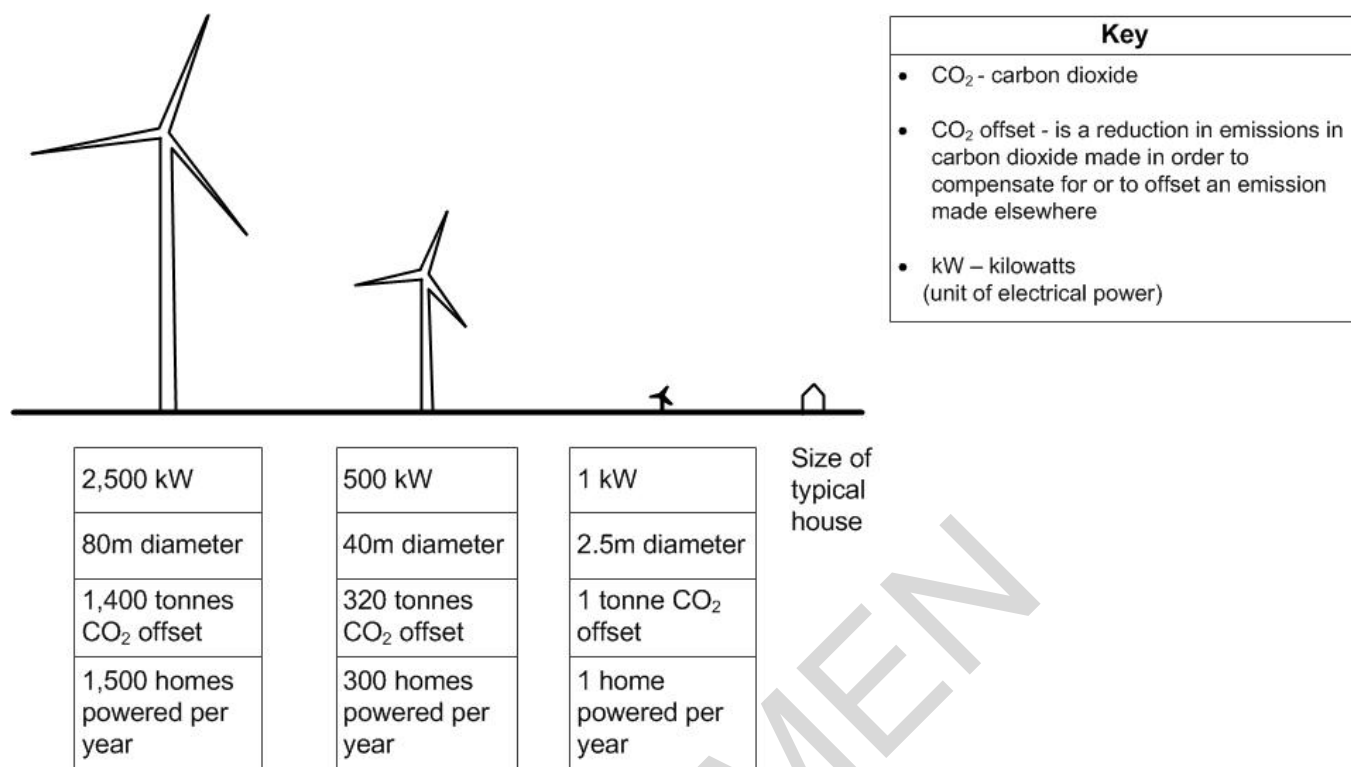
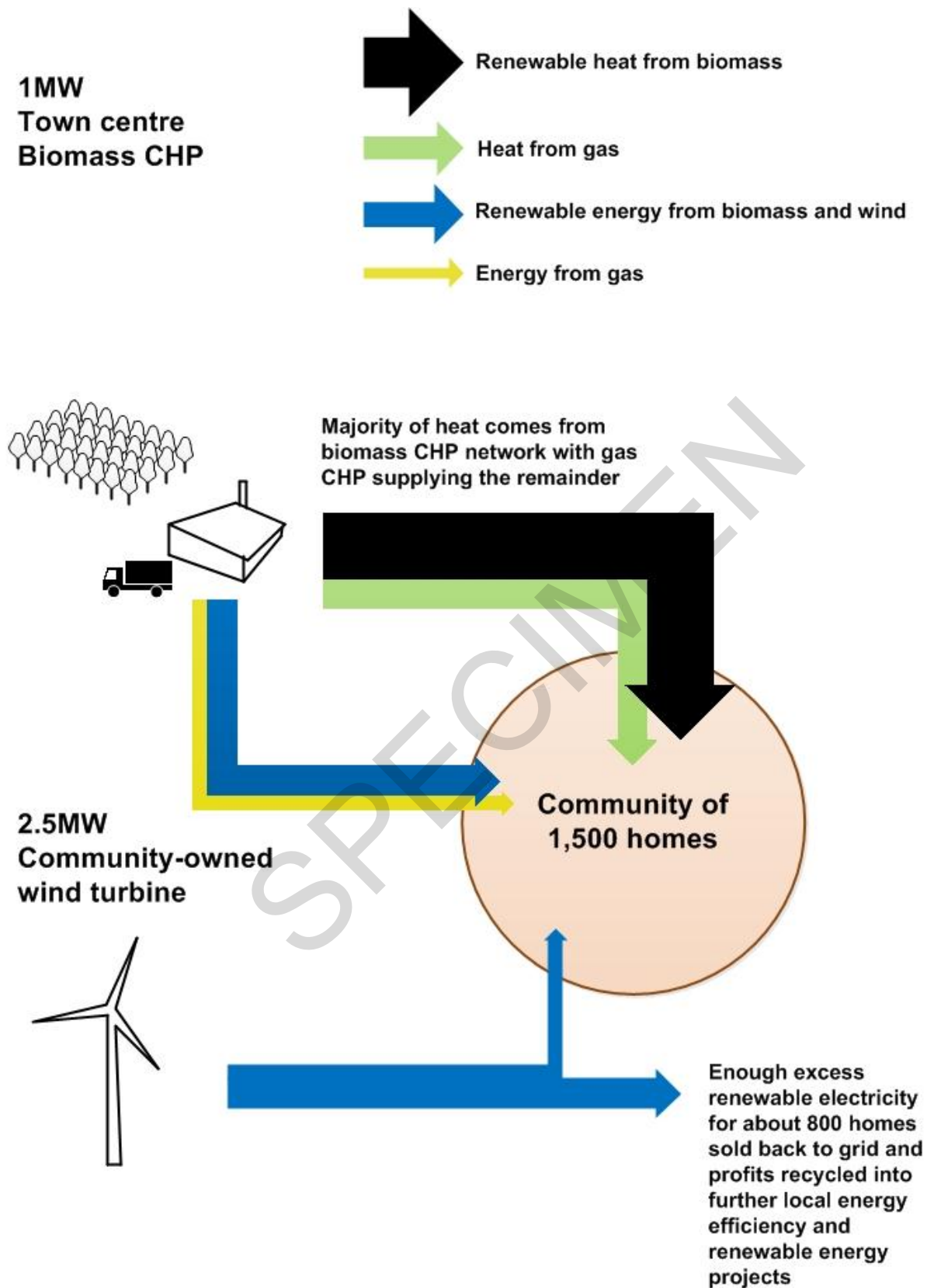


Fig. 6 – Community energy system supplying 1500 homes



| Key |
|--|
| • CHP – Combined heat and power |
| • MW – Megawatt (unit of electrical power) |
| • 1MW = 1,000kW |

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Fig. 2: © Mark Sunderland Photography. Reproduced by permission of Mark Sunderland, www.marksunderland.com

Fig. 4: OS map extract of North West England © Crown copyright (2015) Ordnance Survey (100043707)

Fig. 5: Image from The Town and Country Planning Association (TCPA), Sustainable Energy by Design, p38. Reproduced by kind permission of XCO2 Energy Ltd.

Fig. 6: Image from The Town and Country Planning Association (TCPA), Sustainable Energy by Design, p32. Reproduced by kind permission of XCO2 Energy Ltd.

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GCSE (9–1) Geography A
(Geographical Themes)
J383/01 Living in the UK Today
Sample Question Paper

Date – Morning/Afternoon

Time allowed: 1 hour

You must have:

- the Resource Booklet

You may use:

- a ruler (cm/mm)
- a piece of string
- a scientific or graphical calculator



First name

Last name

Centre
number

Candidate
number

INSTRUCTIONS

- Use black ink. You may use an HB pencil for graphs and diagrams.
- Complete the boxes above with your name, centre number and candidate number.
- Answer **all** the questions.
- Write your answer to each question in the space provided. If additional space is required, you should use the lined page(s) at the end of this booklet. The question number(s) must be clearly shown.
- Do **not** write in the barcodes.
- The separate Resource Booklet will be found inside this document.

INFORMATION

- The total mark for this paper is **60**.
- The marks for each question are shown in brackets [].
- Quality of extended responses will be assessed in questions marked with an asterisk (*).
- Spelling, punctuation and grammar and the use of specialist terminology (SPaG) will be assessed in questions marked with a pencil (✎).
- This document consists of **16** pages.

Answer **all** the questions.

Landscapes of the UK

1 Use **Figs 1 and 2** in the separate Resource Booklet.

(a) Study **Fig. 1** which shows a relief map to show upland areas of the UK.

(i) Identify **two** features of the distribution of upland areas over 400m shown on the map.

- 1
-
- 2
-

[2]

(ii) Which **one** of the following is **not** likely to be located in an upland area of the UK?

- A Nuclear power station
- B Sheep farm
- C Ski resort
- D Water storage reservoir

Write the correct letter in the box. ☐

[1]

(b) The table below names four processes of erosion which take place within a river basin. Use arrows to match each process of erosion with the correct description.

One has been done for you.

| Process of erosion | Description |
|--------------------|--|
| Abrasion | Pebbles and rocks collide with each other, reducing their size and making them smoother. |
| Attrition | A chemical reaction occurs when slightly acid water dissolves calcium to break down rocks such as limestone. |
| Solution | The power of moving water which is forced against river banks causing them to collapse and be washed away. |
| Hydraulic action | Small rocks carried by the river wear away the bed and banks of the river. |

[2]

(c) Study **Fig. 2** which shows a photograph of an upland area in the UK.

(i) Describe how the landscape shown in **Fig. 2** is characteristic of an upland area.

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[3]

(ii) Explain the stages in the formation of a gorge.

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[3]

(d)* CASE STUDY – a UK coastal landscape

Name of coastal landscape area in the UK

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Examine how far human activity has positively impacted the coastal landscape in your chosen area.

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[8]

People of the UK

2 Use **Fig. 3** in the separate Resource Booklet.

(a) Study **Fig. 3** which shows a choropleth map of average life expectancy in regions of the UK.

(i) Which **one** of the following correctly ranks the regions shown in **Fig. 3** from highest to lowest average life expectancy?

| | Highest average life expectancy → Lowest average life expectancy | | | |
|----------|---|--------------------------|------------------|---------------|
| A | London | Yorkshire and The Humber | North East | West Midlands |
| B | South East | Yorkshire and The Humber | Northern Ireland | Scotland |
| C | South West | North West | Scotland | East Midlands |
| D | West Midlands | Wales | East | North East |

Write the correct letter in the box.

[1]

(ii) Suggest **two** reasons for the regional variation in average life expectancy between London and Scotland, as shown in **Fig. 3**.

- 1

 2

[2]

- (b)** Explain how investment in infrastructure can lead to uneven development within the UK.

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[4]

- (c)** Explain **two** effects of an ageing population in the UK.

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[4]

- (d)** Discuss the social and economic impacts of immigration on the UK in the 21st century.

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[6]

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UK Environmental Challenges

3 Use **Figs 4** and **5** in the separate Resource Booklet.

- (a)** In 2010 Rochdale experienced a flood which caused chaos for local people.

Using **Fig. 4** an OS map extract in North West England, give **one** piece of evidence from the map which suggests that Rochdale could experience another flood?

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[1]

- (b)** **Case Study – a flood event in the UK caused by extreme weather conditions**

Name of UK flood event:

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Explain the effects of the UK flood event on people.

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[4]

- (c)** Study **Fig. 4** an OS map extract in North West England, which shows a wind farm.

- (i)** In which **one** of the following grid squares are wind turbines located?

- A** 8216
- B** 8217
- C** 8417
- D** 8517

Write the correct letter in the box.

[1]

(d)* Study **Figs 5 and 6** in the separate Resource Booklet

Using **Figs 5 and 6** and your own knowledge and understanding, assess whether the sustainable management of energy has been successful at a local scale.

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[12]

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

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Oxford Cambridge and RSA

...day June 20XX – Morning/Afternoon

GCSE (9–1) Geography A (Geographical Themes)
J383/01 Living in the UK Today

SAMPLE MARK SCHEME

Duration: 1 hour

MAXIMUM MARK 60

This document consists of 20 pages

MARKING INSTRUCTIONS**PREPARATION FOR MARKING****SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris 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 scoris and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

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

TRADITIONAL

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

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 scoris 50% and 100% (traditional 50% 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, email or via the scoris messaging system.

5. Work crossed out:
 - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
 - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
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 (e.g. 'can't do', 'don't know')
 - OR if there is a mark (e.g. 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 scoris **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 telephone, email or the scoris messaging system.
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 |
|------------|---------|
| | |
| | |
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11. 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 | Marks | Guidance |
|----------|-----|------|--|-------|---|
| 1 | (a) | (i) | Large areas in Scotland (✓) Covers most of Wales (✓) Large area of N / NW England (✓) Covers much of SW England (✓) Covers some of Northern Ireland (✓) | 2 | 2 x 1 (✓) |
| | | (ii) | A: Nuclear power station (✓) | 1 | (✓) |
| | (b) | | Abrasion: Small rocks carried by the river wear away the bed and banks of the river (✓) Attrition: Pebbles and rocks collide with each other, reducing their size and making them smoother (✓) Hydraulic action: The power of moving water which is forced against river banks causing them to collapse and be washed away (✓) | 2 | 3 correct = 2 marks (✓) 1 or 2 correct = 1 mark (✓) |
| | (c) | (i) | Potential characteristics include: Steep slopes (✓) Uneven surface (✓) Presence of a waterfall (✓) Hard igneous rock (✓) Thin vegetation covering (✓) | 3 | 3 x 1 (✓) for each valid idea interpreted from Fig. 2 No DEV required |

| Question | Answer | Marks | Guidance |
|----------|--|-------|---|
| (ii) | <p>Water flows over hard and soft rock eroding the soft rock more quickly than the hard rock at a point of weakness (✓) Erosion by hydraulic action or abrasion leads to the formation of a waterfall (✓) A waterfall retreats upstream as erosion causes undercutting and an overhang collapses leaving a steep gorge (✓)</p> | 3 | <p>3 x 1 (✓) for each valid explanation of the stages in the formation of a gorge</p> <p>Response about the formation of a gorge must be appropriate for UK landscapes</p> <p>No DEV required</p> |
| (d)* | <p>Case study: distinctive UK coastal landscape Level 3 (6–8 marks) An answer at this level demonstrates reasonable knowledge of human activity at the chosen coastal landscape (AO1) with reasonable understanding of how human activity has impacted the landscape (AO2). There is a thorough evaluation of how far human activity has positively impacted the coastal landscape (AO3)</p> <p>This will be shown by including well-developed ideas about the impacts of human activity on the landscape.</p> <p>The answer must also include place-specific details of the distinctive landscape. Amount of relevant place-specific detail determines credit within level.</p> <p>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p>Level 2 (3–5 marks) An answer at this level demonstrates reasonable knowledge of human activity at the chosen coastal landscape (AO1) with basic understanding of how human activity has positively impacted the landscape (AO2). There is a reasonable evaluation of how far human activity has impacted the coastal landscape (AO3)</p> | 8 | <p>Case study will be marked using 3 levels Case study responses will depend on candidate's area of study.</p> <p>Indicative content Human activity could include coastal management strategies: Groynes Rip rap and rock armour Off-shore reef Sea wall Gabions Beach nourishment Human activity could also include but is not restricted to: Tourism Footpath trampling Sport Industry</p> <p>Examples for the Norfolk coast in the UK. Example of well-developed ideas: It can be argued that human activity along the Norfolk coast has impacted the landscape in both positive and negative ways. Blakeney salt marsh has been protected as a Site of Special Scientific Interest which ensures the habitats and ecosystems are studied and preserved. Coastal management can have unintentional negative impacts and so schemes like the groynes which protect towns such as Sheringham and Cromer can then starve smaller villages of</p> |

| Question | Answer | Marks | Guidance |
|----------|--|-------|--|
| | <p>This will be shown by including developed ideas about the impacts of human activity on the landscape.</p> <p>Developed ideas but no place-specific detail credited up to middle of level.</p> <p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p> <p>Level 1 (1–2 marks) An answer at this level demonstrates basic knowledge of human activity at the chosen coastal landscape (AO1) with basic understanding of how human activity has impacted the landscape (AO2). There is a basic evaluation of how far human activity has positively impacted the coastal landscape (AO3)</p> <p>This will be shown by including simple ideas about the impacts of human activity on the landscape.</p> <p>Simple ideas or appropriate named example only credited at bottom of level.</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> <p>0 marks No response or no response worthy of credit.</p> | | <p>coastal sediment down the coast, such as Happisburgh. This can impact the landscape negatively starving depositional features and leaving it open to increased coastal erosion. Overall human activity has been largely positive in terms of its impact on the coastal landscape as the management strategies have protected (marsh) and retained (beaches) areas as sympathetically as possible. Whilst some impacts can be negative such as loss of sediment, these have been factored in by decisions makers.</p> <p>Example of developed ideas: Coastal management and conservation are examples of human activity along the Norfolk coast. This has impacted the landscape in both positive and negative ways. For example, Blakeney salt marsh has been protected as a Site of Special Scientific Interest which ensures the habitats and ecosystems preserved. Coastal management can have negative impacts and so schemes like the groynes which protect towns such as Sheringham can then starve places of coastal sediment down the coast, such as Happisburgh. Human activity can impact the coastal landscape but it is more positive than negative. Decision makers weigh up the impacts and the management strategies have kept beaches in place and protected the salt marsh.</p> <p>Example of simple ideas: Human activity at the Norfolk coast includes tourism and coastal management. Coastal management has changed the look of the landscape. Tourism has led to increased litter. People want to look after the coast for tourists and keep it looking nice so they try to put things in place like bins to get tourist to come there still.</p> |


| Question | | | Answer | Marks | Guidance |
|----------|-----|------|---|-------|--|
| 2 | (a) | (i) | B: South East – Yorkshire and the Humber – Northern Ireland – Scotland (✓) | 1 | (✓) |
| | | (ii) | Reasons such as: Access to healthcare / medical treatment (✓) Difference in social / housing conditions (✓) Variation in income / standard of living (✓) Difference in diet / malnourished / obesity (✓) Number of smoking / alcohol related diseases (✓) | 2 | 2 x 1 (✓) for each valid reason |
| | (b) | | Explanations such as: More geographically remote areas such as the Scottish highlands or the South West of England have poor transport links with little investment (✓) which can stifle the economy as young people leave to find work elsewhere (DEV). Investment in the planned HS2 rail link will connect major cities in the North, such as Manchester and Birmingham, with the South (✓) This investment may rebalance the economy and reduce the North/South divide for cities however it could increase the uneven development between rural and urban areas (DEV). | 4 | 2 x 1 (✓) for identifying the investment in infrastructure 2 x 1 (DEV) for explanation of how investment in infrastructure contributes to uneven development |
| | (c) | | Effects such as: Increased demand for medical treatment (✓) for diseases such as dementia / arthritis which puts strain on the NHS (DEV) Older generation takes care of grandchildren (✓) which reduces cost of childcare for parents (DEV) | 4 | 2 x 1 (✓) for identification of effects of an ageing population 2 x 1 (DEV) for explanation of the effects of ageing population Effects can be positive or negative Each valid explanation must be coherently linked to the effect identified |

| Question | Answer | Marks | Guidance |
|----------|---|-------|---|
| (d) | <p>Level 3 (5–6 marks) An answer at this level demonstrates thorough understanding of the impact of immigration on the UK (AO2).</p> <p>This will be shown by including well-developed ideas about both social and economic impacts.</p> <p>Level 2 (3–4 marks) An answer at this level demonstrates reasonable understanding of the impact of immigration on the UK (AO2).</p> <p>This will be shown by including developed ideas about social and/or economic impacts.</p> <p>Level 1 (1–2 marks) An answer at this level demonstrates basic understanding of the impact of immigration on the UK (AO2).</p> <p>This will be shown by including simple ideas about either social or economic impacts.</p> <p>0 marks No response or no response worthy of credit.</p> | 6 | <p>Answer will be marked using 3 levels.</p> <p>Level 1 Max of Level 1 if 21st century is not addressed</p> <p>Indicative content Impacts of immigration such as: Social: Strain on local services such as housing / schools / hospitals Bring their own culture such as food / customs Conflict with locals / feeling that town is 'swamped' Economic: Increases workforce for low-paid / unpopular jobs Fills gap in job market, such as nursing / construction Competition with local people for jobs Contribute financially to local / national economy</p> <p>Examples of well-developed ideas:</p> <p>Immigrants bring their own culture such as foods, customs and shops which can have a positive benefit to the local community. Immigrants need access to schools and doctors, putting a strain on these services and more staff may be needed to cope with the demand.</p> <p>Economically, immigration provides workforce, especially for unpopular, low paid jobs which locals will not do, such as fruit picking. Fills gaps in the labour market such as nursing which helps the NHS due to shortages in this industry, this benefits the national economy.</p> <p>Examples of developed ideas:</p> <p>Immigrants bring their own culture such as shops which can have a positive benefit to areas. Immigrants need schools</p> |

| Question | | | Answer | Marks | Guidance |
|----------|--|--|--------|-------|--|
| | | | | | <p>and doctors, putting a strain on these services.</p> <p>Economically, immigration provides workforce, especially for unpopular, such as fruit picking. People available to do jobs such as nursing which helps the NHS due to shortages in this industry, this can benefits the economy.</p> <p>Examples of simple ideas:</p> <p>Immigrants compete for jobs with locals Puts pressure on schools or hospitals Bring their own food and language</p> |

| Question | | | Answer | Marks | Guidance |
|----------|------|------|---|-------|---|
| 3 | (a) | (i) | High urban density with little green space (✓) A river runs through Rochdale (✓) A river runs to the south of Rochdale (✓) | 1 | (✓) |
| | (b) | | Case study: flood event in the UK caused by extreme weather conditions In 2009 over 1300 properties in Cockermouth were flooded (✓), which included homes and businesses with an average cost of damage per home of £28000 (DEV). People were forced to abandon their homes due to the flood damage (✓) and some people could not return for more than three months, this caused distress and physiological damage (DEV) | 4 | 2 x 1 (✓) for effect of the flood 2 x 1 (DEV) for explanation of how the effect of the UK flood event impacted on people Explanation of the impact on people must be related to the effect of the flood event |
| | (c) | (i) | C: 8417 (✓) | 1 | (✓) |
| | | (ii) | Highland / upland area (✓) Over 350m (✓) Steeply sloping land (✓) | 3 | 3 x 1 (✓) for each valid point within the description |
| | (d)* | | Level 4 (10–12 marks) An answer at this level demonstrates comprehensive knowledge of sustainable management of energy at a local scale (AO1) and comprehensive understanding of the success of the sustainable management (AO2). There will be a comprehensive analysis of the resources to determine whether the sustainable management of energy can be successful (AO3). This will be shown by including well-developed ideas about the sustainable management of energy at a local scale and whether these are successful. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. | 12 | Indicative content Candidates should show good awareness of sustainable management of energy at a local scale Expect discussion of both sustainable management of energy and the success of sustainable management at a local scale Candidates should use Figs 5 and 6 and their own knowledge Candidates may notice from Fig. 5 the larger the wind turbine the greater the carbon dioxide is offset. From Fig. 6 candidates may notice the combination of energy sources used to generate electricity for the 1500 homes Candidates may suggest a range of sustainable management strategies Candidates may suggest that UK national energy strategies influence sustainable management strategies at a local scale |

| Question | Answer | Marks | Guidance |
|----------|---|-------|---|
| | <p>Level 3 (7–9 marks) An answer at this level demonstrates thorough knowledge of sustainable management of energy at a local scale (AO1) and thorough understanding of the success of the sustainable management (AO2). There will be a thorough analysis of the resources to determine whether the sustainable management of energy can be successful (AO3).</p> <p>This will be shown by including well-developed ideas about either sustainable management of energy or how sustainable management has been successful developed ideas about the other question focus (sustainable management or how sustainable management has been successful).</p> <p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p> <p>Level 2 (4–6 marks) An answer at this level demonstrates reasonable knowledge of sustainable management of energy at a local scale (AO1) and reasonable understanding of the success of the sustainable management (AO2). There will be a reasonable analysis of the resources to determine whether the sustainable management of energy can be successful (AO3).</p> <p>This will be shown by including developed ideas about either sustainable management of energy or how sustainable management has been successful simple ideas about the other question focus (sustainable management or how sustainable management has been successful).</p> | | <p>Examples of well-developed ideas: Local sustainable management plans are required to meet national targets and this helps to show their success in reducing carbon emissions. For example in Cambridge the local government is attempting to manage energy sustainably through investments in energy efficiency and renewable / low carbon energy projects to meet national targets. For example, when building new homes there is an aim to be ‘zero carbon’ through insulation to reduce heat loss and solar panels are used to generate electricity. Residents have reported a reduction in bills through the energy savings and therefore this can be said to be a success.</p> <p>Figs 5 and 6 show how renewable and alternative energies can supply energy. Fig 5 shows that the largest wind turbine offsets 1400 times more carbon than a 1kW wind turbine which would power one home. Cambridge’s County Council has also used strategies to increase renewable energy sources through wind farms and solar technologies as well as community energy networks for the heating of buildings. Fig. 6 shows a hybrid energy system where a combination of energy sources providing both heat and power largely from biomass supplies for 1500 homes. It is small scale but still produces double the amount of energy and heat needed and can be sold back to the national grid or recycled.</p> <p>Examples of developed ideas: Local governments have tried to have more sustainable management when meeting energy needs. In Cambridge the local government is managing energy sustainably through investments in energy projects in houses and wind turbines. For example, when building new homes they put in insulation to reduce heat loss. Residents have reported smaller bills through the energy savings which indicates some success.</p> |

| Question | | | Answer | Marks | Guidance |
|----------|--|---|--|----------|---|
| | | | <p>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p> <p>Level 1 (1–3 marks) An answer at this level demonstrates basic knowledge of sustainable management of energy at a local scale (AO1) and basic understanding of the success of the sustainable management (AO2). There will be a basic analysis of the resources to determine whether the sustainable management of energy can be successful (AO3).</p> <p>This will be shown by including simple ideas about sustainable management of energy or how sustainable management has been successful.</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> <p>0 marks No response or no response worthy of credit.</p> | | <p>Fig 5 shows how bigger wind turbines make more energy and offset more carbon and Cambridge's County Council has increased renewable energy through wind farms. Fig. 6 shows a hybrid energy system where a combination of energy sources providing both heat and power for 1500 homes. It is small scale but still produces much more energy and heat than needed.</p> <p>Examples of simple ideas: Local governments have tried to have more sustainable management when meeting energy needs. In Cambridge the local government have built wind turbines. Fig 5 shows how wind turbines make lots of energy for houses and so Cambridge County Council will make more renewable energy through wind farms.</p> |
| | |  | Spelling, punctuation and grammar and the use of specialist terminology (SPaG) are assessed using the separate marking grid in Appendix 1. | 3 | |

APPENDIX 1

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

| |
|---|
| High performance 3 marks |
| <ul style="list-style-type: none"> • 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 |
| <ul style="list-style-type: none"> • 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 |
| <ul style="list-style-type: none"> • 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 |
| <ul style="list-style-type: none"> • 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 |

Assessment Objectives (AO) grid

| Question | AO1 | AO2 | AO3 | AO4 | Marks | SPaG |
|----------|-----|-----|-----|-----|-------|------|
| 1(a)(i) | | | | 2 | 2 | |
| 1(a)(ii) | | | 1 | | 1 | |
| 1(b) | 2 | | | | 2 | |
| 1(c)(i) | | | 3 | | 3 | |
| 1(c)(ii) | | 3 | | | 3 | |
| 1(d) | 2 | 2 | 4 | | 8 | |
| 2(a)(i) | | | | 1 | 1 | |
| 2(a)(ii) | | | 2 | | 2 | |
| 2(b) | 2 | 2 | | | 4 | |
| 2(c) | 2 | 2 | | | 4 | |
| 2(d) | | 6 | | | 6 | |
| 3(a)(i) | | | 1 | | 1 | |
| 3(b) | 2 | 2 | | | 4 | |
| 3(c)(i) | | | | 1 | 1 | |
| 3(c)(ii) | | | | 3 | 3 | |
| 3(d) | 4 | 4 | 4 | | 12 | 3 |
| Total | 14 | 21 | 15 | 7 | 57 | 3 |

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