

GCSE

Geography A Geographical Themes

J383/01: Living in the UK today

General Certificate of Secondary Education

Mark Scheme for June 2024

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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MARKING INSTRUCTIONS

PREPARATION FOR MARKING

RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 5 PRACTICE AND 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

- Where a candidate has not attempted the question and receives NR, they should also receive NR for the SPAG mark.

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).
- Where a candidate has attempted the question and receives a mark (including a mark of 0), they should also receive a mark for SPAG (which could be 0).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

- 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.
- 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.
- For answers marked by levels of response:
 - 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
	Tick (not to be used in levels response questions)
	Unclear
	Cross (only to be used in the following questions: 1ai, 2aii, 2bii, 2ci, 3bi, 3bii, 3biii)
	Omission mark
	Level 1 (only to be used in levels response questions)
	Level 2 (only to be used in levels response questions)
	Level 3 (only to be used in levels response questions)
	Level 4 (only to be used in levels response questions)
	Development (to be used in levels response questions and 2bi, 2cii)
	Relevant place detail (to be used in case study questions: 1d, 2cii)
	Benefit of doubt
	Significant amount of material which doesn't answer the question
	Evaluative point (to be used in the following questions: 1b, 2d and 3d)

Annotation	Meaning
	Communicate findings (no relevant questions in this paper)
	Blank page (only to be used on pages where the candidate has written nothing)
	Extra sheet used for answer. Noted but no credit given

12. Subject Specific Marking Instructions

	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)	(i)	B. Mass Movement (✓).	1	1x1 (✓) for correct answer.
1	(a)	(ii)	A type of transportation/when sediment is moved (✓) in which larger sediment e.g. boulders (✓) rolls/slides/dragged along the sea/river bed (✓) as sediment is too heavy to be lifted/entrained/suspended (✓) when the water has more energy (✓).	3	3 x 1 (✓) for each valid description. Credit is awarded for responses which recognise that finer/smaller sediment is transported via traction in low energy conditions. Accept responses which refer to the role of wind in the process of traction.
1	(a)	(iii)	Deposition occurs in shallower water (✓). Sediment is too heavy to be transported/moved/ carried (✓). The river loses energy (✓). This causes the velocity to decrease/river to slow down (✓). As a result of an increase in friction (✓).	3	3 x 1 (✓) for each valid explanation. Credit is awarded for responses which focus on depositional processes leading to specific features such as slip-off slopes, floodplains, levees or ox-bow lakes.
1	(b)		Case study: a UK River Basin Level 4 (10-12) An answer at this level demonstrates comprehensive knowledge of the human activities in the river basin (AO1) with a comprehensive understanding of the impact of human activities on the river basin (AO2). There will be a comprehensive evaluation of the impact of human activities on the river basin (AO3) with a comprehensive judgement about the impact of human activities on the river basin (AO3).	12	Human activities may include: <u>Flood Management</u> Flood walls/embankments/gates Land zoning Levees <u>Other human activities might include:</u> Reservoirs Tourism Farming Rewilding/ planting trees / habitat creation Deforestation Urbanisation Industry

Question			Answer	Mark	Guidance
			There will be well-developed ideas about the impact of human activities on the river basin and evaluative comments about these impacts. The answer must also include place-specific ideas about the UK river basin. Amount of relevant place specific detail determines credit within the level. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. Level 3 (7-9 marks) An answer at this level demonstrates thorough knowledge of the human activities in the river basin (AO1) with a thorough understanding of the impact of human activities on the river basin (AO2). There will be a thorough evaluation of the impact of human activities on the river basin (AO3) with a thorough judgement about the impact of human activities on the river basin (AO3). This will be shown by including well-developed ideas about the impact of human activities on the river basin and/or evaluative comments about these impacts. The answer must also include place-specific ideas about a UK river basin. Amount of relevant place-specific detail determines credit within the level.		The focus can be on anything within the river basin, not necessarily just the landscape. Evaluation might include the importance of negative impacts of human activities relative to other negative/positive impacts (human or physical). Comments might be about the types of impacts e.g. social, economic, environment or their geographical and temporal scales. A conclusion at the end is not a requirement. If the response is clearly in a context outside the UK or a river environment, then max L2 5 marks (NB – salt marshes and estuaries are creditworthy). Example of well-developed ideas The River Wye is the fourth longest river in the UK. The human activity on the river Wye that has the most impact on the landscape is the building of the six dams on the upper course, which has reduced the flow of the river downstream affecting fishing grounds. The reservoirs are used to store water that can be piped to Birmingham. These flooded large areas of land which removed the existing habitats. However, over time they have become Special Areas of Conservation and work is being undertaken to improve habitats for breeding for salmon and other fish in this part of the river.

Question			Answer	Mark	Guidance
			There is line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. Level 2 (4-6 marks) An answer at this level demonstrates reasonable knowledge of the human activities in the river basin (AO1) with a reasonable understanding of the impact of human activities on the river basin (AO2). There will be a reasonable evaluation of the impact of human activities on the river basin (AO3) with a reasonable judgement about the impact of human activities on the river basin (AO3). This will be shown by including developed ideas about ideas the impact of human activity on the river basin or evaluative comments about these impacts. Developed ideas but no place-specific details credited up to middle of level. The information has some relevance and is presented with limited structure. The information is supported by limited evidence. Level 1 (1-3 marks) An answer at this level demonstrates basic knowledge of the human activities in the river basin (AO1) with a basic understanding of the		Example of developed ideas The human activity on the river Wye that has the most negative impact on the landscape is the building of six dams on the upper course. This to store water that can be piped to Birmingham. This flooded large areas to create reservoirs which removed the existing habitats. However, they have created some new habitats for salmon. Example of simple ideas Dams and reservoirs were built to store water. These flooded large areas of land.

Question			Answer	Mark	Guidance
			impact of human activities on the river basin (AO2). There will be a basic evaluation of the impact of human activities on the river basin (AO3) with a basic judgement about the impact of human activities on the river basin (AO3). This will be shown by including simple ideas about the impact of human activity on the river basin. 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 evidence may not be clear. 0 marks No response worthy of credit.		
			Spelling, punctuation and grammar and the use of specialist terminology (SPaG) are assessed using the separate marking grid in Appendix 1.	3	

Question			Answer	Mark	Guidance
2	(a)	(i)	Cornwall has a lower percentage of 21-30 years olds than the UK average (✓). Cornwall has a higher percentage of people aged 71-80 (✓).	1	1 x 1 (✓) for any correct difference. No credit for statements which do not contain a difference. References should be made to changes in percentage, not population totals, although actual percentage figures from the pyramids are not required. Accept any accurate differences between the two populations whether overall, by gender or by cohort.
2	(a)	(ii)	11% (✓)	1	1x1 (✓) for correct answer.
2	(a)	(iii)	More pressure on services for older people (✓). Fewer people available to take up jobs (✓). Lower demand for school places (✓). Reduction in the birth rate (✓).	2	2 x 1 (✓) for any valid suggested impacts.
2	(b)	(i)	More women developing their careers (✓) so they start their families later and have fewer children (DEV). Children are increasingly expensive (✓) so people cannot afford to have them (DEV). People use contraception (✓) so they can prevent themselves from having children (DEV). A fall in infant mortality (✓) due to improved medical treatment (DEV).	2	1 x 1 (✓) for identification of any valid reason for the decline in the birth rate. 1 x 1 (DEV) for any valid development of the reason for the decline in the birth rate. The reason given should focus on the 'overall' decline in the birth rate since 1900, rather than individual events such as the two world wars.

Question			Answer	Mark	Guidance
2	(b)	(ii)	A. Good medical care (✓).	1	1x1 (✓) for correct answer.
2	(c)	(i)	569, 571, 573, 575, 577, 578, 582, 587, 622, 629, 660, 728 (578+582)÷2 =£580	2	1x1 (✓) for putting the data in numerical order or 1x1 (✓) for using the 6th and 7th number and calculating their mean 1x1 (✓) for correct answer
2	(c)	(ii)	Case study: Consequences of economic Growth and/or decline in a place or region Example: Salford Quays Art venues have opened (✓). This means that tourists come to see the paintings bringing income to the area (DEV). A media hub has been built (✓). As a result, thousands of jobs have been created (DEV). New houses and flats have been built on a previous dock area (✓). This provides housing for the people that work in the area (DEV). A new tramline has been built (✓). As a result, the area has become much more accessible (DEV).	4	2 x 1 (✓) for identification of a consequence of economic growth and/or decline. 2 x 1 (DEV) for developing an impact of the consequence. Consequences need to be linked to a case study and could convey a sense of place for full marks and/or full place specific detail. Two different consequences are required. If responses <u>develop</u> two opposite/mirrored points, then max 3 marks. If the response is clearly in a context outside the UK, then max 2 marks.

Question		Answer	Mark	Guidance
2	(d)	Level 3 (5-6 marks) An answer at this level demonstrates a thorough understanding of the reasons for development in places such as Exeter (AO2). There is a reasonable interpretation of the information shown in Figs. 2a and/or 2b (AO3). There is a reasonable analysis of the reasons for development in places such as Exeter (AO3). This will be shown by developed ideas about the reasons for development in places such as Exeter. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. Level 2 (3-4 marks) An answer at this level demonstrates a reasonable understanding of the reasons for development in places such as Exeter (AO2). There is a reasonable interpretation of the information shown in Figs. 2a and/or 2b (AO3). There is a basic analysis of the reasons for development in places such as Exeter (AO3). This will be shown by developed ideas about the reasons for development in places such as Exeter. There is a line of reasoning presented with some structure. The information presented is in the most part relevant and supported by some evidence.	6	Information from Fig 2a and/or Fig 2b should be included in the response. The focus of the response should be on the <u>reasons</u> for development rather than the consequences. Examples of analysis could be comments which: - emphasise a particular reason for development - combine use of own understanding and interpretation of the resource to make a point - use information and understanding to demonstrate one of the four reasons in the stem of the question - connect/link together different reasons for development. Example of developed ideas One example of development is the science park. This might have been built due to government decisions to spend money on infrastructure such as roads to make that part of Exeter more accessible, which will attract more science related businesses to the area. Without improvements in infrastructure, the area would not have developed as quickly. Example of simple ideas The science park might have been built due a government policy which spend money on the area on new roads.

Question			Answer	Mark	Guidance
			Level 1 (1-2 marks) An answer at this level demonstrates a basic understanding of the reasons for development in places such as Exeter (AO2). There is a basic interpretation of the information shown in Figs. 2a and/or 2b (AO3). There is a basic analysis of the reasons for development in places such as Exeter (AO3). This will be shown by simple ideas about the reasons for development in places such as Exeter. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to evidence may not be clear. 0 marks No response or no response worthy of credit.		

Question			Answer	Mark	Guidance
3	(a)		It brings warm/tropical water towards the UK (✓). This keeps the temperatures mild in winter (✓). There is a decrease in snow/frost (✓). There is an increase in strong winds (✓). Moisture/heat is transferred from the water to the air (✓) causing an increase in cloud/rain/fog/mist (✓). It has more effect on the weather in the west of the UK (✓).	3	3 x 1 (✓) for identification of an explanation of the effect on the UK's weather in winter. Credit valid responses explaining how the North Atlantic Drift affects any weather phenomena in the UK in winter.
3	(b)	(i)	B. 1km (✓)	1	1x1 (✓) for correct answer.
3	(b)	(ii)	2245 (✓)	1	1x1 (✓) for correct answer. Only the correct 4 figure grid reference gains credit.
3	(b)	(iii)	41 metres (✓)	1	1x1 (✓) for correct answer.
3	(b)	(iv)	The site is quite flat (✓) so reduces building costs (✓). It is a large area (✓). It is close to the sea (✓) which provides water for cooling (✓). It has electricity lines to transfer electricity (✓). There are roads to transport goods/materials and workers/it is accessible (✓). It is sparsely populated/there are few buildings/a rural area (✓). It is protected by a wave cut platform (✓).	2	2x1 (✓) for correct answer. Development awarded with (✓) as a further valid explanation.

3	(c)	More renewables will be used (✓) Less non-renewable energy will be used (✓). There will be more different types of energy used/ broader energy mix (✓). More use of nuclear energy (✓). Fracking could be used (✓). Fewer imports/more self-sufficient (✓). Imports from a different range of sources (✓). Energy will be more expensive (✓)	3	3x1 (✓) for correct answer. Credit answers which focus on specific types of renewable or non-renewable energy. Do not credit answers which focus on energy demand.
3	(d)	Level 3 (6-8 marks) An answer at this level shows thorough understanding of the success of sustainable energy <u>strategies</u> in the UK (AO2) and a thorough evaluation of the success of sustainable energy strategies in the UK (AO3). This will be shown by including well-developed ideas about the success of sustainable energy strategies in the UK. Level 2 (3-5 marks) An answer at this level shows reasonable understanding of the success of <u>one or more</u> sustainable energy strategies in the UK (AO2) and a reasonable evaluation of the success of sustainable energy strategies in the UK (AO3). This will be shown by developed ideas about the success of sustainable energy strategies in the UK. Level 1 (1-2 marks) An answer at this level shows basic understanding of success of <u>one or more</u> sustainable energy strategies	8	Indicative content: Sustainable energy <u>supply</u> strategies include: Increasing use of renewables such as tidal, solar and wind power Local strategies such as biomass and anaerobic digesters Household strategies such as air/ground sourced heat pumps Sustainable energy <u>demand</u> strategies include: Household strategies such as switching lights off, energy efficiency initiatives National strategies such as increasing use of electric vehicles and public transport What may be judged as more controversial energy strategies such as using fossil fuels (coal, oil, natural gas, shale gas) nuclear or HEP are valid if closely linked to sustainable supply/demand. Responses examining one strategy cannot access full marks. There is flexibility around

		in the UK (AO2) or a basic evaluation of the success of sustainable energy strategies in the UK (AO3). This will be shown by simple ideas about the success of sustainable energy strategies in the UK. 0 marks No response worthy of credit.	different strategies, e.g. onshore v offshore wind, different wind farm developments. Responses which provide the benefits and problems of individual energy sources, rather than strategies, can achieve a max of L2 5 marks. Evaluation of success might comment on relative environmental, social and economic benefits and/or problems of the strategies. Comments might be about the geographical and temporal scales. A conclusion is not a requirement. If the response is clearly in a context outside the UK, then max L2 4 marks. Example of well-developed ideas One sustainable energy strategy in the UK is to increase the number of offshore wind farms. One wind turbine can power hundreds of homes and the cost of producing energy is decreasing. Wind energy production does not emit greenhouse gases although there are emissions relating to manufacturing and transportation. A lower cost sustainable energy strategy is to improve homes' energy efficiency by installing insulation and double glazing. This can reduce heat loss so less energy is needed to heat the home. However, government grants have been
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				reduced and it is more difficult to implement in older properties. Example of developed ideas One sustainable energy strategy in the UK is to increase the number of wind farms. Wind energy production does not emit greenhouse gases. Another sustainable energy strategy is to improve houses by installing insulation and double glazing. This can stop heat loss. Examples of simple ideas More wind power produces fewer greenhouse gases. Houses can be improved by putting in insulation.
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Appendix 1**Spelling, punctuation and grammar and the use of specialist terminology (SPaG) assessment grid**

<i>High performance 3 marks</i>
• 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
<i>Intermediate performance 2 marks</i>
• 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
<i>Threshold performance 1 mark</i>
• 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
<i>0 marks</i>
• The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning

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