GCSE (9–1)

Geography A (Geographical Themes)

J383/01: Living in the UK today

General Certificate of Secondary Education

Mark Scheme for Autumn 2021

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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.

Annotations

Annotation	Meaning
	Tick
	Unclear
	Cross
	Omission mark
	Level 1
	Level 2
	Level 3
	Level 4
	Development
	Relevant place detail
	Benefit of doubt
	Significant amount of material which doesn't answer the question
	Vertical way line
	Communicate findings
	Blank page
	Noted but no credit given

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.

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.

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: They have deep, fertile soils (✓)	1	(✓)
	(b)	(i)	Sediment can be transported by longshore drift. (✓) Sediment is moved up the beach by the swash (✓) at an angle (✓) and back down the beach at 90º (✓) by the backwash. (✓) Large sediment can be rolled along the sea bed (✓) via traction. (✓) Smaller sediment can be bounced along the sea bed (✓) by saltation. (✓) Small/fine sediment can be transported in the current of the waves/body of the water (✓) by suspension. (✓)	4	4 x 1 (✓) for each valid explanation of how sediment is transported along a coastline. Naming of process is creditable but not required. Maximum of 2 marks for a list of named processes. Full marks can be awarded for one well-developed explanation.
		(ii)	More resistant/harder and weaker/softer rocks are found alongside each other 90˚ to the coastline/discordant coast. (✓) The more resistant (harder) rock is eroded away more slowly and left sticking out forming headlands (✓). The less resistant (softer) rock is eroded away more quickly forming bays. (✓) Processes such as hydraulic action/abrasion/corrosion are eroding the rock. (✓) Some stretches of the coastline contain more lines of weakness than others. (✓)	4	4 x 1 (✓) for each valid explanation of the formation of a bay. Development awarded with (✓) as a further valid explanation. Diagram not necessary but credit annotations as appropriate. Do not double credit annotations on the diagram, as well as in the candidate's written response. Full marks can be awarded for one well-developed explanation. Responses need to demonstrate at least part of the sequence of bay formation for full marks.

	(c)		**Case study: a UK river basin** **Level 4 (10-12)** An answer at this level demonstrates **comprehensive** knowledge of the geomorphic processes and landforms in the river basin (AO1) with a **comprehensive** understanding of the impact of geomorphic processes on landform formation (AO2). There will be a **comprehensive** evaluation of the impact of geomorphic processes on landform formation (AO3). There will be **well-developed** ideas about geomorphic processes and the impact of geomorphic processes in the formation of landforms. The answer must also include **place-specific** ideas about the named 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 geomorphic processes and landforms in the river basin (AO1) with a **thorough** understanding of the impact of geomorphic processes on landform formation (AO2). There will be a **thorough** evaluation of the impact of geomorphic processes on landform formation (AO3). This will be shown by including **well-developed** ideas about geomorphic processes **or** the impact of geomorphic processes in the formation of landforms and **developed** about the other question focus.	12	**Indicative content** <u>Possible geomorphic processes include</u>: Mechanical/biological chemical weathering Mass movement Erosion Transportation Deposition <u>Possible landforms include:</u> V shaped valleys, waterfalls, gorges, floodplains, levees, meanders and oxbow lakes. Evaluation might include the relative importance of geomorphic processes affecting landforms (eg erosion and deposition on a meander) or their importance relative to human activities. Responses which are clearly coastal landscape examples or contexts can achieve a maximum of 6 marks. A conclusion is not a requirement. **Example of well-developed ideas** The River Tees is located in Northern England. One landform is High Force waterfall, which is just over 20m high and largely caused by erosion. There is resistant rock (Whin Sill) on top of weaker rock (limestone/ sandstone). Hydraulic action is a key process and is caused by the force of the water eroding the weaker rock more quickly. This causes undercutting and an overhang to form, meaning that the plunge pool gets deeper and wider. Eventually the overhang can no longer support itself and falls due to gravity into the plunge pool. The retreat of this waterfall has formed a gorge. Erosion is an

			The answer must also include **place-specific** ideas about the named river basin. Amount of relevant place-specific detail determines credit within the level. 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 geomorphic processes and landforms in the river basin (AO1) with a **reasonable** understanding of the impact of geomorphic processes on landform formation (AO2). There will be a **reasonable** evaluation of the impact of geomorphic processes on landform formation (AO3). This will be shown by including **developed** ideas about geomorphic processes **or** the impact of geomorphic processes in the formation of landforms and **simple** about the other question focus. 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 geomorphic processes and landforms in the river basin (AO1) with a **basic** understanding of the impact of geomorphic processes on landform formation (AO2). There will be a **basic** evaluation of the impact of geomorphic processes on landform formation (AO3).		important process, but this would be less influential without differences in rock type. **Example of developed ideas** The River Tees is located in Northern England. At High Force waterfall, there is harder rock above softer rock. The softer rock is eroded away by hydraulic action. This causes an overhang and plunge pool to form. Eventually the overhang falls into the plunge pool. This forms a gorge. Erosion has the most significant impact in the formation of many landforms on the River Tees. **Example of simple ideas** The River Tees has many landforms. One landform is a waterfall, which is eroded by the force of the water. This causes the waterfall to collapse.

			This will be shown by including **simple** ideas about geomorphic processes and the impact of geomorphic processes in the formation of landforms. Named example **only** receives **no** place-specific detail credit. 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)	C: 618 400	1	(✓)
		(ii)	Public services (✓) healthcare (✓) housing (✓) education (✓) Employment opportunities (✓) offering higher pay (✓) Quality of life/standard of living (✓) English language (✓) Family connections (✓)	2	2 x 1 (✓) for valid pull factor.
		(iii)	Shops selling international products (✓) which creates a more multicultural high street (DEV) More multi-culturalism (✓) which results more more/less tolerance/understanding of other cultures (DEV) More pressure on schools (✓) due to increased pupil numbers (DEV) OR leading to larger class sizes (DEV) More pressure on health care services (✓) due to increased demand (DEV) OR leading to longer waiting times for appointments (DEV)	2	1 x 1 (✓) for identification of a social impact. 1 x 1 (DEV) for explanation of social impact. Explanation may be a cause of the impact or a consequence.
	(b)		Accessible for commuters (✓) Encourages business from the airport to other locations (✓) Environmentally friendly compared to using cars (✓) Faster journey times (✓) Passes the park and ride to discourage car use (✓) Passes through built up areas (✓) so reduces environmental damage (✓) by avoiding greenfield sites (✓)	3	3 x 1 (✓) for each valid benefit to the city. Development awarded with (✓) as a further valid statement. Full marks can be awarded for one well-developed point.
	(c)		**Case Study – a major city in the UK** One contemporary challenge in Leeds is the availability of housing (✓). As there are multiple universities in the city (✓) which has increased demand for housing (DEV). The cost of housing in parts the city has risen (DEV). One contemporary challenge is the lack of recycling of waste (✓). Only 44% of this is recycled (✓). As a result, much of this waste ends up in landfill sites (DEV). These produce methane, which is a greenhouse gas (DEV).	4	2 x 1 (✓) for knowledge/statement of the contemporary challenge 2 x 1 (DEV) for explanation of contemporary challenge. Any valid challenge is acceptable. Contemporary challenge needs to be linked to a case study and should convey a sense of place, but specific place detail is not required for full marks. A response containing no named case study can achieve 2 marks max.

	(d)		**Level 3 (5-6 marks)** An answer at this level shows **thorough** understanding of two causes of uneven development in the UK (AO2) and a **thorough** analysis of the impact of the two causes on the development of the UK (AO3). This will be shown by including **well-developed** ideas about the causes of uneven development in the UK and the impact of the two causes. **Level 2 (3-4 marks)** An answer at this level shows **reasonable** understanding of two causes of uneven development in the UK (AO2) and a **reasonable** analysis of the impact of the two causes on the development of the UK (AO3). This will be shown by **developed** ideas about the causes of uneven development in the UK and the impact of the two causes. **Level 1 (1-2 marks)** An answer at this level shows **basic** understanding of two causes of uneven development in the UK (AO2) and a **basic** analysis of the impact of the two causes on the development of the UK (AO3). This will be shown by **simple** ideas about the causes of uneven development in the UK and the impact of the two causes. **0 marks** No response worthy of credit.	6	**Indicative content:** Candidates should show good awareness of the impacts of **two** of the following on uneven development: • geographical location • economic change • infrastructure • government policy. Analysis of one well-explained cause can reach the top of level 2 max. Analysis may include any comments or insights on the causes of the development of the UK. **Examples of well-developed ideas** SE England has many global connections. There are multiple international companies with headquarters based there, partly due to its location close to Europe. As a result, many highly paid jobs are available in the region. The highly developed transport links and hubs in SE England such as motorways and international airports increases its global connections, resulting in faster economic growth. **Examples of developed ideas** SE England has many international companies partly due to its location. As a result, there are many highly paid jobs are available in the region. There are more developed transport links and hubs in which increases its global connections. **Examples of simple ideas** London has companies based there resulting in well-paid jobs. SE England has good transport links.

Question			Answer	Mark	Guidance
3	(a)	(i)	B: Haweswater and Thirlmere (✓)	1	(✓)
		(ii)	Reservoirs can become silted up (✓) Reservoirs flood habitats (✓) Dams/pipelines prevent migration of animals (✓) Dams/pipelines/reservoirs cause removal of vegetation (✓) The chemistry of the water may be different (✓)	2	2 x 1 (✓) for using the photographs to suggest valid impacts of water transfer schemes on ecosystems.
	(b)	(i)	$\frac{3 \times (12+1)}{4} = 9.75$ (✓) Upper quartile is between 9th and 10th number (✓) $\frac{(7.6+11.5)}{2}$ = Upper quartile = 9.55 terrawatt hours (✓)	3	2x1 (✓) for identifying location of the upper quartile position and calculating the value of the upper quartile. 1x1 (✓) for correct value of the upper quartile. Credit calculations which use an equally valid method.
		(ii)	Line graph/bar graph/histogram/dispersion graph/box plot/pictogram (✓) Easy to read/interpret (✓) Show information in a simple/visual way (✓) Example of graph specific to data. Line graph: The data is continuous (✓) The data shows change over time/a trend (✓)	2	1 x 1 (✓) for correct selection of graph 1 x 1 (✓) for justification of selection Pie charts and scatter graphs are not credited. Invalid choices of graph cannot be awarded marks for the justification. Justification may be specific to the data in the table or related to the graph chosen.
		(iii)	Fewer greenhouse gases produced (✓) There is less air pollution (✓) Loss of habitat (✓) Bird migration patterns can be altered (✓) Wind turbines can be noisy (✓) Animals can be killed by blades on wind turbines (✓) Dams can prevent migration of animals in rivers (✓) Fields of solar panels may be unsightly (✓) Manufacture/installation have a carbon footprint (✓)	2	2 x 1 (✓) for identification of environmental impacts. Examples of renewable energy are not necessarily required depending on the impact given. Positive and negative impacts are equally valid.

	(c)		**Level 3 (6-8 marks)** An answer at this level demonstrates a **thorough** understanding of the contribution of wind energy and fracking to the UK's energy supply (AO2). There is a **thorough** evaluation of whether wind energy should play a greater role than fracking in the UK's future energy supply (AO3). This will be shown by **well-developed** ideas about the contribution of wind energy and fracking to the UK's energy future. There is 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 a **reasonable** understanding of the contribution of wind energy and fracking to the UK's energy supply (AO2). There is a **reasonable** evaluation of whether wind energy should play a greater role than fracking in the UK's future energy supply (AO3). This will be shown by **developed** ideas about the contribution of wind energy and fracking to the UK's energy future. 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** understanding of the contribution of wind energy and/or fracking to the UK's	8	**Indicative content:** **Wind energy advantages** Falling relative cost of energy Produces no greenhouse gases Infinite supply of energy **Wind energy disadvantages** Affects natural beauty of open countryside Can cause some noise pollution (older turbines) Can affect bird migration An unreliable source of energy/still require other sources **Fracking advantages** Causes gas costs to decrease Increasing gas supply improves energy security Skilled jobs created within the industry Fewer carbon emissions than coal and oil **Fracking disadvantages** Groundwater could become polluted with chemicals Shale gas is a non-renewable resource Can cause minor earthquakes Gas produces greenhouse gases when burnt Evaluation will include a comparison of wind energy and fracking, however implicit. A conclusion is not a requirement. **Examples of well-developed ideas** Wind energy should supply the UK in the future as it does not directly produce greenhouse gases compared to fracking so will have fewer impacts on global warming. It is an increasingly cheaper way to produce energy.

			energy supply (AO2). There is a **basic** evaluation of whether wind energy should play a greater role than fracking in the UK's future energy supply (AO3). This will be shown by **simple** ideas about the contribution of wind energy and/or fracking to the UK's energy future. 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.		Unlike wind energy, fracking uses chemicals in the process. These are pumped back underground after the fracking process is completed. Local people are worried that these chemicals could get into their drinking water and affect their health, whereas visual and noise pollution are the main concerns about wind energy. **Examples of developed ideas** Wind energy should supply the UK in the future as it does not directly produce greenhouse gases where fracking does. Fracking uses chemicals in the process which people are concerned about. People are concerned about visual and noise pollution from wind energy. **Examples of simple ideas** Wind energy is relatively cheap. Fracking uses chemicals which could make people ill.

Appendix 1: Spelling, punctuation and grammar and the use of specialist terminology (SPaG) assessment grid

High performance 3 marks
• Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate
Intermediate performance 2 marks
• Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate
Threshold performance 1 mark
• Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder overall • Learners use a limited range of specialist terms as appropriate
0 marks
• The learner 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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