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.

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

<table>
<thead>
<tr>
<th>Size of typical house</th>
<th>2,500 kW</th>
<th>500 kW</th>
<th>1 kW</th>
</tr>
</thead>
<tbody>
<tr>
<td>80m diameter</td>
<td>40m diameter</td>
<td>2.5m diameter</td>
<td></td>
</tr>
<tr>
<td>1,400 tonnes CO₂ offset</td>
<td>320 tonnes CO₂ offset</td>
<td>1 tonne CO₂ offset</td>
<td></td>
</tr>
<tr>
<td>1,500 homes powered per year</td>
<td>300 homes powered per year</td>
<td>1 home powered per year</td>
<td></td>
</tr>
</tbody>
</table>

Key
- **CO₂ -** carbon dioxide
- **CO₂ offset** - is a reduction in emissions in carbon dioxide made in order to compensate for or to offset an emission made elsewhere
- **kW** – kilowatts (unit of electrical power)
Fig. 6 – Community energy system supplying 1500 homes

1MW
Town centre
Biomass CHP

2.5MW
Community-owned
wind turbine

Community of 1,500 homes

- Renewable heat from biomass
- Heat from gas
- Renewable energy from biomass and wind
- Energy from gas

Majority of heat comes from biomass CHP network with gas
CHP supplying the remainder

Enough excess renewable electricity for about 800 homes sold back to grid and profits recycled into further local energy efficiency and renewable energy projects

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

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 ………………………………………………………………………………………………
……………………………………………………………………………………………

(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.  

(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.

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

(ii) Explain the stages in the formation of a gorge.
(d)* CASE STUDY – a UK coastal landscape

Name of coastal landscape area in the UK

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

<table>
<thead>
<tr>
<th>Highest average life expectancy</th>
<th>Lowest average life expectancy</th>
</tr>
</thead>
<tbody>
<tr>
<td>A London</td>
<td>West Midlands</td>
</tr>
<tr>
<td>B South East</td>
<td>Scotland</td>
</tr>
<tr>
<td>C South West</td>
<td>East Midlands</td>
</tr>
<tr>
<td>D West Midlands</td>
<td>Wales</td>
</tr>
</tbody>
</table>

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.

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

[4]

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

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

[4]
(d) Discuss the social and economic impacts of immigration on the UK in the 21st century.
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?

........................................................................................................................................
........................................................................................................................................

[1]

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

Name of UK flood event:

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

[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]
(ii) Using Fig. 4, describe the relief of the land where the wind farm is located.

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

[3]

(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.

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………
ADDITIONAL ANSWER SPACE

If you use this lined space to complete the answer to any question(s), the question number(s) **must** be clearly shown.

…………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………
SAMPLE MARK SCHEME

MAXIMUM MARK 60

This document consists of 20 pages
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

<table>
<thead>
<tr>
<th>Annotation</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.
<table>
<thead>
<tr>
<th>AO1</th>
<th>AO2</th>
<th>AO3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comprehensive</strong></td>
<td>A range of detailed and accurate knowledge that is fully relevant to the question.</td>
<td>A range of detailed and accurate understanding that is fully relevant to the question.</td>
</tr>
<tr>
<td><strong>Thorough</strong></td>
<td>A range of accurate knowledge that is relevant to the question.</td>
<td>A range of accurate understanding that is relevant to the question.</td>
</tr>
<tr>
<td><strong>Reasonable</strong></td>
<td>Some knowledge that is relevant to the question.</td>
<td>Some understanding that is relevant to the question.</td>
</tr>
<tr>
<td><strong>Basic</strong></td>
<td>Limited knowledge that is relevant to the topic or question.</td>
<td>Limited understanding that is relevant to the topic or question.</td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
<td>Marks</td>
</tr>
<tr>
<td>----------</td>
<td>--------</td>
<td>-------</td>
</tr>
<tr>
<td>1 (a)</td>
<td>Large areas in Scotland (✓)</td>
<td>2</td>
</tr>
<tr>
<td>(i)</td>
<td>Covers most of Wales (✓)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Large area of N / NW England (✓)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Covers much of SW England (✓)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Covers some of Northern Ireland (✓)</td>
<td></td>
</tr>
<tr>
<td>(ii)</td>
<td>A: Nuclear power station (✓)</td>
<td>1</td>
</tr>
<tr>
<td>(b)</td>
<td>Abrasion:</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Small rocks carried by the river wear away the bed and banks of the river (✓)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Attrition:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pebbles and rocks collide with each other, reducing their size and making them smoother (✓)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hydraulic action:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The power of moving water which is forced against river banks causing them to collapse and be washed away (✓)</td>
<td></td>
</tr>
<tr>
<td>(c)</td>
<td>Potential characteristics include:</td>
<td>3</td>
</tr>
<tr>
<td>(i)</td>
<td>Steep slopes (✓)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Uneven surface (✓)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Presence of a waterfall (✓)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hard igneous rock (✓)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thin vegetation covering (✓)</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
<td>Marks</td>
</tr>
<tr>
<td>----------</td>
<td>--------</td>
<td>-------</td>
</tr>
<tr>
<td>(ii)</td>
<td>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 (√)</td>
<td>3 x 1 (√) for each valid explanation of the stages in the formation of a gorge</td>
</tr>
<tr>
<td>(d)*</td>
<td>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) This will be shown by including well-developed ideas about the impacts of human activity on the landscape. The answer must also include place-specific details of the distinctive landscape. Amount of relevant place-specific detail determines credit within level. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</td>
<td>8</td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
<td>Marks</td>
</tr>
<tr>
<td>----------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td></td>
<td>This will be shown by including <strong>developed</strong> ideas about the impacts of human activity on the landscape.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Developed ideas but no place-specific detail credited up to <strong>middle</strong> of level.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Level 1 (1–2 marks)</strong> An answer at this level demonstrates <strong>basic</strong> knowledge of human activity at the chosen coastal landscape (AO1) with <strong>basic</strong> understanding of how human activity has impacted the landscape (AO2). There is a <strong>basic</strong> evaluation of how far human activity has positively impacted the coastal landscape (AO3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This will be shown by including <strong>simple</strong> ideas about the impacts of human activity on the landscape.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Simple ideas or appropriate named example only credited at <strong>bottom</strong> of level.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>0 marks</strong> No response or no response worthy of credit.</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
<td>Marks</td>
</tr>
<tr>
<td>----------</td>
<td>--------</td>
<td>-------</td>
</tr>
<tr>
<td>2 (a) (i)</td>
<td>B: South East – Yorkshire and the Humber – Northern Ireland – Scotland (√)</td>
<td>1</td>
</tr>
</tbody>
</table>
| (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 |
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Marks</th>
<th>Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>(d)</td>
<td><strong>Level 3 (5–6 marks)</strong>&lt;br&gt;An answer at this level demonstrates <strong>thorough</strong> understanding of the impact of immigration on the UK (AO2).&lt;br&gt;This will be shown by including <strong>well-developed</strong> ideas about both social and economic impacts.</td>
<td>6</td>
<td><strong>Answer will be marked using 3 levels.</strong>&lt;br&gt;<strong>Level 1</strong>&lt;br&gt;Max of Level 1 if 21st century is not addressed&lt;br&gt;<strong>Indicative content</strong>&lt;br&gt;Impacts of immigration such as:&lt;br&gt;<strong>Social:</strong>&lt;br&gt;Strain on local services such as housing / schools / hospitals&lt;br&gt;Bring their own culture such as food / customs&lt;br&gt;Conflict with locals / feeling that town is 'swamped'&lt;br&gt;<strong>Economic:</strong>&lt;br&gt;Increases workforce for low-paid / unpopular jobs&lt;br&gt;Fills gap in job market, such as nursing / construction&lt;br&gt;Competition with local people for jobs&lt;br&gt;Contribute financially to local / national economy&lt;br&gt;Examples of <strong>well-developed</strong> ideas:&lt;br&gt;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.&lt;br&gt;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.&lt;br&gt;Examples of <strong>developed</strong> ideas:&lt;br&gt;Immigrants bring their own culture such as shops which can have a positive benefit to areas. Immigrants need schools</td>
</tr>
<tr>
<td></td>
<td><strong>Level 2 (3–4 marks)</strong>&lt;br&gt;An answer at this level demonstrates <strong>reasonable</strong> understanding of the impact of immigration on the UK (AO2).&lt;br&gt;This will be shown by including <strong>developed</strong> ideas about social and/or economic impacts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Level 1 (1–2 marks)</strong>&lt;br&gt;An answer at this level demonstrates <strong>basic</strong> understanding of the impact of immigration on the UK (AO2).&lt;br&gt;This will be shown by including <strong>simple</strong> ideas about either social or economic impacts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>0 marks</strong>&lt;br&gt;No response or no response worthy of credit.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
and doctors, putting a strain on these services.

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.

Examples of **simple** ideas:
- Immigrants compete for jobs with locals
- Puts pressure on schools or hospitals
- Bring their own food and language
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Marks</th>
<th>Guidance</th>
</tr>
</thead>
</table>
| 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 |
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Marks</th>
<th>Guidance</th>
</tr>
</thead>
</table>
| **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).  
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).  
There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. | 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.  
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. | **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.  
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. | **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.  
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. |
| **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).  
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). | 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. | **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. | **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. |
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Marks</th>
<th>Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The information has some relevance and is presented with limited structure. The information is supported by limited evidence. <strong>Level 1 (1–3 marks)</strong>&lt;br&gt;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). This will be shown by including simple ideas about sustainable management of energy or how sustainable management has been successful. 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.</td>
<td>0 marks&lt;br&gt;No response or no response worthy of credit.</td>
<td>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. Examples of simple ideas:&lt;br&gt;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.</td>
</tr>
<tr>
<td></td>
<td>Spelling, punctuation and grammar and the use of specialist terminology (SPaG) are assessed using the separate marking grid in Appendix 1.</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Note:** The guidance on level 1 emphasizes the importance of demonstrating basic knowledge and understanding in the context of sustainable energy management, with a focus on simple ideas and limited evidence. The marking criteria for spelling, punctuation, and grammar (SPaG) are also noted, indicating that these aspects are assessed separately.
APPENDIX 1

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

<table>
<thead>
<tr>
<th>High performance 3 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Learners spell and punctuate with consistent accuracy</td>
</tr>
<tr>
<td>• Learners use rules of grammar with effective control of meaning overall</td>
</tr>
<tr>
<td>• Learners use a wide range of specialist terms as appropriate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intermediate performance 2 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Learners spell and punctuate with considerable accuracy</td>
</tr>
<tr>
<td>• Learners use rules of grammar with general control of meaning overall</td>
</tr>
<tr>
<td>• Learners use a good range of specialist terms as appropriate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Threshold performance 1 mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Learners spell and punctuate with reasonable accuracy</td>
</tr>
<tr>
<td>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder overall</td>
</tr>
<tr>
<td>• Learners use a limited range of specialist terms as appropriate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>0 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The learner writes nothing</td>
</tr>
<tr>
<td>• The learner’s response does not relate to the question</td>
</tr>
<tr>
<td>• The learner’s achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</td>
</tr>
</tbody>
</table>
## Assessment Objectives (AO) grid

<table>
<thead>
<tr>
<th>Question</th>
<th>AO1</th>
<th>AO2</th>
<th>AO3</th>
<th>AO4</th>
<th>Marks</th>
<th>SPaG</th>
</tr>
</thead>
<tbody>
<tr>
<td>1(a)(i)</td>
<td></td>
<td></td>
<td>2</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>1(a)(ii)</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>1(b)</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>1(c)(i)</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>1(c)(ii)</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>1(d)</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>2(a)(i)</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2(a)(ii)</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>2(b)</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>2(c)</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>2(d)</td>
<td></td>
<td>6</td>
<td></td>
<td></td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>3(a)(i)</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>3(b)</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>3(c)(i)</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>3(c)(ii)</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>3(d)</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td></td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>14</td>
<td>21</td>
<td>15</td>
<td>7</td>
<td>57</td>
<td>3</td>
</tr>
</tbody>
</table>