

GCSE

Geography A

Unit **A731/01**: Contemporary themes in geography (Foundation Tier)

General Certificate of Secondary Education

Mark Scheme for June 2015

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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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
	Tick
	Cross
	Unclear
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Benefit of doubt
	Development
	Level 1
	Level 2
	Level 3
	Irrelevant
	Two statements are linked
	Not Relevant section of text
	Noted but not worth any credit
	Relevant Place Specific Detail
	Omission

Awarding Spelling, Punctuation and Grammar to scripts with a scribe coversheet

- a. If a script has a **scribe cover sheet** it is vital to check which boxes are ticked and award as per the instructions and grid below:
 - i. Assess the work for SPaG in accordance with the normal marking criteria. The initial assessment must be made as if the candidate had not used a scribe (or word processor) and was eligible for all the SPaG marks.
 - ii. Check the cover sheet to see what has been dictated (or what facilities were disabled on the word processor) and therefore what proportion of marks is available to the candidate.
 - iii. Convert the SPaG mark to reflect the correct proportion using the conversion table given below.

SPaG mark awarded	Mark if candidate eligible for one third (eg grammar only)	Mark if candidate eligible for two thirds (eg grammar and punctuation only)
0	0	0
1	0	1
2	1	1
3	1	2
4	1	3
5	2	3
6	2	4
7	2	5
8	3	5
9	3	6

- b. If a script has a **word processor cover sheet** attached to it the candidate **can** still access SPaG marks (see point a. above) unless the cover sheet states that the checking functionality is enabled, in which case no SPaG marks are available.
- c. If a script has a **word processor cover sheet AND a scribe cover sheet** attached to it, see point a. above.
- d. If you come across a typewritten script **without** a cover sheet please check with the OCR Special Requirements Team at specialrequirements@ocr.org.uk who can check what access arrangements were agreed.
- e. If the script has a **transcript, Oral Language Modifier, Sign Language Interpreter or a Practical Assistant cover sheet**, award SPaG as normal.


Question		Answer	Marks	Rationale/Additional Guidance	
1	a	<p>The 4 correct answers are</p> <ul style="list-style-type: none"> - dangerous place to live (✓) - not suitable for growing crops (✓) - no built up areas (✓) - challenging place to build roads(✓) 	4	<p>4 x 1</p> <p>Mark correct answers with a ✓.</p> <p>If the candidate ticks 5 answers then the maximum possible mark is 3 marks, if they tick 6 answers the maximum possible mark is 2 and if they tick 7 answers the maximum possible mark is 1.</p>	
	b	i	<p>Relevant landscape characteristics might be</p> <ul style="list-style-type: none"> - very bare/rocky ground/ lack of vegetation (✓) - steep slopes (✓) - jagged rocks (✓) - it's a volcano/ it might erupt (✓) - snowy/icy (✓) 	2	<p>2 x 1</p> <p>Mark correct answers with a ✓.</p> <p>No marks for oxygen levels/ height/ remoteness/ mudslides.</p> <p>Max 1 mark for statements linked to the volcano.</p>
	b	ii	<p>Relevant climate characteristics might be</p> <ul style="list-style-type: none"> - extremely low temperatures (✓) - very large amounts of rainfall/snow(✓) - strong winds(✓) - fog/ mist/ low cloud (✓) - lack of sunshine (✓) 	2	<p>2 x 1</p> <p>Mark correct answers with a ✓.</p> <p>No marks for avalanches</p>
	c		<p>Left hand box – 1 Middle box -3 or 4 Right hand box - 4</p>	3	<p>Mark correct answers with a ✓.</p> <p>3 x 1</p>

	d	<p>Answers might include:</p> <p>Plucking (✓) when rocks and stones become frozen to the ice (✓) and breaks off as the glacier moves (✓).</p> <p>Abrasion (✓) when the rocks and stones picked up by glaciers scrape over the surface of the land (✓).</p> <p>Freeze thaw (✓) when melted ice freezes and expands (✓) causing rocks to break up (✓).</p>	4	<p>4 x 1</p> <p>Mark correct answers with a ✓.</p> <p>Point mark each relevant idea.</p> <p>Max 3 for 1 process.</p> <p>Max of 2 marks for freeze –thaw weathering.</p> <p>The name of the process needs to match the process that is described.</p>
	e	<p>The missing words in the correct order are</p> <p>end (✓), boulders (✓), melts (✓), ridges (✓).</p>	4	<p>4 x 1</p> <p>Mark correct answers with a ✓.</p>
	f	<p>i</p> <p>Answers might include:</p> <p>Deep valley (✓) allows large amounts of water to be stored [dev].</p> <p>Narrow valley (✓) makes it easy to build a dam [dev].</p> <p>Steep relief (✓) increases the speed of water for electricity generation [dev].</p> <p>High rainfall or snow melt (✓) provides a constant source of water [dev].</p> <p>Low population density (✓) so land can be flooded easily [dev].</p>	2	<p>Mark correct answers with a ✓.</p> <p>1 for the feature of the environment and 1 mark for an explanation of why this is suitable for electricity generation</p>

f	ii	<p>Ideas such as</p> <ul style="list-style-type: none"> Tourism (✓) Ski resorts (✓) Climbing (✓) Mining (✓) Scientific Research (✓) Exploration (✓) Reservoirs/ water source(✓) Documentaries/ film making (✓) Animal breeding (✓) Forestry (✓) Quarrying (✓) Ski-ing (✓) Snow Boarding (✓) 	2	<p>2 x 1</p> <p>Mark correct answers with a ✓.</p>
g		<p>Answer should reflect the mountain environment studied.</p> <p>In the Alps if the temperature increases (✓) more snow will melt (✓) which will reduce the number of ski slopes (✓) and result in a loss of income for people who live in the area (✓).</p> <p>Increased rain may lead to increased erosion (✓) and the increase in erosion may cause landslides (✓) which may make it unsafe for tourists (✓).</p>	4	<p>1 x4 or 2 x 2</p> <p>Mark correct answers with a ✓.</p> <p>Credit the initial aspect of climate change and then each relevant point linked to that change. One well developed change could get 4 marks but equally a candidate could write about two different aspects of climate change and get 4 marks.</p> <p>Max 1 for stating the change with no detail (more snow, less snow).</p> <p>Allow for any relevant climate change.</p> <p>If candidates do not name a relevant mountain area 4 marks can still be awarded.</p> <p>Maximum of 1 mark for reference to the climate change (hotter, colder, wetter, drier).</p> <p>Do not credit erosion without qualification.</p>

2	a	i	On or near the Mid Atlantic Ridge (✓). On or near the plate boundary (✓) In a line from the SW to NE of Iceland (✓)	1	1 x 1 Mark correct answers with a ✓.
		ii	Friction causes plates to get stuck (✓) Pressure builds up (✓) Pressure is released (✓) Plates move suddenly (✓)	2	Mark correct answers with a ✓. 2 marks if 3 or 4 statements correct (e.g. candidate who gets 3 correct and has a blank space could get 2 marks). 1 mark if 1 or 2 statements correct.
	b	i	Richter (✓) Moment Magnitude Scale (✓)	1	Mark correct answers with a ✓. Accept a wide variety of spellings.
		ii	Mercalli (✓)	1	Mark correct answers with a ✓. Accept a wide variety of spellings.
	c	i	Answer will depend on the named earthquake studied. Expected answers might include March 2011 (Japan/ Tohoku) October 2013 (Japan) January 2010 (Haiti) February 2011 (Christchurch) April 2015 (Nepal) May 2015 (Nepal)	1	Mark correct answers with a ✓. Both the month and year needed for 1 mark. Examiners will need to check answers as centres choose their own recent named earthquake to study. Specification states in the last 5 years. For candidates taking this exam in 2015 who will have started studying in 2013 allow from 2008. Examiners may need to check the following two questions to establish which earthquake the student is writing about so that the correct month and year can be established. For example, if the student mentions a leaking nuclear power plant in question 2ciii then it is clear they are referring to the Tohoku earthquake in March 2011.


		<p>ii Answer will depend on the named earthquake studied e.g. 9.0 (Japan/ Tohoku) 7.1 (Japan – October 2013) 7.0 (Haiti) 7.1 (Christchurch) 7.8 (Nepal April) 7.3 (Nepal May)</p>	1	<p>1 x 1.</p> <p>Mark correct answers with a ✓.</p> <p>Examiners will need to check answer (as above)</p> <p>Give credit if the student gets the first whole number correct.</p>
		<p>iii Buildings collapsed (✓) Buildings and houses (✓) collapsed. Houses (✓) and hospitals (✓) collapsed. Houses (✓) hospitals (✓) and prisons (✓) collapsed.</p> <p>Buildings collapsed (✓) such as the TV and media centre (PLC) and had to be rebuilt (✓).</p>	4	<p>4 x 1 Point mark.</p> <p>Mark correct answers with a ✓.</p> <p>Annotate Place specific detail with PLC.</p> <p>Impacts described will depend on the earthquake studied and may be short term and/or long term.</p> <p>Reserve 1 mark for place specific detail relating to the earthquake that the candidate has identified in an earlier question.</p> <p>Only credit "building collapse" if there are no other specific building types, such as houses, in the answer.</p> <p>No credit for reference to homelessness, disease or death as these are not impacts on the buildings or infrastructure.</p>


	d	<p>Levels response</p> <p>Level 3 [5 – 6 marks] Comprehensive, detailed explanation of the different impacts of earthquakes in countries at different levels of development. This may be by severity or type of impact. Written work is legible and spelling, punctuation and grammar are accurate. Meaning is communicated very clearly.</p> <p>Level 2 [3 – 4] Sound explanation of the different impacts of earthquakes in countries at different levels of development. Written work is legible and spelling, punctuation and grammar are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 [1 – 2] Basic, descriptive statements about the impacts of earthquakes. Written work contains mistakes in spelling, punctuation and grammar, which sometimes hinder communication</p> <p>0 marks No response or no response worthy of credit</p>	6	<p>Use DEV to show where statements have been developed. Annotate each answer with L1, L2 or L3. If the work scores 0 marks than annotate with SEEN.</p> <p>The answer may focus on human factors, such as building quality, or physical factors, such as distance from the epicentre.</p> <p>A Level 3 answer is likely to exemplify the variation in impact using place specific detail from at least one country.</p> <p>A Level 2 answer is likely to explain the variation in impact between areas of the world in general such as MEDCs and LEDCs. .</p> <p>A Level 1 answer may describe why earthquakes may vary but not link them to different countries or areas of the World.</p> <p>The answer may focus on human factors, such as building quality, or physical factors, such as distance from the epicentre.</p>	
		 Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 24.	3		
3	a	<p>Correct answers are</p> <p>Farming/fishing/mining/ coal/ BP (✓) Secondary (✓) Manufactures (makes) something/ creates/ produces (✓) Shops/education/insurance/ Royal Mail/ Nokia (✓)</p>	4	<p>4 x 1</p> <p>Mark correct answers with a ✓.</p> <p>Many companies are involved in more than one sector of the economy. Credit sensible answers.</p> <p>Do not award 2 marks if they use the same company for both examples.</p>	
	b	i	<p>X = Uganda (✓) Y = Iceland (✓)</p>	2	<p>2 x 1</p> <p>Mark correct answers with a ✓.</p>

		<p>ii The graph shows a negative correlation (✓). In countries with a high GDP e.g. USA \$50,000 only 1% comes from agriculture (✓)</p>	2	<p>2 x 1</p> <p>Mark correct answers with a ✓.</p> <p>1 mark for a relevant statement and 1 mark for use of data from the table/ scattergraph.</p> <p>To be awarded the data mark a candidate needs to quote both figures but not name the country.</p>
		<p>iii Reasons for the relationship shown on the graph in Fig 4 may include the following:</p> <p>Countries with low GDP per person and high % GDP from agriculture are LEDCs (✓). Agricultural products are not worth as much as manufactured goods (✓). As a country becomes more developed it has more manufacturing industry (✓) and produces goods of a higher value (dev). In many developed countries a large proportion of the GDP now comes from the tertiary sector (✓) as the population has a larger amount of disposable income (dev).</p>	2	<p>2 x 1</p> <p>Mark correct answers with a ✓.</p> <p>Point mark each reason suggested. Allow development points.</p>

4	a	<p>Wind (✓) Wave (✓) Solar (✓) Tidal (✓)</p> <p>Geothermal (✓) Biomass (✓) Biogas (✓)</p>	2	<p>2 x 1</p> <p>Mark correct answers with a ✓.</p> <p>Credit any two correct sources of renewable energy.</p> <p>Not nuclear, sea power, water power, sunshine.</p>
	b	<p>Some countries may not have long hours of sunshine (✓)</p> <p>Some countries may not be able to afford to invest in renewable energy (✓).</p> <p>Some countries might not have the technology to be able to develop renewable energy sources (✓).</p> <p>Lack of funding to invest in new technology (✓).</p> <p>Historical reliance on fossil fuels. (✓).</p> <p>Some renewable energy sources need a lot of space (✓).</p> <p>Government policy favouring renewable energy sources (✓).</p>	3	<p>Mark correct answers with a ✓.</p> <p>3 x 1</p> <p>Allow development of idea, such as a relevant example.</p>

c	<p>Level 3 [5 – 6 marks] There is at least one fully developed explanation of the advantages or disadvantages of the use of non-renewable energy in the future. Answer includes advantages and disadvantages. There is good use of specific detail. Written work is legible and spelling, punctuation and grammar are accurate. Meaning is communicated very clearly.</p> <p>Level 2 [3 – 4 marks] There is at least one developed explanation of the advantages or disadvantages of the use of non-renewable energy in the future. The answer may be about only advantages or disadvantages. There is some use of specific detail. Written work is legible and spelling, punctuation and grammar are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 [1 – 2 marks] The answer contains basic descriptive sentences about the advantages or disadvantages of the use of non-renewable energy in the future. Answer lacks balance and specific detail. Written work contains mistakes in spelling, punctuation and grammar, which sometimes hinders communication.</p> <p>0 marks No response or no response worthy of credit.</p>	6	<p>Use DEV to show where statements have been developed. Annotate each answer with L1, L2 or L3. If the work scores 0 marks than annotate with SEEN.</p> <p>Max 4 marks for answers that only deal with advantages or disadvantages.</p> <p>The following descriptors are indicative of statements of each level.</p> <p>Level 3</p> <p>Burning fossils fuels give off CO₂ which can lead to an increase in the amount of greenhouse gases in the atmosphere and increasing the impact of climate change, such as rising sea levels.</p> <p>Level 2</p> <p>Burning fossils fuels give off CO₂ which can lead to an increase in the amount of greenhouse gases. .</p> <p>Level 1</p> <p>Burning fossils fuels give off pollution. .</p>
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		 Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 24.	3	
	d	<p>Advantages of fracking</p> <ul style="list-style-type: none"> - a future potential energy source (✓) - replaces North Sea gas which is running out (✓) - may contribute to energy security (✓) - reduce the need for gas imports (✓) <p>Disadvantages of fracking</p> <ul style="list-style-type: none"> - may cause earth tremors (✓) - may pollute local water supplies (✓) - may cause air pollution (✓) - may cause visual pollution (✓) - may be unsafe (✓) 	4	<p>Point mark 4 x 1</p> <p>Mark correct answers with a ✓.</p> <p>Any acceptable answers must be taken from the resource.</p>

e		<p>Level 3 [5 – 6 marks] Demonstrates a detailed understanding of at least one conflict between explicitly named groups or organisations. Written work is legible and spelling, punctuation and grammar are accurate. Meaning is communicated very clearly.</p> <p>Level 2 [3 – 4 marks] Demonstrates a sound understanding of at least one issue that may cause conflict between named groups of people. One group of people may be implicit such as fracking companies. Written work is legible and spelling, punctuation and grammar are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 [1 – 2 marks] Demonstrates a basic understanding of different views about the named energy issue. Written work contains mistakes in spelling, punctuation and grammar, which sometimes hinders communication.</p> <p>0 marks</p> <p>No response or no response worthy of credit</p>	6	<p>Use DEV to show where statements have been developed. Annotate each answer with L1, L2 or L3. If the work scores 0 marks than annotate with SEEN.</p> <p>Max 2 marks for answers with no clearly identified energy issue, either on the line or in the text.</p> <p>Max 4 marks if the answer does not deal with both sides of a conflict.</p> <p>The following descriptors are indicative of statements of each level.</p> <p>Level 3 Local people think that wind turbines spoil the view and cause house prices to fall which makes it hard for the local people to move. Environmentalists think wind turbines are good because they create clean energy as they do not release CO₂ into the atmosphere.</p> <p>Level 2 Local people think that wind turbines spoil the view and cause house prices to fall. Environmentalists think wind turbines are good because they create clean energy.</p> <p>Level 1 Some people think that wind turbines spoil the view. Some people think wind turbines are good because they create clean energy.</p>
		Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 24.	3	


5	a	Urban (✓) shown by the large residential areas (✓), lots of people live there (✓), many houses (✓), many buildings (✓), a large motorway intersection (✓) , few open spaces/green fields (✓)	2	<p>2 x 1</p> <p>Mark correct answers with a ✓.</p> <p>1 mark for stating urban and 1 mark for 2 appropriate supporting reasons.</p> <p>No credit if the candidate chooses rural even if they then describe an urban area.</p>
	b	i	1	<p>Mark correct answer with a ✓.</p> <p>If the candidate ticks two answers then 0 marks can be awarded.</p>
		ii	2	<p>Mark correct answers with a ✓.</p> <p>Credit any 2 relevant CBD land uses</p> <p>Housing is too general but credit can be given for terrace housing or flats and apartments.</p> <p>Roads is too general but credit can be given for inner ring road or pedestrianised area.</p>

c	<p><u>Problem</u></p> <p>Many shops are closing down (✓)</p> <p>Too many charity shops/ supermarkets/ coffee shops</p> <p><u>Development</u></p> <p>As high streets are facing competition from out of town shopping areas/retail parks (✓) supermarkets (✓) where shopping conditions are better (✓) goods are cheaper (✓) can be bought under one roof (✓).</p> <p>Too many supermarkets (✓) reduce the variety of local products that are available (✓).</p> <p>Shops are closing down (✓) because shoppers are not shopping in town centres due to high parking charges (✓).</p> <p><u>Copying text from Fig. 7</u></p> <p>Big companies closed an average of 20 shops a day last year (✓). There was a fall in the number of shops selling products such as computer games, cards and clothes (X).</p>	2	<p>1 x 2 or 2 x 1</p> <p>Mark correct answers with a ✓.</p> <p>1 mark for the idea of shops/ businesses closing down or a change in the type of shops and the second mark for the development of that idea. The problem must come from Fig 7.</p> <p>No credit for answers that do not identify what the problem is.</p> <p>The development does not need to come from Fig. 7.</p> <p>Allow development of 1 idea for a second mark.</p> <p>Max 1 for direct word for word lifts from Fig. 7.</p> <p>.</p>
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	d	<p>Accept any suitable choice with sufficient space for a supermarket.</p> <p>Close to a motorway/ major road junction (✓) which makes it more accessible for deliveries/ workers [dev] as it reduces the time/distance/cost [dev].</p> <p>Close to residential areas (✓) so lots of customers [dev] to increase the amount of sales [dev].</p> <p>Large areas of flat land available (✓) for the building and car parks [dev] which are usually free as land is cheaper [dev].</p> <p>Close to existing car park (✓) so access is easier [dev].</p> <p>Located on the outskirts of a town (✓) so land prices are cheaper (✓) and they can make more profit (✓).</p>	6	<p>Point mark up to a maximum of 3 reasons which can be found at any point in the answer.</p> <p>First mark (✓) for identifying the reason why the chosen location is suitable and second/third [dev] for explaining why this is suitable for a supermarket.</p> <p>So can only reach 6 marks by 3 x 2 developed points or 2 x 3 well developed points but an answer which just lists and does not explain is limited to a max of 3.</p> <p>Choose the best three reasons not just the first three reasons.</p> <p>Only credit open space if they use an area of existing open space and not areas such as the wood on the western edge of the map.</p> <p>No credit for the amount of land available for the supermarket, The supermarket needs a lot of open space for it to be built on.</p> <p>Credit groups who may be in the area if there is map evidence e.g. school children, hotel guests, residents. No credit for groups where there is no map evidence e.g. elderly or hospital patients.</p> <p>Credit positive reasons for a location not negative reasons about another location.</p>
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	e	<p data-bbox="286 209 315 229">i</p> <p data-bbox="365 209 1137 336">Answer will depend on the local area chosen but should give a clear picture as to where it is located in relation to other parts of the country, other places, roads or railways, lakes, rivers or the coast.</p> <p data-bbox="365 379 898 411">Bristol is between London and Cardiff (✓)</p> <p data-bbox="365 451 898 483">Bristol is between London and Wales (X)</p>	2	<p data-bbox="1272 209 1697 240">Mark correct answers with a ✓.</p> <p data-bbox="1272 284 1962 316">Credit all relevant points, including distance/direction</p> <p data-bbox="1272 355 2022 387">Only give credit for where the place is, not where it is not.</p> <p data-bbox="1272 419 1693 451">No marks for a non-UK location.</p> <p data-bbox="1272 491 1816 523">Max 1 mark for next to/ close to/ by/ near.</p> <p data-bbox="1272 563 2078 627">Credit regions such as North East or Midlands or the name of a county but not centre of England.</p> <p data-bbox="1272 659 1742 691">Do not credit in the UK or in Europe.</p> <p data-bbox="1272 730 2078 794">Only credit “in between” when they are precise locations (e.g. not a country).</p> <p data-bbox="1272 826 2067 858">No credit if their location is not a settlement (i.e. East Anglia).</p>
		<p data-bbox="286 895 315 916">ii</p> <p data-bbox="365 895 1137 991">Answer will depend on the local area chosen but should give a clear picture of what the area is like in terms of physical and/or human geography.</p> <p data-bbox="365 1031 1137 1094">Hartlepool has a lot of shops, factories and areas of woodland (✓).</p> <p data-bbox="365 1134 1137 1198">Norwich has lots of shops, housing (✓) and a university called UEA (✓).</p>	4	<p data-bbox="1272 895 1697 927">Mark correct answers with a ✓.</p> <p data-bbox="1272 967 2078 1031">Max 3 for answers that are either physical features or human features only.</p> <p data-bbox="1272 1070 2078 1134">Max 1 for a generic list of features found in most locations (shops, supermarkets, woods, a river).</p>

f	<p>Level 3 [5 – 6 marks] Demonstrates comprehensive knowledge and understanding of the local place in the future, how it will change and what the impacts of this will be. There is in depth place specific detail. Written work is legible and spelling, punctuation and grammar are accurate. Meaning is communicated very clearly.</p> <p>Level 2 [3 – 4 marks] Demonstrates sound knowledge of the chosen place in the future and how it may change. There is basic specific place detail. Written work is legible and spelling, punctuation and grammar are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 [1 – 2 marks] Demonstrates a basic knowledge of the local place in the future. One or more impacts are briefly stated. No/very basic place detail. Written work contains mistakes in spelling, punctuation and grammar, which sometimes hinders communication.</p> <p>0 marks No response or no response worthy of credit.</p>	6	<p>Use DEV to show where statements have been developed. Annotate each answer with L1, L2 or L3. If the work scores 0 marks than annotate with SEEN. Annotate place specific detail with PLC.</p> <p>Max 3 marks for an answer with no place specific detail.</p> <p>Max Level 2 for answers that deal with a change in the past.</p> <p>Max Level 1 for answers about a non-UK location.</p> <p>Only credit the first change the student writes about.</p> <p>The following descriptors are indicative of statements of each level.</p> <p><u>Level 1</u></p> <p>If the Newcastle Great Park housing estate extends further into the greenbelt it will lead to an increase in congestion and the need to widen local roads, especially the Great North Road, through Gosforth leading into the Eldon Square shopping centre.</p> <p><u>Level 2</u></p> <p>If the Newcastle Great Park housing estate extends further into the greenbelt it will lead to an increase in congestion, especially on the main roads.</p> <p><u>Level 1</u></p> <p>Some areas of Newcastle might become more congested in the future if they build houses there.</p>
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			Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 24.	3	
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Spelling, punctuation and grammar (SPaG) assessment grid

<i>High performance 3 marks</i>
Candidates spell, punctuate and use rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.
<i>Intermediate performance 2 marks</i>
Candidates spell, punctuate and use rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>Threshold performance 1 mark</i>
Candidates spell, punctuate and use rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>0 marks</i>
The use of zero (0) marks. 0 marks should be awarded when <ul style="list-style-type: none">- The candidate writes nothing;- The candidate's response bears no relation to the question;- The candidate'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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