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GCSE (9–1) Geography A (Geographical Themes)

J383/01 Living in the UK Today

Sample Question Paper Version 1.2

Date – Morning/Afternoon

Time allowed: 1 hour

You must have:
- the Resource Booklet (inside this document)

You may use:
- a ruler (cm/mm)
- a scientific or graphical calculator

First name	
Last name	
Centre number	Candidate number

INSTRUCTIONS
- Use black ink. You may use an HB pencil for graphs and diagrams.
- Write your answer to each question in the space provided. If you need extra space use the lined pages at the end of this booklet. The question number(s) must be clearly shown.
- Answer **all** the questions.
- Where appropriate, your answer should be supported with working. Marks might be given for using a correct method, even if your answer is wrong.

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 has **16** pages.

ADVICE
- Read each question carefully before you start your answer.

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Landscapes of the UK

1

(a) Look at **Figure 1** in the Resource Booklet.

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

1 ……

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2 ……

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[2]

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

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

Write the correct letter in the box. ☐

[1]

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

One has been done for you.

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

[2]

(c) Look at **Figure 2** in the Resource Booklet.

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

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[3]

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

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[3]

CASE STUDY

A UK coastal landscape

Name of coastal landscape area in the UK ……

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

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[8]

People of the UK

2

(a) Look at **Figure 3** in the Resource Booklet.

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

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

Write the correct letter in the box. ☐

[1]

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

1 ……..

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2 ……

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[2]

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

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[4]

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

1 ……

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2 ……

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[4]

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

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[6]

UK Environmental Challenges

3 Look at **Figure 4** in the Resource Booklet.

In 2010 Rochdale experienced a flood which caused chaos for local people.

(a) Using **Figure 4**, give **one** piece of evidence from the map which suggests that Rochdale could experience another flood?

……...

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[1]

Case Study

A flood event in the UK caused by extreme weather conditions

Name of UK flood event: …….

(b) Explain the effects of the UK flood event on people.

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[4]

(c) Look at **Figure 4** in the Resource Booklet.

(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]

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(ii) Using **Figure 4,** describe the relief of the land where the wind farm is located.

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[3]

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Look at **Figures 5 and 6** in the Resource Booklet.

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

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[12]

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

EXTRA ANSWER SPACE

If you need extra space use these lined pages. You must write the question numbers clearly in the margin.

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Summary of updates

Date	Version	Details
October 2025	1.1	Additional instruction added to front cover of the sample assessment material

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CAMBRIDGE
OCR

…day June 20XX – Morning/Afternoon

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

SAMPLE MARK SCHEME

Duration: 1 hour

MAXIMUM MARK 60

This document consists of 20 pages

Marking Instructions

Preparation For Marking

1. RM Assessor

- Access and complete the on-screen marking training packages: OCR Examiner Training (RMA3).
- Read the mark scheme and question paper for this component or unit.
- The mark scheme and question paper are available in RM Assessor or on your Component Page if you use the Training Platform for standardisation.
- Log in to RM Assessor and mark the **required number** of practice scripts and the **required number** of standardisation scripts.

Marking

2. General Guidance

- Mark strictly to the mark scheme.
- Marks awarded must relate directly to the marking criteria.
- If you are in any doubt about applying the mark scheme, consult your Team Leader by phone, email or via the RM Assessor messaging system.
- It is **essential** that you meet the RM Assessor 50% and 100% batch deadlines. For traditional marking this will be 40% and 100%. If you experience problems, contact your Team Leader without delay.
- 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 the annotation '**SEEN**' to confirm that the work has been seen and mark any responses using the annotations in Section 6.

- The RM Assessor **comments box** is used by your Team Leader to explain the marking of the practice responses. Use these comments when checking your practice responses. **Do not use the comments box for any other reason.**

- **Before the end of the marking period** send *a brief report on the performance of candidates to your Team Leader via email. The report should contain notes on strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*

3. No Response and Crossed-out Answers

Using the No Response (NR) option. Only mark as NR if:

- the answer space is blank
- there is only a comment not related to the question (e.g., 'can't do', 'don't know')
- there is only a mark (e.g., a dash, a question mark) which is not an attempt at the question.

Note: Enter 0 marks for an attempt that earns no credit (including copying out the question). Do **not** use NR.

Crossed-out answers
If a candidate has crossed out an answer and written a clear alternative, do **not** mark the crossed-out answer.

If a candidate has crossed out an answer and **not** written a clear alternative, mark the crossed-out answer if it is readable.

4. Responses with more answers than needed

- **Multiple-choice question answers**
When a multiple-choice question has only **one** correct answer and a candidate has written two or more answers (even if one of these answers is correct), do **not** award a mark.

When a multiple-choice question asks candidates to select **more than** one option the marking guidance from your Principal Examiner will ensure consistency of approach.

Contradictory answers in points-based questions
Do **not** award any marks, even if one of the answers is correct.

- **Rubric error answers – optional questions**
  Where candidates have a choice of question/s and they provide more answers than required, all responses are marked and entered into RM Assessor. The highest mark allowable within the rubric will automatically be selected.

- **Questions that ask for a set number (including 1) of short answers or points**
  Mark only the **first set number** of answers/points. (e.g. **two** reasons for something)

  First mark the answers/points against printed numbers on the answer lines. Mark the first answer/point against each printed number. **Second**, if candidates have not followed the printed numbers, mark the answers/points from left to right on each line. **Third,** mark line by line until the set number of answers/points have been marked. Do **not** mark any remaining answers/points.

  Examiners should use their own judgement to decide if a 'second answer' on the same line is adding more detail to the first answer, or if it is a completely separate answer.

- Short Answer Questions **(requiring a more developed response, worth two or more marks**)
  If the candidates are required to provide a description of, for example, three items and four items are provided, mark line by line until the set number of descriptions have been marked (it is unlikely a candidate will provide more than one response on each line in this scenario).

- Longer Answer Questions **(requiring a developed response)**
  If a candidate has written two or more answers to a question that only requires one (developed) answer, only mark the first answer (which has not been crossed out).

5. Questions using levels of response (LOR):

To determine the **level** – start at the highest level and work down until you reach the level that matches the answer.

To determine the **mark** within the level, use the following:

Descriptor	**Award mark**
Consistently meets the criteria for this level	At top of level
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
On the borderline of this level and the one below	At bottom of level

6. Annotations available in RM Assessor

Annotation	**Meaning**

7. Abbreviations, annotations and conventions used in the mark scheme (including subject-specific conventions).

Abbreviation / Annotation	**Meaning**

8. Subject-specific Marking Instructions

Introduction

Your first task is to familiarise yourself with:

- the specification, especially the assessment objectives
- the question paper and any inserts or resource booklets
- the mark scheme, including annotation requirements
- the administrative procedures related to the marking process.

The administrative procedures are set out in the OCR booklet **Instructions for Examiners**.

If you are examining for the first time, please read **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

All relevant training materials are accessed from the Training Platform.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

USING THE MARK SCHEME

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

In your marking, you will encounter valid responses which are not covered by the Mark Scheme: these responses must be credited. You will encounter answers which fall outside the 'target range' of Bands for the paper which you are marking. Please mark these answers according to the marking criteria.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

LEVELS OF RESPONSE QUESTIONS:

The indicative content indicates the expected parameters for candidates' answers, but be prepared to recognise and credit unexpected approaches where they show relevance.

Using 'best-fit', decide first which set of level descriptors best describes the overall quality of the answer. Once the level is located, adjust the mark concentrating on features of the answer which make it stronger or weaker following the guidelines for refinement.

Highest mark: If clear evidence of all the qualities in the level descriptors is shown, the HIGHEST Mark should be awarded.

Lowest mark: If the answer shows the candidate to be borderline (i.e. they have achieved all the qualities of the levels below and show limited evidence of meeting the criteria of the level in question) the LOWEST mark should be awarded.

Middle mark: This mark should be used for candidates who are secure in the level. They are not 'borderline' but they have only achieved some of the qualities in the level descriptors.

Be prepared to use the full range of marks. Do not reserve (e.g.) highest level marks 'in case' something turns up of a quality you have not yet seen. If an answer gives clear evidence of the qualities described in the level descriptors, reward appropriately.

	AO1	AO2	AO3
Comprehensive	A range of detailed and accurate knowledge that is fully relevant to the question.	A range of detailed and accurate understanding that is fully relevant to the question.	Detailed and accurate interpretation through the application of relevant knowledge and understanding. Detailed and accurate analysis through the application of relevant knowledge and understanding. Detailed and substantiated evaluation through the application of relevant knowledge and understanding. Detailed and substantiated judgement through the application of relevant knowledge and understanding.
Thorough	A range of accurate knowledge that is relevant to the question.	A range of accurate understanding that is relevant to the question.	Accurate interpretation through the application of relevant knowledge and understanding. Accurate analysis through the application of relevant knowledge and understanding. Supported evaluation through the application of relevant knowledge and understanding. Supported judgement through the application of relevant knowledge and understanding.
Reasonable	Some knowledge that is relevant to the question.	Some understanding that is relevant to the question.	Some accuracy in interpretation through the application of some relevant knowledge and understanding. Some accuracy in analysis through the application of some relevant knowledge and understanding. Partially supported evaluation through the application of some relevant knowledge and understanding. Partially supported judgement through the application of some relevant knowledge and understanding.
Basic	Limited knowledge that is relevant to the topic or question.	Limited understanding that is relevant to the topic or question.	Limited accuracy in interpretation through lack of application of relevant knowledge and understanding. Limited accuracy in analysis through lack of application of relevant knowledge and understanding. Un-supported evaluation through lack of application of knowledge and understanding. Un-supported judgement through lack of application of knowledge and understanding.

Question			Answer	Marks	Guidance
1	(a)	(i)	Large areas in Scotland (✓) Covers most of Wales (✓) Large area of N / NW England (✓) Covers much of SW England (✓) Covers some of Northern Ireland (✓)	2	2 x 1 (✓)
		(ii)	A: Nuclear power station (✓)	1	(✓)
	(b)		**Abrasion:** Small rocks carried by the river wear away the bed and banks of the river (✓) **Attrition:** Pebbles and rocks collide with each other, reducing their size and making them smoother (✓) **Hydraulic action:** The power of moving water which is forced against river banks causing them to collapse and be washed away (✓)	2	3 correct = 2 marks (✓) 1 or 2 correct = 1 mark (✓)
	(c)	(i)	**Potential characteristics include:** Steep slopes (✓) Uneven surface (✓) Presence of a waterfall (✓) Hard igneous rock (✓) Thin vegetation covering (✓)	3	3 x 1 (✓) for each valid idea interpreted from **Fig. 2** No DEV required

Question			Answer	Marks	Guidance
		(ii)	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 (✓)	3	3 x 1 (✓) for each valid explanation of the stages in the formation of a gorge Response about the formation of a gorge must be appropriate for UK landscapes No DEV required
	(d)*		**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. **Level 2 (3–5 marks)** An answer at this level demonstrates **reasonable** knowledge of human activity at the chosen coastal landscape (AO1) with **basic** understanding of how human activity has positively impacted the landscape (AO2). There is a **reasonable** evaluation of how far human activity has impacted the coastal landscape (AO3)	8	Case study will be marked using 3 levels Case study responses will depend on candidate's area of study. **Indicative content** Human activity could include coastal management strategies: Groynes Rip rap and rock armour Off-shore reef Sea wall Gabions Beach nourishment Human activity could also include but is not restricted to: Tourism Footpath trampling Sport Industry Examples for the Norfolk coast in the UK. Example of **well-developed** ideas: It can be argued that human activity along the Norfolk coast has impacted the landscape in both positive and negative ways. Blakeney salt marsh has been protected as a Site of Special Scientific Interest which ensures the habitats and ecosystems are studied and preserved. Coastal management can have unintentional negative impacts and so schemes like the groynes which protect towns such as Sheringham and Cromer can then starve smaller villages of

Question			Answer	Marks	Guidance
			This will be shown by including **developed** ideas about the impacts of human activity on the landscape. Developed ideas but no place-specific detail credited up to **middle** of level. 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 **basic** knowledge of human activity at the chosen coastal landscape (AO1) with **basic** understanding of how human activity has impacted the landscape (AO2). There is a **basic** evaluation of how far human activity has positively impacted the coastal landscape (AO3) This will be shown by including **simple** ideas about the impacts of human activity on the landscape. Simple ideas or appropriate named example only credited at **bottom** of level. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. **0 marks** No response or no response worthy of credit.		coastal sediment down the coast, such as Happisburgh. This can impact the landscape negatively starving depositional features and leaving it open to increased coastal erosion. Overall human activity has been largely positive in terms of its impact on the coastal landscape as the management strategies have protected (marsh) and retained (beaches) areas as sympathetically as possible. Whilst some impacts can be negative such as loss of sediment, these have been factored in by decisions makers. Example of **developed** ideas: Coastal management and conservation are examples of human activity along the Norfolk coast. This has impacted the landscape in both positive and negative ways. For example, Blakeney salt marsh has been protected as a Site of Special Scientific Interest which ensures the habitats and ecosystems preserved. Coastal management can have negative impacts and so schemes like the groynes which protect towns such as Sheringham can then starve places of coastal sediment down the coast, such as Happisburgh. Human activity can impact the coastal landscape but it is more positive than negative. Decision makers weigh up the impacts and the management strategies have kept beaches in place and protected the salt marsh. Example of **simple** ideas: Human activity at the Norfolk coast includes tourism and coastal management. Coastal management has changed the look of the landscape. Tourism has led to increased litter. People want to look after the coast for tourists and keep it looking nice so they try to put things in place like bins to get tourist to come there still.

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

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

Question			Answer	Marks	Guidance
					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

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

Question			Answer	Marks	Guidance
			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. **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 **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 therefor 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 **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.

Question			Answer	Marks	Guidance
			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 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. **0 marks** No response or no response worthy of credit.		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: 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.
		✎	Spelling, punctuation and grammar and the use of specialist terminology (SPaG) are assessed using the separate marking grid in Appendix 1.	**3**	

APPENDIX 1

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

High performance 3 marks
• 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

Assessment Objectives (AO) grid

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

Awarding Spelling, Punctuation and Grammar to scripts with a coversheet

1. 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

a. 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.

b. 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.

c. 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 (e.g. grammar only)	Mark if candidate eligible for two thirds (e.g. grammar and punctuation only)
0	0	0
1	0	1
2	1	1
3	1	2
4	1	3
5	2	3

2. If a script has a word processor cover sheet attached to it the candidate can still access SPaG marks (see point 1 above) unless the cover sheet states that the checking functionality is enabled, in which case no SPaG marks are available.

3. If a script has a word processor cover sheet AND a scribe cover sheet attached to it, see point 1 above.

4. If the script has a transcript, Oral Language Modifier, Sign Language Interpreter or a Practical Assistant cover sheet, award SPaG as normal.

5. If you come across a typewritten script without a cover sheet please check with the OCR Special Requirements Team at who srteam@ocr.org.uk can check what access arrangements were agreed.