



GCSE

Geography A Geographical Themes

J383/01: Living in the UK today

General Certificate of Secondary Education

Mark Scheme for June 2023

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

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

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

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**PREPARATION FOR MARKING
RM ASSESSOR**

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

YOU MUST MARK 5 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
 - there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

For questions containing SPaG marks:

- Where a candidate has attempted the question and receives a mark (including a mark of 0), they should also receive a mark for SPAG (which could be 0) (no change).
- Where a candidate has not attempted the question and receives NR, they should also receive NR for the SPAG mark (new).

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

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.
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. For answers marked by levels of response:
- a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **To determine the mark within the level**, consider the following

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

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11. Annotations

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

12. Subject Specific Marking Instructions

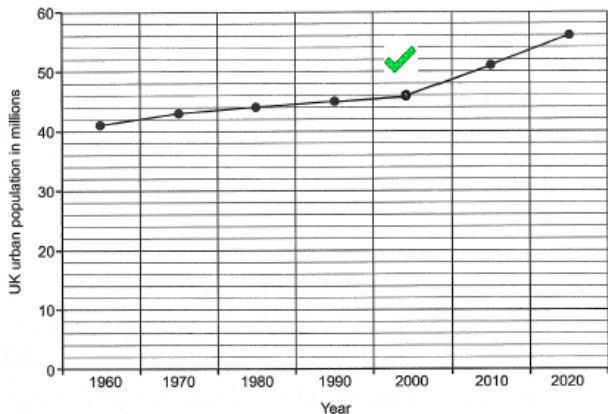
	AO1	AO2	AO3
Comprehensive	A range of detailed and accurate knowledge that is fully relevant to the question.	A range of detailed and accurate understanding that is fully relevant to the question.	Detailed and accurate interpretation through the application of relevant knowledge and understanding. Detailed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

Question			Answer	Mark	Guidance
1	(a)	(i)	Steep slopes (✓) Hills / mountainous (✓) V shaped valley (✓) Narrow (✓) shallow river / stream (✓) Heather (✓) grassland (✓) shrubs/few trees (✓) Thin soils (✓) Interlocking spurs (✓) Large sediment/rocks (load) (✓) Rocky/outcrops of rock (✓)	2	2 x 1 (✓) for each valid characteristic of an upland environment (not a generic environment). Development awarded with (✓) as a further valid description.
		(ii)	Rock is broken down (✓) by the actions of living organisms (✓) Plant roots grow into cracks (✓) and break the rock apart (✓) When animals burrow (✓) this breaks the rock apart (✓) Animals/plants release (organic) acids (✓) which causes the rock to decay/dissolve (✓)	2	2 x 1 (✓) for each valid point. Either a general definition or a defined example can gain credit. Some reference must be made to impact on rocks e.g. breakdown for full marks. Any references to erosion are not valid.
	(b)		The sandpapering/rubbing by sediment (abrasion) (✓) causing the beds/banks to become smoother (✓) The sheer power of the water (hydraulic action) (✓) which causes undercutting on the outside of a meander/deepening of a plunge pool (✓) Some rocks are dissolved (solution) (✓) causing the bed and banks to be widened/pot holes created (✓) Sediment in the channel becomes smaller/rounder/smoothed (✓) as they collide with each other in transportation (attrition) (✓) The downward erosion by the water (vertical erosion) (✓) results in the channel deepening (✓)	4	4 x 1 (✓) for each valid point. Development awarded with (✓) as a further valid explanation. Two or more types of erosion are required. Naming the erosion processes without explanations of their specific mechanisms will result in no credit. Lateral and vertical erosion are valid with appropriate explanation. To access full marks, the effect on river channels (not valleys) needs to be specific e.g. undercutting, smoothing, more meandering, widens, deepens.

	(c)*	Case study: a coastal landscape area of the UK Level 4 (10-12) An answer at this level demonstrates comprehensive knowledge of the geomorphic processes and coastal landforms (AO1) with a comprehensive understanding of landform formation (AO2). There will be a comprehensive evaluation of the impact of geomorphic processes (AO3). There will be well-developed ideas about the formation of coastal landforms and the impact of geomorphic processes. The answer must also include place-specific ideas about the named coastal landscape area. Amount of relevant place specific detail determines credit within the level. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. Level 3 (7-9 marks) An answer at this level demonstrates thorough knowledge of the geomorphic processes and coastal landforms (AO1) with a thorough understanding of landform formation (AO2). There will be a thorough evaluation of the impact of geomorphic processes (AO3). There will be well-developed ideas about the formation of coastal landforms and/or the impact of geomorphic processes. The answer must also include place-specific ideas about a named coastal landscape area. Amount of	12	Indicative content <u>Geomorphic Processes might include:</u> Deposition, erosion, mass movement, transportation, weathering. <u>Landforms might include:</u> Headland, bay, cave, arch, stack, beach, spit. Responses clearly using river examples or contexts can achieve a maximum of level 2, 5 marks. Discussion about estuarine environments can gain full credit. Place specific detail about the case study must be convincing and generally accurate. Where doubts exist, judgements are made using the level descriptors. At least two geomorphic processes and two coastal landforms required for level 4. <u>Evaluation</u> may compare the impact of different geomorphic processes or compare these to other factors such as human activities, coastal management, geology and climate. A conclusion is not required. Example of well-developed ideas In Swanage in Dorset, on the end of The Foreland is a stump called Old Harry's Wife. Firstly, a crack in the cliff is eroded by the force of the water in the waves via hydraulic action, but <u>accelerated by</u> the abrasive effects of suspended material. Eventually it forms a cave which, over time, gets bigger due to erosion all the way through the headland, forming an arch. Next, the top of the arch is weakened by weathering. Chemical <u>weathering has the greatest impact</u> as the chalk cliffs
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	relevant place-specific detail determines credit within the level. There is line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. Level 2 (4-6 marks) An answer at this level demonstrates reasonable knowledge of geomorphic processes and/or coastal landforms (AO1) with a reasonable understanding of landform formation (AO2). There will be a reasonable evaluation of the impact of geomorphic processes (AO3). This will be shown by including developed ideas about ideas the formation of coastal landforms or the impact of geomorphic processes. Developed ideas but no place-specific details credited up to middle of level. The information has some relevance and is presented with limited structure. The information is supported by limited evidence. Level 1 (1-3 marks) An answer at this level demonstrates basic knowledge of geomorphic processes and/or coastal landforms (AO1) with a basic understanding of landform formation (AO2). There will be a basic evaluation of the impact of geomorphic processes (AO3). This will be shown by including simple ideas about the formation of coastal landforms or geomorphic processes.	are easily dissolved by slightly acidic rain; <u>the type of geology</u> increases the rate of weathering making the feature more distinctive. <u>However</u>, undercutting is required for the arch to eventually collapse, leaving a stack like Old Harry, which is 12m high, and then finally for the stack to collapse to form the stump. Example of developed ideas On the end of The Foreland at Swanage is a stack called Old Harry. I think the geomorphic process that has the <u>most impact</u> is abrasion. A crack in the cliff is eroded, eventually it forms a cave. Over time the cave gets bigger forming an arch. The arch <u>is also weathered</u> which contributes to its collapse to form a stack and, eventually, a stump. Example of simple ideas Stacks can form because of erosion of the cliff by the waves causing it to collapse to form a stump.

			Appropriate named example only credited at bottom of level. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to evidence may not be clear. 0 marks No response worthy of credit.		
			Spelling, punctuation and grammar and the use of specialist terminology (SPaG) are assessed using the separate marking grid in Appendix 1.	3	

Question			Answer	Mark	Guidance
2	(a)	(i)	C: 1400 (✓)	1	1x1 (✓) for correct answer.
		(ii)	A: 1200 (✓)	1	1x1 (✓) for correct answer.
		(iii)	A congestion charge (✓) reduces the numbers of vehicles in the city centre/reducing air pollution (DEV) More provision/use or reduced cost of public transport (✓) leading to reduced traffic congestion/reducing air pollution (DEV) New housing can be heated using solar power (✓) which reduces the need to burn fossil fuels (DEV) Houses/flats can be developed on brownfield land (✓) which reduces shortages of accommodation/prevents prices to buy/rent from rising faster (DEV) Recycling schemes (✓) reduce the amount of rubbish being sent to landfill (DEV)	4	2 x 1 (✓) for identification of strategies. 2 x 1 (DEV) for suggestion of how they overcome challenges. Responses may include information from a case study but this will not be directly credited. Credit can be awarded for two sustainable strategies from the same category e.g. transport. Unsustainable strategies such as road building schemes receive no credit.
	(b)	(i)		1	1 x 1 (✓) for correctly plotted data. A dot must be used and it must touch the horizontal line representing 46. It should be drawn near the centre of the 2000 column. The dot should be connected by lines (not necessarily straight) to the rest of the graph on both sides.

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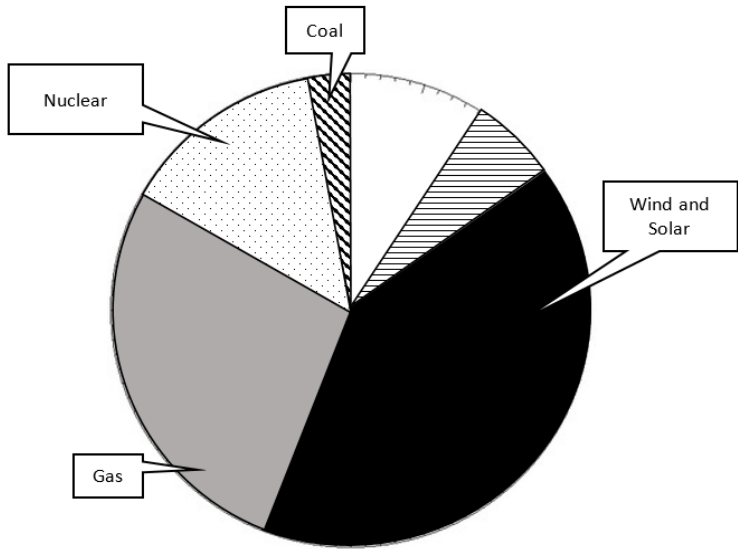
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	(b)	(ii)	A: It is easy to commute to the city centre	1	1x1 (✓) for correct answer.
		(iii)	Building on greenfield sites (✓) may cause habitat loss as fields and woodland are built on (DEV) Hollowing out of the city centre (✓) leading to rising numbers of people/businesses leaving for the suburbs (DEV) Increased building on floodplains (✓) so more properties are at risk of flooding (DEV) Increased amounts of traffic (✓) due to more people commuting longer distances to work (DEV) Increase in property prices (✓) as a result of higher demand for properties in the suburbs/making properties less affordable for people/businesses wishing to rent/buy (DEV)	4	2 x 1 (✓) for identification of consequences. 2 x 1 (DEV) for development of consequences. References to consequences for inner-city or rural area may be credited if clearly linked to the process of suburbanisation. References to increases in crime or crime rates are invalid.
	(c)		Case Study: a major city in the UK Level 3 (5-6 marks) An answer at this level shows thorough knowledge of the influences and character of the city (AO1) with thorough understanding of the impact of influences on the city's character (AO2). This will be shown by including developed ideas about the influence(s) and its impact on the city's character. The answer must also include place-specific ideas about the influences on the city's character. Amount of relevant place-specific detail determines credit within the level.	6	Indicative content: Influences might include: business, culture, consumption, religion, ethnicity, sexuality, gender, leisure, education and migration. Character might include: housing, population growth/mix, physical size of city, retail, ethnic/cultural hubs/diversity/festivals/events. Responses containing one influence can achieve full marks. Responses using a LIDC/EDC or non-city example or context can achieve a maximum of L2, 3 marks.

		Level 2 (3-4 marks) An answer at this level shows reasonable knowledge of the influences and character of the city (AO1) with reasonable understanding of the impact of influences on the city’s character (AO2). This will be shown by including developed ideas about the influence(s) and/or its impact on the city’s character. Developed ideas but no place-specific details credited up to bottom of level. Level 1 (1-2 marks) An answer at this level shows basic knowledge of the influences and character of the city (AO1) and/or basic understanding of the impact of influences on the city’s character (AO2). This will be shown by simple ideas about the influence(s) or its impact on the city’s character. Simple ideas or appropriate named example only credited at bottom of level. 0 marks No response worthy of credit.		Example of developed ideas Leeds is located in West Yorkshire, in the North of England. It has four universities and over 30,000 students. As a result, more entertainment and retail businesses have developed such as Leeds Trinity shopping centre, The Victorian Quarter, bars and nightclubs aimed specifically at these young adults, creating a more vibrant night-time economy and culture and creating many jobs in the city. Example of simple ideas In Leeds there are lots of students so there are more bars and nightclubs.
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Question			Answer	Mark	Guidance
3	(a)	(i)	A dam is constructed (✓) Large area of land is flooded (✓) Loss/gain of habitat for terrestrial/aquatic species (✓) Reduce flooding of/discharge in river downstream (✓) More deposition of sediment in reservoir/less deposition of sediment downstream (✓) Gain/loss of food source for wildlife (✓) Some breeding grounds lost for terrestrial/land species (✓) Migration routes for fish are disrupted (✓) New plants and animals attracted / introduced (✓) Changes to food webs / chains (✓)	3	3x1 (✓) for correctly stated modifications. Changes might include those to a river upstream or downstream of the reservoir. Human environments are valid. Responses must be applicable to a UK context.
		(ii)	Marine life such as birds and seals die/are injured (✓) as a result of becoming tangled in fishing lines/nets (✓) which are discarded as litter by fishing boats (✓) Large trawlers have nets which can scrape the sea floor (✓) which can catch large amounts of fish (✓) which means that they over fish (✓) and removing species from the food chain (✓) Trawlers catch all types of marine life (✓) and species which cannot be sold (by-catch) are thrown overboard (✓) negatively affecting the food chain (✓) Trawler engines produce air/water pollution (✓) which leads to global warming/oil slicks in the water (✓)	4	4 x 1 (✓) for identification of impacts. Development awarded with (✓) as a further valid explanation. The impacts must be drawn from the photographs to gain credit.

	(b)	(i)		2	1 x 1 (✓) for correctly plotted data. 1 x 1 (✓) for correctly shaded imported fuel segment. The two energy types may be shown in either order. Shading in the smaller section should be reasonably horizontal lines, and broadly similar to the shading on the key. Labelling the type of energy is not required and will be ignored if incorrect. The accuracy of the line and shading are prioritised.
		(ii)	Divide difference by original number and multiply by 100. $145 - 130 = 15$ $\frac{15}{145} \times 100 = 10.34\%$ Or $\frac{130}{145} \times 100 = 89.65$ $100 - 89.65 = 10.34\%$	2	1x1 (✓) for a valid calculation to show <u>any part</u> of the workings to calculate the percentage decrease (there may be alternative but valid workings to that shown opposite) 1x1 (✓) for correct answer (to two decimal places).

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	(c)*	Level 3 (6-8 marks) An answer at this level demonstrates a thorough understanding of the political and environmental factors (AO2). There is a reasonable evaluation of the factors affecting the UK's future energy supply (AO3) with a reasonable judgement of these factors (AO3). This will be shown by well-developed ideas about the political and environmental factors affecting the UK's future energy supply. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. Level 2 (3-5 marks) An answer at this level demonstrates a reasonable understanding of the political and environmental factors (AO2). There is a reasonable evaluation of the factors affecting the UK's future energy supply (AO3) with a reasonable judgement of these factors (AO3). This will be shown by developed ideas about the political and environmental factors affecting the UK's future energy supply. There is a line of reasoning presented with some structure. The information presented is in the most part relevant and supported by some evidence. Level 1 (1-2 marks) An answer at this level demonstrates a basic understanding of the political and environmental factors (AO2). There is a basic evaluation of the factors affecting the UK's future energy supply (AO3) or a basic judgement of these factors (AO3).	8	Indicative content including: Political factors Conflict within/between countries Importing fossil fuels from unstable areas Developing fracking (or not) to increase energy security National and international agreements/ emissions/ targets Investment from foreign countries in energy sources e.g. nuclear power stations Environmental factors Non-renewable sources have finite supplies Becoming carbon neutral to reduce the impacts of climate change Concerns about fracking e.g. earthquakes and nuclear power e.g. radioactive waste/leaks Concerns about renewable energy e.g. environmental impacts, unreliability There is no requirement to cover more than one political and one environmental factor. If only political or environmental factors provided, max L2, 5 marks. <u>Evaluation</u> should compare the importance of environmental and political factors. A conclusion at the end is not required but judgements must be made in order to reach conclusions somewhere in the response. Example of well-developed ideas One political factor affecting UK energy futures is that the Government wants to develop a carbon neutral economy by 2050, This means we will need to develop
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		This will be shown by simple ideas about the political and environmental factors affecting the UK's future energy supply. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to evidence may not be clear. 0 marks No response or no response worthy of credit.	low carbon technologies such as electric cars to reduce carbon dioxide emissions and therefore the UK's impact on climate change. This reduces the reliance on fossil fuels and <u>will have both</u> political and environmental benefits <u>but political decision making is required</u> to make it happen. An environmental factor which will impact on the UK's future energy supply is the use of renewable energy. Sources of energy such as offshore wind power have a low carbon footprint. As a result, very little carbon dioxide is emitted so the impact on the global warming is relatively small. However, wind energy cannot be produced when there is little wind so a baseload will be required to reduce the risk of blackouts. <u>Political factors are more important, however,</u> as the government would need to decide where to provide incentives and funding. Example of developed ideas The UK Government wants to be carbon neutral by 2050. This means we will need to reduce carbon emissions, for example, by using electric cars. Renewable energy such as offshore wind power produces relatively few carbon emissions. This means that the impact on global warming is small. <u>This is a political decision, however,</u> as the government would need to decide what to do. Example of simple ideas The UK wants to be carbon neutral. To do this we will need more electric cars. Renewable energy produces little carbon dioxide.
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Appendix 1

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

High performance 3 marks
• Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate
Intermediate performance 2 marks
• Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate
Threshold performance 1 mark
• Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder overall • Learners use a limited range of specialist terms as appropriate
0 marks
• The learner writes nothing • The learner’s response does not relate to the question • The learner’s achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning

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