



GCSE

Geography A Geographical Themes

J383/01: Living in the UK today

General Certificate of Secondary Education

Mark Scheme for June 2025

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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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MARKING INSTRUCTIONS

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 available in RM Assessor
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

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, email or via the RM Assessor messaging system.

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 the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.

7. There is a NR (**No Response**) option. Award NR (No Response):

- if there is nothing written at all in the answer space
- OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')
- OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

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.**

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: Not applicable in F501

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, 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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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 (default)
	Noted but no credit given (default)
	Evaluation

Subject Specific Marking Instructions**INTRODUCTION**

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

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

USING THE MARK SCHEME

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

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

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 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	Mark	Guidance
1	(a)	(i)	A. Saltation (✓)	1	1x1 (✓) for correct answer.
1		(ii)	Rocks dips seawards (✓). Weathering weakens the rock (✓). Loosened rock moves downwards due to gravity (✓). Cliff becomes saturated (✓). Rainwater lubricates bedding planes/between layers of rock (✓). Rainwater increases the weight of material (✓). Gravity then pulls the loosened material down (✓). The cliff is undercut by waves by erosion/hydraulic action/abrasion (✓). The rock collapses as it is unsupported (✓).	3	3 x 1 (✓) for each valid explanation. Development awarded with (✓) as a further valid explanation. Full marks can be awarded for one well-developed explanation.
1		(iii)	Headlands and bays are formed on a discordant coastline (✓). A crack in the rock is eroded by the waves/abrasion/hydraulic action (✓). Abrasion is the wearing away of the cliff by the sea's load (✓). Hydraulic action is when air is trapped inside by the waves/erosion through the force of the waves (✓). The crack widens to form a cave (✓). The sea erodes through the cliff/ headland forming an arch (✓).	4	4 x 1 (✓) for each valid explanation of the formation of an arch. For full marks, responses must demonstrate that erosion occurs through the cliff/ headland to form an arch. Specific process mechanisms, e.g. an explanation of abrasion, can be credited. Diagram not necessary but credit annotations as appropriate. Do not double credit annotations on the diagram, as well as in the candidate's written response.

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1		(iv) Sea walls (✓). This reflects wave energy / absorbs wave energy / prevent flooding (DEV). Groynes (✓) which trap sediment from longshore drift / build up the beach. (DEV). The coast is a protected area / Nature reserve / SSSI (✓) which conserves the habitat for animals and plants (DEV). People drop rubbish/litter (✓) and pollutes beaches / sea (DEV). People create noise pollution (✓) which disturbs the wildlife (DEV). People walk on coastal footpaths (✓) which increases erosion (DEV).	4	2 x 1 (✓) for identification of human activity. 2 x 1 (DEV) for development of the impact of the human activity on the coastal landscape. For each human activity, the impact on the coastal landscape must be clear for a DEV mark to be awarded. Indicative content: Coastal management Groynes Sea wall Gabions Beach nourishment Footpath erosion Litter/waste Fishing Do not credit Pollution on its own
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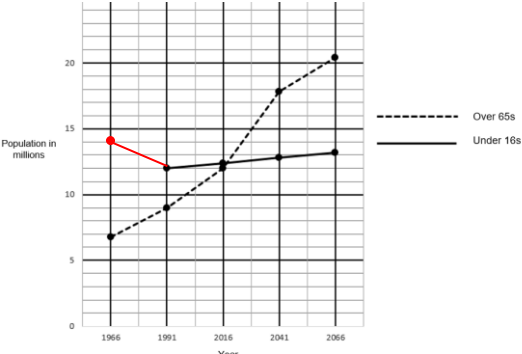
1	(b)	Case study: a UK river basin <table><tr><td></td><td>Knowledge</td><td>Understanding</td></tr><tr><td>Level 1 (1-2)</td><td>Basic</td><td>Basic</td></tr><tr><td>Level 2 (3-4)</td><td>Reasonable</td><td>Reasonable</td></tr><tr><td>Level 3 (5-6)</td><td>Thorough</td><td>Thorough</td></tr></table> Level 3 (5-6 marks) An answer at this level demonstrates thorough knowledge of one or more river landforms (AO1) with thorough understanding of the formation of one river landform (AO2). This will be shown by including well-developed ideas about the formation of one or more river landforms. The answer must also include place-specific ideas of the river landform. Amount of relevant place-specific detail determines credit within the level. Level 2 (3-4 marks) An answer at this level demonstrates reasonable knowledge of one or more river landforms (AO1) with reasonable understanding of the formation of one river landform (AO2). This will be shown by developed ideas about the formation of one or more river landforms. Developed ideas but no place-specific details credited up to bottom of level. Level 1 (1-2 marks)		Knowledge	Understanding	Level 1 (1-2)	Basic	Basic	Level 2 (3-4)	Reasonable	Reasonable	Level 3 (5-6)	Thorough	Thorough	6	Indicative content: Landforms: Waterfalls Gorges V shaped valleys Levees Floodplains Meanders Ox-bow lakes Responses clearly using coasts examples or contexts can achieve a maximum of level 2, 3 marks. Example of well-developed ideas At High Force waterfall the harder cap rock is whinstone which overlies softer limestone. The softer rock is undercut and eroded faster by abrasion, which is caused by the scraping of sediment on the rock by the water. This overhanging harder rock collapses due to gravity into the plunge pool. Example of developed ideas High Force waterfall was created where hard rock is found above soft rock. The soft rock is eroded by the river. The hard rock forms an overhang which then collapses. Example of simple ideas Soft rock is eroded by the river. The hard rock falls. This forms a waterfall.
	Knowledge	Understanding														
Level 1 (1-2)	Basic	Basic														
Level 2 (3-4)	Reasonable	Reasonable														
Level 3 (5-6)	Thorough	Thorough														

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		An answer at this level shows basic knowledge of at least one river landform (AO1) with basic understanding of the formation of one river landform (AO2). This will be shown by simple ideas about the formation of at least one river landform. 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.		
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Question			Answer	Mark	Guidance
2	(a)	(i)	 Dot plotted at 14 million in 1966 and straight line drawn connecting 1966 and 1991 dots (✓).	1	1 x 1 (✓) for a correctly plotted point and drawing the line, connecting to the line graph.
2		(ii)	B. 3:4 (✓).	1	1x1 (✓) for correct answer.
2		(iii)	$(12.1 \div 66) \times 100$ $= 18.3\%$ (✓) Or $(100 \div 66) \times 12.1$ $= 18.3\%$ (✓) Accept 2016 figure between 12.0 and 12.3 Accept final responses between 18.2% to 18.6% (✓).	2	1x1 (✓) for correct calculation. 1x1 (✓) for correct answer to 1dp. Assess the workings accordingly.

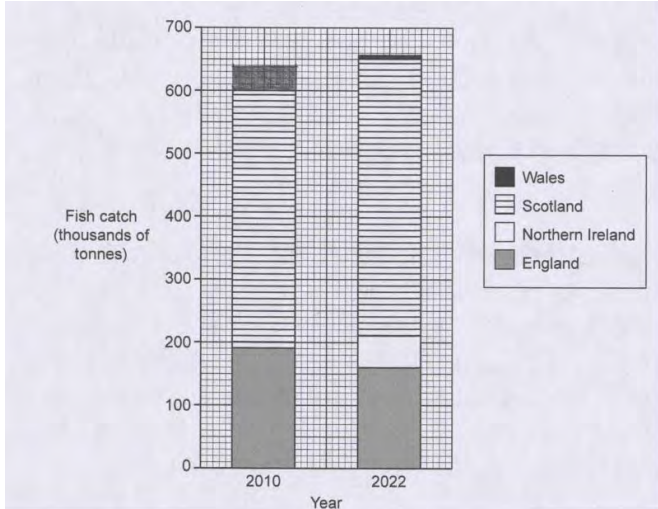
Question			Answer	Mark	Guidance
2		(iv)	The number of over 65s increases (✓). In 1966 it is between 6.6-6.9 million/ 2066 it will be between 20.2-20.5 million / an increase of between 13.3-13.9 m / the number of 65-year-olds is 3 times higher in 2066(✓). The slowest increase is between 1966 and 1991. (✓). It increases by 2.1-2.3 million (✓). The fastest increase will occur between 2016 and 2041 (✓). Here, it will increase by between 5.7-5.9 m (✓).	3	2 x 1 (✓) for each valid description. 1 x 1 (✓) reserved for use of population data. Accept data within the ranges given. The Question is about changes so one description mark is available for the overall change and a second description mark for changes between other dates on the graph.
2		(v)	Ageing population (✓). Birth rate decreases (✓). Pension costs increase (✓). The pension age is likely to increase (✓). Increasing numbers of health issues / pressures on the NHS (✓). More government spending on public transport (✓). Increased taxes on working people (✓). More retirement homes needed (✓). Older people look after their grandchildren (✓). More volunteering (✓). Increased in tourism (✓).	3	3 x 1 (✓) for each valid suggestion. Development awarded with (✓) as a further valid explanation. Full marks can be awarded for one well-developed explanation.

			More pressure on NHS (✓) as older people are likely to suffer from dementia (✓) Leading to a need for more social care (✓).		
2	(b)	(i)	The building of houses/offices/shops to the edge of urban areas (✓). The growth of cities outwards (✓). The movement of people to the outskirts of the city (✓).	1	1x1 (✓) for correct definition.
2		(ii)	Greenfield sites are built upon (✓). Reduction in/change to natural habitat/deforestation (✓). More traffic/air pollution/greenhouse gases (✓). Increasing waste from new housing (✓). Building metro/bus/tram networks to reduce traffic (✓). Creation (urban) of parks (✓).	2	2 x 1 (✓) for each impact stated. Do not accept pollution on its own.

2	(c)	Case study: major city in the UK <table border="1" data-bbox="465 284 1189 501"> <thead> <tr> <th></th><th>Knowledge</th><th>Understanding</th><th>Evaluation</th></tr> </thead> <tbody> <tr> <td>Level 1 (1-2)</td><td>Basic</td><td>Basic</td><td>Basic</td></tr> <tr> <td>Level 2 (3-5)</td><td>Reasonable</td><td>Reasonable</td><td>Basic</td></tr> <tr> <td>Level 3 (6-8)</td><td>Thorough</td><td>Thorough</td><td>Reasonable</td></tr> </tbody> </table> Level 3 (6-8 marks) An answer at this level demonstrates thorough knowledge of sustainable strategies (AO1). There is thorough understanding of sustainable strategies to overcome one challenge (AO2). There is reasonable evaluation of the success of sustainable strategies (AO3). This will be shown by well-developed ideas about sustainable strategies to overcome one challenge. 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 sustainable strategies (AO1). There is reasonable understanding of sustainable strategies to overcome one challenge (AO2). There is basic evaluation of the success of sustainable strategies (AO3). This will be shown by developed ideas about sustainable strategies to overcome one challenge.		Knowledge	Understanding	Evaluation	Level 1 (1-2)	Basic	Basic	Basic	Level 2 (3-5)	Reasonable	Reasonable	Basic	Level 3 (6-8)	Thorough	Thorough	Reasonable	8 Indicative content Sustainable strategies: Housing Affordable housing Housing associations Sheltered accommodation Care homes Sustainable technologies e.g. solar panels, air source heat pumps Transport Congestion charging / ULEZ Gas / electric buses Bus lanes Metro/ tram/train networks Park and ride Cycle schemes Low traffic neighbourhoods Waste Waste collection Recycling schemes Reuse scheme (e.g. Freegle) Incineration schemes Responses using a LIDC/EDC example or context can achieve a maximum of L2, 4 marks. If more than one challenge is evaluated, only give credit to the first challenge that includes strategies in the response.
	Knowledge	Understanding	Evaluation																
Level 1 (1-2)	Basic	Basic	Basic																
Level 2 (3-5)	Reasonable	Reasonable	Basic																
Level 3 (6-8)	Thorough	Thorough	Reasonable																

		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 knowledge of sustainable strategies (AO1). There is basic understanding of sustainable strategies (AO2). There is a basic evaluation of the success of sustainable strategies (AO3). This will be shown by simple ideas about sustainable strategies to overcome one challenge. 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.		Evaluation may be implicit and may occur in different forms e.g. positive/negative points, relative success of strategies, references to the concept of sustainability. Examples of well-developed ideas Durham has a highly successful park and ride scheme, costing £2.20 per day. By decreasing the number of cars in the city centre there is less air pollution, reducing the impact on global warming. There is also less traffic congestion, reducing travel times, which makes the scheme socially sustainable. Examples of developed ideas Durham has a successful park and ride scheme. You can catch the bus from the outskirts to the city centre, decreasing the number of cars in the city so there is less air pollution. Examples of simple ideas Durham park and ride has car parks where you can catch a bus to the city. This means there is less pollution.
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Question			Answer	Mark	Guidance
3	(a)	(i)	 The line must go below the 16 knot point and above the 25 knot point (✓).	1	1x1 (✓) for correctly plotted isoline. Award 1 mark if isoline is drawn correctly but does not join to 20 knot line on the right of the map.
3	(a)	(ii)	A. Decreases (✓).	1	1x1 (✓) for correct answer.

Question			Answer	Mark	Guidance
3	(b)		 Fish catch (thousands of tonnes) Year Legend: Wales, Scotland, Northern Ireland, England	2	1x1 (✓) for correctly drawing the section for Wales at the top of the existing bar. 1x1 (✓) for shading Wales accurately at the top of the existing bar.

3	(c)		Takes up a lot of space (✓). A reduction in biodiversity due to creating access roads (✓). Changes to the natural look of the landscape / visual pollution / eyesore (✓). Vegetation removed to construct buildings (✓). Underground transmission cables / concrete at the base of turbines causes problems for burrowing animals (✓).	2	2 x 1 (✓) for each valid impact. Both positive and negative impacts are acceptable.
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		Wind turbines can disrupt migration of / kill birds (✓). Creates jobs for people in administration and maintenance (✓). Provides renewable electricity for the surrounding area (✓) Risk of fire at battery storage facility (✓).		
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3	(d)	Case study: a UK flood event caused by extreme weather <table border="1" data-bbox="465 252 1196 528"> <thead> <tr> <th></th><th>Knowledge</th><th>Understanding</th><th>Judgment</th></tr> </thead> <tbody> <tr> <td>Level 1 (1-3)</td><td>Basic</td><td>Basic</td><td>Basic</td></tr> <tr> <td>Level 2 (4-6)</td><td>Reasonable</td><td>Reasonable</td><td>Reasonable</td></tr> <tr> <td>Level 3 (7-9)</td><td>Thorough</td><td>Thorough</td><td>Thorough</td></tr> <tr> <td>Level 4 (10-12)</td><td>Comprehensive</td><td>Comprehensive</td><td>Comprehensive</td></tr> </tbody> </table> Level 4 (10-12) An answer at this level demonstrates comprehensive knowledge of the effects of the flood (AO1) with a comprehensive understanding of the effects of the flood (AO2). There will be a comprehensive judgement of the whether the effects on people were greater than the environment (AO3). There will be well-developed ideas about the effects of the flood and which was the greater. The answer must also include place-specific ideas about the named flood event. 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 effects of the flood (AO1) with a thorough understanding of the effects of the flood (AO2). There will be a thorough judgement of the		Knowledge	Understanding	Judgment	Level 1 (1-3)	Basic	Basic	Basic	Level 2 (4-6)	Reasonable	Reasonable	Reasonable	Level 3 (7-9)	Thorough	Thorough	Thorough	Level 4 (10-12)	Comprehensive	Comprehensive	Comprehensive	12 Indicative content <u>Effects on people:</u> Loss of livelihood / incomes Damage to property Transport routes blocked Loss of electricity supply Increasing insurance premiums Forced evacuation Emotional impact Death / injury Increase in crime/looting <u>Effects on environment:</u> Drowning of habitats / animals Changes to food webs/ecosystems Loss of farmland Increasing soil fertility Eutrophication Judgment may be implicit and may occur in different forms, e.g. comparisons of the effects, the varying scale of the effects, positive versus negative effects. A concluding paragraph is not required but there might be mini-conclusions and comments in the body of the response. Responses using other incorrect or unclear named flood event examples or contexts can achieve a maximum of L2. Example of well-developed ideas In the Somerset Levels floods of 2014, a significant negative impact of the floods was that 600 homes were flooded. As a result, people had to evacuate their
	Knowledge	Understanding	Judgment																				
Level 1 (1-3)	Basic	Basic	Basic																				
Level 2 (4-6)	Reasonable	Reasonable	Reasonable																				
Level 3 (7-9)	Thorough	Thorough	Thorough																				
Level 4 (10-12)	Comprehensive	Comprehensive	Comprehensive																				

		whether the effects on people were greater than the environment (AO3). This will be shown by including well-developed ideas about either the effects of flooding or which were the greater, and developed ideas about the other. The answer must also include place-specific ideas about the flood event. Amount of relevant place-specific detail determines credit within the level. There is line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. Level 2 (4-6 marks) An answer at this level demonstrates reasonable knowledge of the effects of the flood (AO1) with a reasonable understanding of the effects of the flood (AO2). There will be a reasonable judgement of the whether the effects on people were greater than the environment (AO3). This will be shown by including developed ideas about either the effects of the flood or which was the greater, and simple ideas about the other. 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)	houses and find temporary accommodation whilst their houses were being repaired. They had to claim on their insurance to repair the damage which resulted in premiums and excess costs increasing significantly. Example of developed ideas I agree the impacts on people were more significant. In the Somerset Levels floods, 600 homes were flooded. As a result, people had to evacuate their houses. Example of simple ideas In the Somerset Levels floods homes were flooded so people had to leave their homes.
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			An answer at this level demonstrates basic knowledge of the effects of the flood (AO1) with a basic understanding of the effects of the flood (AO2). There will be a basic judgement of the whether the effects on people were greater than the environment (AO3). This will be shown by including simple ideas about the effects of the flood and/or which was the greater. 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	

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

<i>High performance 3 marks</i>
• 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
<i>Intermediate performance 2 marks</i>
• 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
<i>Threshold performance 1 mark</i>
• 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
<i>0 marks</i>
• 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

Awarding Spelling, Punctuation and Grammar and the use of specialist terminology to scripts with a scribe cover sheet

- 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:
- 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 and was eligible for all the SPaG marks.
 - Check the cover sheet to see what has been dictated and therefore what proportion of marks is available to the candidate.
 - 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

Word processed scripts

- b. If a script has a **word processor cover sheet** attached to it, the candidate **can** still access SPaG marks unless the cover sheet states that the checking functionality is enabled, in which case no SPaG marks are available.
- c. If you have any queries please contact the OCR Special Requirements Team at srteam@ocr.org.uk

Other

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

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01223 553998

Alternatively, you can email us on

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