



**GCSE**

**Geography B Geography for Enquiring Minds**

**J384/03: Geographical exploration**

General Certificate of Secondary Education

**Mark Scheme for June 2022**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

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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  
SCORIS**

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% deadlines. If you experience problems, you must contact your Team Leader 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.*)

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**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).

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.

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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:
- 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:













<b>Descriptor</b>	<b>Award mark</b>
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
	Blank page – the annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response
	Correct response
	Incorrect response
	Level 1
	Level 2
	Level 3
	Level 4
	Development
	Expandable vertical wavy line
	Communicate findings
	Noted but no credit given
	Highlighted simple or basic point

## 12. 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.

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.



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	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Comprehensive</b>	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.
<b>Thorough</b>	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.
<b>Reasonable</b>	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.
<b>Basic</b>	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.

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Question			Answer	Mark	Guidance
1	(a)	(i)	In the South of England/UK (✓) In the South East of England/UK (✓) North West of London (✓) South East of Birmingham (✓) 75km from Leicester (✓)	2	2 x 1 (✓) for valid locational points  Credit use of accurate distance.  Do not credit distance from London (as this would double credit 1aii) or North of London.
		(ii)	80km (✓)	1	Accept 75-85km (✓)
	(b)	(i)	0.6%	1	1 x 1 (✓)
		(ii)	Milton Keynes – $3.4+3.7+4.1+4.1 = 15.3\%$ England – $3.4+3.4+3.3+3.3 = 13.4\%$ (✓)  Difference – $15.3\%-13.4\%$ (✓)  Answer – $1.9\%$ (✓)	3	1 x 1 (✓) for calculating the percentage of population aged 30-39 in MK and England 1 x 1 (✓) for workings for the difference 1 x 1 (✓) for the final answer  Question does not ask candidates to show working, so can award 3 marks if only final correct answer is written.
	(c)		<b>Level 3 – (5-6 marks)</b> An answer at this level demonstrates a <b>thorough</b> understanding of population structures (AO2) and a <b>thorough</b> analysis of the similarities and differences between Milton Keynes and England (AO3).  This will be shown by including <b>well-developed</b> ideas about similarities and differences in the population structures.	6	The response must stem from Fig. 2 in the Resource Booklet.  Credit any valid similarity or difference. Use of data must be accurate.  Similarities include ageing population, smaller % of people ages over 80. Use of specific age ranges.  Differences include higher birth rate, less people aged 15-24 and more people aged 25-50. Use of specific age ranges.  <b>Highlight similarity/difference</b>

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		<p><b>Level 2 – (3-4 marks)</b> An answer at this level demonstrates a <b>reasonable</b> understanding of population structures (AO2) and a <b>reasonable</b> analysis of similarities and differences between Milton Keynes and England (AO3).</p> <p>This will be shown by including <b>developed</b> ideas about similarities and/or differences in the population structures.</p> <p><b>Level 1 – (1-2 marks)</b> An answer at this level demonstrates a <b>basic</b> understanding of population structures (AO2) and a <b>basic</b> analysis of the similarities and differences between Milton Keynes and England (AO3).</p> <p>This will be shown by including <b>simple</b> ideas about similarities and/or differences in the population structures.</p> <p><b>0 marks</b> No response worthy of credit.</p>	<p>Do not accept general description of shape of pyramid or ages e.g., 'middle ages', 'Working class'.</p> <p>Max top L2 if only similarities or differences.</p> <p>Development may come from use of evidence from Fig 2 and from analysis of population structure.</p> <p><b>Example of well-developed idea</b> Milton Keynes has a higher % of children aged 0-4 than England, with 7% of the population aged 0-4 in Milton Keynes and 5.9% in England. This could be due to the larger % of people aged 30-50, as these people are likely to be having children at this age.</p> <p><b>Example of developed idea</b> Milton Keynes has a higher % of children aged 0-4 than England, with 7% of the population aged 0-4 in Milton Keynes and 5.9% in England.</p> <p><b>Example of simple idea</b> Milton Keynes has a higher % of children aged 0-4 than England.</p>
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Question		Answer	Mark	Guidance
2	(a)	Jobs (✓) Own a business (✓) Office facilities (✓) Live near work (✓) Restaurants / pubs (✓) Housing available (✓) Friendly (✓) Green spaces (✓) Playgrounds Stay fit and healthy (✓) Small shops/shopping (✓)	2	2 x 1 (✓) for valid points from Fig. 3
	(b)	(i)	4	3 x 1 (✓) for valid descriptions of built-up areas in Milton Keynes in 1960  1 x 1 (C) for communicating the answer in an appropriate and logical way  Must be one valid description to achieve communication mark.  No communication mark if wording is taken directly from the resource.  Do not credit 'built up areas are near the motorway'
		(ii)	3	3 x 1 (✓) For valid explanation points about what the term urbanisation means and further explanation including links to causes (push and pull factors), impacts, or map evidence.  There must be understanding of the term urbanisation linking to the growth in the number / proportion of people living in towns and cities / urban areas for full credit.

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	(c)*	<p><b>Level 4 (10–12 marks)</b> An answer at this level demonstrates a <b>comprehensive</b> understanding of reasons for growth for places in ACs (AO2). There will be a <b>thorough</b> interpretation of the information provided (AO3) and a <b>thorough</b> evaluation of the social and economic reasons for the growth in Milton Keynes from 1960 to 2020 (AO3).</p> <p>This will be shown by including <b>well-developed</b> ideas about reasons for growth for places in ACs <b>and</b> social and economic reasons for the growth in Milton Keynes.</p> <p>There are clear and explicit attempts to make appropriate synoptic links between content from different parts of the course of study.</p> <p>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p><b>Level 3 (7–9 marks)</b> An answer at this level demonstrates a <b>thorough</b> understanding of reasons for growth for places in ACs (AO2) and a <b>reasonable</b> interpretation of the information provided (AO3) and a <b>reasonable</b> evaluation of the social and economic reasons for the growth in Milton Keynes from 1960 to 2020 (AO3).</p> <p>This will be shown by including <b>well-developed</b> ideas about <b>either</b> reasons for growth for places in ACs <b>or</b> social and economic reasons for the growth in Milton Keynes and <b>developed</b> ideas about the <b>other</b> question focus.</p> <p>There are clear attempts to make synoptic links between content from different parts of the course of study but these are not always appropriate.</p>	12	<p>The response can stem from Figs 1, 2, 3, 4 and 5 in the Resource Booklet.</p> <p>Possible reasons for growth can be:</p> <ul style="list-style-type: none"> <li>- Transport – close to motorway network / trains</li> <li>- Government plans for new towns after WW2</li> <li>- Close to London (economic hub)</li> <li>- Large working age population</li> <li>- Increase in businesses</li> <li>- Expansion of housing</li> <li>- Nice place to live – large amount of green space</li> <li>- Less transport congestion</li> <li>- Healthier than cities – less pollution</li> <li>- Demographics/age range</li> </ul> <p>Do not credit reference to tourism or temporary visitors.</p> <p><b>Highlight reasons for growth</b></p> <p>Candidates should mention <b>both</b> social and economic reasons to reach L4.</p> <p><b>Example of well-developed idea (economic)</b> Milton Keynes is next to the M1 Motorway, this means that Milton Keynes has good transport connections to other economic hubs such as London, this encourages businesses to set up in Milton Keynes as they can easily attract workers and transport goods.</p> <p><b>Example of developed idea (economic)</b> The government decided that more housing and workspaces was need outside London and made Milton Keynes a New Town, this made people from other places come to Milton Keynes to open a business.</p> <p><b>Example of simple idea (economic)</b> Milton Keynes has good transport links.</p>
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		<p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p> <p><b>Level 2 (4–6 marks)</b> An answer at this level demonstrates a <b>reasonable</b> understanding of reasons for growth for places in ACs (AO2) and a <b>basic</b> interpretation of the information provided (AO3) and a <b>basic</b> evaluation of the social and economic reasons for the growth in Milton Keynes from 1960 to 2020 (AO3).</p> <p>This will be shown by including <b>developed</b> ideas about <b>either</b> reasons for growth for places in ACs <b>or</b> social and economic reasons for the growth in Milton Keynes and <b>simple</b> ideas about the <b>other</b> question focus.</p> <p>There are limited attempts to make synoptic links between content from different parts of the course of study.</p> <p>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p> <p><b>Level 1 (1–3 marks)</b> An answer at this level demonstrates a <b>basic</b> understanding of reasons for growth for places in ACs (AO2) and a <b>basic or no</b> interpretation of the information provided (AO3) and a <b>basic or no</b> evaluation of the social and economic reasons for the growth in Milton Keynes from 1960 to 2020 (AO3).</p> <p>This will be shown by including <b>simple</b> ideas about reasons for growth for places in ACs <b>and/or</b> social and economic reasons for the growth in Milton Keynes.</p>	<p><b>Example of well-developed idea (social)</b> Milton Keynes is a nice place to live, this is because it has been designed to reduce traffic congestion which improves quality of life, the roundabouts make it easier for people to commute quickly.</p> <p><b>Example of developed idea (social)</b> Milton Keynes has a friendly neighbourhood feel, meaning families will move here as they think it will be safe for their children.</p> <p><b>Example of simple idea (social)</b> There is greenspace in Milton Keynes</p>
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		<p>There are no synoptic links between content from different parts of the course of study.</p> <p>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.</p> <p><b>0 marks</b> No response worthy of credit.</p>		
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Question		Answer	Mark	Guidance
3	(a)	People drive cars (✓) Which increases atmospheric CO <sub>2</sub> (DEV) Deforestation (✓) Which reduces the carbon sink (DEV) Increased energy use (✓) So more fossil fuels are burnt (DEV) Farming (✓) Animals release large amounts of methane (DEV)	2	1 x 1 (✓) for valid way that people have influenced global climate through the human enhanced greenhouse effect 1 x 1 (DEV) for appropriate explanation of way identified  The answer must relate specifically to the way in which people have influenced the global climate not the effects of climate change.
	(b)	(i)	1	1 x 1 (✓) for plan to improve green energy from the article
		(ii)	2	1 x 1 (✓) for the correct answer 1 x 1 (✓) for working out

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	(c)	<p><b>Level 3 – (5-6 marks)</b> An answer at this level demonstrates a <b>thorough</b> understanding of the human enhanced greenhouse effect (AO2) and a <b>thorough</b> analysis of the plans for green energy in Milton Keynes (AO3).</p> <p>This will be shown by including <b>well-developed</b> ideas about the human enhanced greenhouse effect and the green energy plans.</p> <p><b>Level 2 – (3-4 marks)</b> An answer at this level demonstrates a <b>reasonable</b> understanding of the human enhanced greenhouse effect (AO2) and a <b>reasonable</b> analysis of the plans for green energy in Milton Keynes (AO3).</p> <p>This will be shown by including <b>developed</b> ideas about the human enhanced greenhouse effect and/or the green energy plans.</p> <p><b>Level 1 – (1-2 marks)</b> An answer at this level demonstrates a <b>basic</b> understanding of the human enhanced greenhouse effect (AO2) and a <b>basic</b> analysis of the plans for green energy in Milton Keynes (AO3).</p> <p>This will be shown by including <b>simple</b> ideas about the human enhanced greenhouse effect and/or the green energy plans.</p> <p><b>0 marks</b> No response worthy of credit.</p>	6	<p>The response likely to come from Fig. 6 in the Resource Booklet.</p> <p><b>Highlight the green energy plan identified</b> Green energy plans are likely to come from Fig 6, candidates may also use their own understanding to identify other green energy plans. Reference to 2 energy plans needed to access L3.</p> <p>Use of ‘Redways’ should be qualified with reference to walking or cycling.</p> <p>Max L1, 1 mark, if just a list of plans from the resource, with no further attempt at development.</p> <p>Development should link to how the green energy plan reduces the human enhanced greenhouse effect. Do not double credit repeated development.</p> <p><b>Example of well-developed idea</b> If more trees are planted, more carbon dioxide from the atmosphere will be absorbed by the trees, this means that the amount of carbon dioxide in the atmosphere will be decreased.</p> <p>Introducing electric charging points for cars, will encourage people to buy an electric car, this will reduce the amount of CO<sup>2</sup> emitted by diesel and petrol cars.</p> <p><b>Example of developed idea</b> Milton Keynes has reduced the amount of CO<sub>2</sub> in the atmosphere is by encouraging people to cycle to work on the redways which reduces the number of cars on the road.</p> <p><b>Example of simple idea</b> Milton Keynes is encouraging people to cycle to work on the redways.</p>
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Question	Answer	Mark	Guidance
4	<p><b>Level 4 (10-12 marks)</b>            An answer at this level demonstrates a <b>comprehensive</b> understanding of the concept of sustainability (AO2). There will be a <b>comprehensive</b> evaluation of the environmental sustainability of Milton Keynes (AO3) in order to provide a <b>comprehensive</b> judgement of the environmental sustainability of Milton Keynes (AO3). There will be a <b>comprehensive</b> analysis of how Milton Keynes can achieve greater sustainability (AO3)</p> <p>This will be shown by including <b>well-developed</b> ideas about environmental sustainability <b>and</b> the ways to achieve long-term sustainability.</p> <p>There are clear and explicit attempts to make appropriate synoptic links between content from different parts of the course of study.</p> <p>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p><b>Level 3 (7-9 marks)</b>            An answer at this level demonstrates a <b>thorough</b> understanding of the concept of sustainability (AO2). There will be a <b>thorough</b> evaluation of the environmental sustainability of Milton Keynes (AO3) in order to provide a <b>thorough</b> judgement of the environmental sustainability of Milton Keynes (AO3). There will be a <b>thorough</b> analysis of how Milton Keynes can achieve greater long-term sustainability (AO3)</p>	12	<p>The response can be drawn from any Fig in the Resource Booklet and should link to sustainability.</p> <p>Potential areas candidates could link to include: transport, businesses and economic development, flooding and flood prevention, sustainable energy and housing.</p> <p>Any suggestion of how Milton Keynes can achieve greater sustainability, that is justified, is acceptable for credit, but must not be taken directly from the Resource Booklet. This could include: flagship projects, additional transport ideas or additional sustainable energy schemes.</p> <p>To support marking, examiners are looking for:</p> <ul style="list-style-type: none"> <li>• Development of ideas on the evaluation and judgement of environmental sustainability</li> <li>• Development of ideas on the analysis of an <b>additional way</b> that Milton Keynes could become more sustainable</li> <li>• Development of ideas relating to the concept of sustainability. This could be addressed separately or within the areas stated above</li> </ul> <p>For level 2, there will be simple ideas about one part of the question and developed ideas about the other.</p> <p>For level 3, there will be developed ideas about one part of the question and well-developed ideas about the other.</p> <p>For level 4, there will be well-developed ideas for both parts of the question.</p>

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		<p>This will be shown by including <b>well-developed</b> ideas <b>either</b> about environmental sustainability <b>and /or</b> the ways to achieve long-term sustainability and <b>developed</b> ideas about the <b>other</b> question focus.</p> <p>There are clear attempts to make synoptic links between content from different parts of the course of study but these are not always appropriate.</p> <p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p> <p><b>Level 2 (4-6 marks)</b> An answer at this level demonstrates a <b>reasonable</b> understanding of the concept of sustainability (AO2). There will be a <b>reasonable</b> evaluation of the environmental sustainability of Milton Keynes (AO3), in order to provide a <b>reasonable</b> judgement of the environmental sustainability of Milton Keynes (AO3). There will be a <b>reasonable</b> analysis of how Milton Keynes can achieve greater long-term sustainability (AO3).</p> <p>This will be shown by including <b>developed</b> ideas <b>either</b> about environmental sustainability <b>and /or</b> the ways to achieve long-term sustainability and <b>simple</b> ideas about the <b>other</b> question focus.</p> <p>There are limited attempts to make synoptic links between content from different parts of the course of study.</p> <p>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p>	<p><b>Example of well-developed idea on an additional way Milton Keynes could become more sustainable</b></p> <p>One way Milton Keynes could become more sustainable is to build designated bus lanes, this would increase the efficiency of the public transport system as they would be much faster, so people would be more likely to take the bus leading to a reduction in air pollution.</p> <p><b>Example of developed idea on an additional way Milton Keynes could become more sustainable</b></p> <p>Milton Keynes could become more sustainable by adding wind turbines to green space and this is a renewable form of energy.</p> <p><b>Example of simple idea on an additional way Milton Keynes could become more sustainable</b> Milton Keynes could become more sustainable by adding wind turbines</p>
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		<p><b>Level 1 (1-3 marks)</b>  An answer at this level demonstrates a <b>basic</b> understanding of the concept of sustainability (AO2). There will be a <b>basic</b> evaluation of the environmental sustainability of Milton Keynes (AO3), in order to provide a <b>basic</b> judgement of the environmental sustainability of Milton Keynes (AO3). There will be a <b>basic</b> analysis of how Milton Keynes can achieve greater long-term sustainability (AO3)</p> <p>This will be shown by including <b>simple</b> ideas about environmental sustainability <b>and /or</b> the ways to achieve long-term sustainability.</p> <p>There are no synoptic links between content from different parts of the course of study.</p> <p>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.</p> <p><b>0 marks</b>  No response worthy of credit.</p>		
		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

<b><i>High performance 3 marks</i></b>
<ul style="list-style-type: none"> <li>• Learners spell and punctuate with consistent accuracy</li> <li>• Learners use rules of grammar with effective control of meaning overall</li> <li>• Learners use a wide range of specialist terms as appropriate</li> </ul>
<b><i>Intermediate performance 2 marks</i></b>
<ul style="list-style-type: none"> <li>• Learners spell and punctuate with considerable accuracy</li> <li>• Learners use rules of grammar with general control of meaning overall</li> <li>• Learners use a good range of specialist terms as appropriate</li> </ul>
<b><i>Threshold performance 1 mark</i></b>
<ul style="list-style-type: none"> <li>• Learners spell and punctuate with reasonable accuracy</li> <li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder overall</li> <li>• Learners use a limited range of specialist terms as appropriate</li> </ul>
<b><i>0 marks</i></b>
<ul style="list-style-type: none"> <li>• The learner writes nothing</li> <li>• The learner's response does not relate to the question</li> <li>• The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>

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