

GCSE

Geography B Geography for Enquiring Minds

J384/03: Geographical exploration

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 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. 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.**

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
	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

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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	A01	A02	A03
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)	C : 1/4	1	1 x (✓)
1	(a)	(ii)	Little / low rainfall / drought (✓) so there was not enough / shortage of water. (DEV) Water leaks / pipes leaking in the network (✓) because the water companies had not maintained the pipes. (DEV) Too much water being wasted / used (✓) which, after the ban was introduced dropped by 40 litres per day per household. (DEV) To save water (✓)	2	2 x (✓) for correct reasons why the hosepipe ban was put in place. 1 x (✓) and 1 x (DEV) for a single, developed reason. No credit for: 'decreasing water loss'
1	(b)	(i)	2019 (✓)	1	1 x (✓)
1	(b)	(ii)	From 2018 /19 the demand exceeded supply (✓) and demand has been increasing every year since. (DEV) There is not enough water to meet demand (✓) and so people may have struggled to use as much water as they wanted (DEV).	2	1 x (✓) for reference to supply and demand 1 x (DEV). Credit use of accurate figures from the graph.

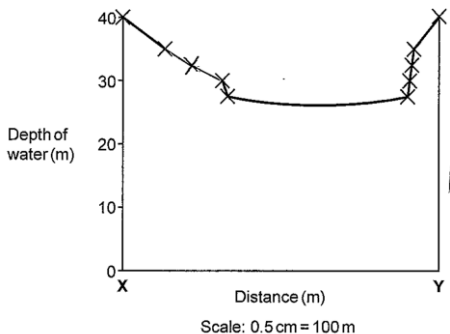
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Question			Answer	Mark	Guidance
			People are not being supplied with the water they need (✓) due to water leaking from the pipes. (DEV) Little rainfall in the area led to insufficient water to meet the needs of the population (✓) and so a hosepipe ban was introduced. (DEV) Supply remains constant and demand is high (✓) by 2025 demand was 330 (any chosen year between 2019 and 2029 with the use of accurate data) (DEV)		

Question			Answer	Mark	Guidance
2	(a)	(i)	South / South coast of England (✓) East Hampshire (✓) In between two accurately named locations (✓) To the east of the A3 (M) (✓) To the south-west / west of Rowlands castle (✓)	2	2 x 1 (✓) Credit any relevant points with accurate reference to compass directions to or from. No credit for: near to / close to surrounded by south east / south west of England in Havant
2	(a)	(ii)	Land / vegetation / green spaces / farmland will be flooded / lost (✓) this will disrupt the local ecosystem.(DEV) Habitats will be damaged (✓) this may decrease the local biodiversity (DEV) People may be forced to relocate (✓) this can be expensive for those concerned. (DEV) Damage to road surfaces (✓) due to increased heavy construction vehicles. (DEV) Noise / air pollution / congestion from vehicles (✓) disturbing local residents. (DEV) Increasing risks of accidents (✓) due to more traffic on local roads. (DEV)	3	3 x (✓) for correct disadvantages identified 2 x (✓) for correct disadvantages identified, 1 x (DEV). No credit for: Animals endangered / extinct.

Question			Answer	Mark	Guidance
			Loss of forest (✓) meaning reduction in wildlife habitats. (DEV) Expensive to build (✓) this may mean and increase in peoples water bills. (DEV) Takes a long time to build (✓) reservoir won't be fully operational until 2029. (DEV) Creates flooding upstream (✓) this will damage river habitats. (DEV) Construction of the reservoir creates an eyesore (✓) discouraging people from visiting the area. (DEV)		
2	(b)	(i)	1300 - 1500m (✓)	1	Scale 0.5cm = 100 m 1 x 1 (✓)
2	(b)	(ii)	 Depth of water (m) Distance (m) Scale: 0.5 cm = 100 m	2	2 x 1 (✓) 1 mark for plotting the correct data (✓) 1 mark for joining the points to complete the cross section (✓) No credit for line drawn to join existing points with no evidence of a plot.

2	(c)	(i)	Visitor centre facility (✓) to educate visitors (DEV) about the environment at the reservoir. Shop selling local produce (✓) allows locals / visitors (DEV) purchase food and gifts. A large nature themed park (✓) will be attractive to children /families (DEV) Bird watching areas (✓) will allow tourists (DEV) to learn about the migrating habits of wetland birds. Wide variety of paths accessible to all, (✓) allows access for all groups of people including those using a wheelchair or pushchair. (DEV) The waterside terrace (✓) would be attractive to elderly people or those less active who perhaps do not want to venture far from the carpark.(DEV)	4	2 x (✓) Design features / installations identified on Fig. 3 or Fig 4. 2 x (DEV) for examples of named groups of people No DEV for just 'people' Named groups of people must be linked to design features / installation to be credited as DEV.
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2	(c)	(ii)	Assess the economic impact of this development. Level 3 – (5-6 marks) An answer at this level demonstrates a thorough understanding of the economic impacts of building the reservoir (AO2), with a thorough analysis of the benefits this creates (AO3).	6	Indicative content The answers to this question should consider what the economic impact to the area from the reservoir development. This can include during construction, as well as projected economic benefits occurring when the project is complete.
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		This will be shown by including well-developed examples of the types of economic benefits this will bring. Level 2 – (3-4 marks) An answer at this level demonstrates a reasonable understanding of the economic impacts of building the reservoir (AO2) with a reasonable analysis of the benefits this creates (AO3). This will be shown by including developed examples of the types of economic benefits this will bring. Level 1 – (1-2 marks) An answer at this level demonstrates a basic understanding the economic impact of building the reservoir (AO2) with a basic analysis of the benefits it creates (AO3). This will be shown by including simple examples of the types of economic benefits this will bring. 0 marks No response worthy of credit.	Ideas are likely to include: • Support local construction firms / businesses. • Provide jobs for locals (for example, construction, firms which supply goods for construction, local shops, reservoir operations, visitor centre) • Skilled 'long term' jobs. • Local spending may increase – local shops/businesses/accommodation around the site. • Regeneration of the local area • Potentially increasing / decreasing house prices. • Costs of initial construction • Costs of upkeep of the reservoir / visitors centre / reception area etc • Costs of repairing roads / maintenance from increased traffic. or any other appropriate response. Highlight economic impacts. Example of well-developed ideas: The development of Havant Thicket reservoir will bring some economic benefits to the area such as the opportunity of jobs for local residents working in the information centre or shop on site. This will provide more local people with a stable income
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					which will help in a time of rising cost of living. However, the building of the reservoir will be extremely costly and water companies may pass on some of this cost to water consumers which will not help their overall budget and may end up costing them a lot more each month. Example of developed ideas: The development will have a positive impact on the economy. Businesses responsible for the construction will make a profit from their involvement. Local shops will also be able to sell more goods / food to the construction workers and then to the visitors. Example of simple ideas: Shops will get money from local workers.
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2	(d)	Using Fig. 4 and Fig. 5, and your own understanding, other than economic benefits to the area, to what extent is the new Havant Thicket reservoir viewed as a positive development? Level 4 (10–12 marks) An answer at this level demonstrates a comprehensive understanding of the differing views of the Havant Thicket development (AO2). There will be a thorough evaluation of the information provided (AO3) and a thorough	12	Indicative content The question requires candidates to make a judgement on whether the Havant Thicket reservoir development was perceived as a positive development. Candidates should use Fig.4 and 5 for this answer. Examiners should highlight the positive/negative statements in the candidate's response. Positive ideas are likely to include:
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		judgement of whether the development was positive (AO3). This will be shown by including well-developed balanced ideas on positives of the development as well as an appreciation that some people would view it as negative. 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 a thorough understanding of the differing views of the Havant Thicket development (AO2). There will be a reasonable evaluation of the information provided (AO3) and a reasonable judgement of whether the development was positive (AO3). This will be shown by including developed balanced ideas on positives of the development as well as an appreciation that some people would view it as negative. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. Level 2 (4–6 marks)		• Improvements in well-being and / or physical health / being in nature. • Better informed / educated about environmental issues / conservation • Management of habitats allowing animals to thrive / new water habitats encouraging new species. • Improvements in water supply / less water stress / fewer hosepipe bans. • Use of local materials / selling local food /minimum carbon footprint. • More local activities to participate in. • Access for all / inclusivity. or any other appropriate response. Negative ideas are likely to include: • Noise pollution / air pollution from increased traffic. • Disruption and dirt / dust locally during the construction process. • Reservoir will not provide a daily amount to even combat the water lost through leaking pipes. or any other appropriate response.
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		An answer at this level demonstrates a reasonable understanding of the views of the Havant Thicket development (AO2). There will be a basic evaluation of the information provided (AO3) and a basic judgement of whether the development was positive (AO3). This will be shown by including developed ideas the positives of the development. They may or may not consider the negatives. 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 a basic understanding of the views of the Havant Thicket development (AO2). There will be a basic or no evaluation of the information provided (AO3) and a basic or no judgement on whether the development was positive (AO3). This will be shown by including simple ideas on the viewpoints of the development. 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.	Candidates writing only about economic benefits credit to max L1 3 marks. Note candidates credited at L3 (9 marks) or above require some appreciation of both positive and negative factors. Example of well-developed ideas: The development of the Havant Thicket reservoir will be mostly positive for a variety of reasons. The Forestry Commission is committed to ensuring that native species such as the dormice and bats are provided with alternative habitats if the construction is going to disrupt their current location. There are plans to encourage species diversity with the introduction of the wetlands habitat and a variety of new plants and hedgerows as well as wildflower seeds being used all of these contribute to environmental sustainability. Example of developed ideas: The environmentalists are positive about the development of the reservoir as there will be new plants, hedgerows and wildflower seeds planted. This will create new habitats. Example of simple ideas:
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			0 marks No response worthy of credit.		One positive is there will be lots of new things planted.
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Question			Answer	Mark	Guidance
3	(a)	(i)	76% / 76.2 % / 76.19 % (✓)	1	1 x (✓) correct percentage
		(ii)	Chalk streams are primarily found in England (✓) They are unique / rare ecosystems/habitat (✓) They provide a huge water storage system / more storage than an artificial reservoir(✓) Currently 37 streams are endangered / under threat (✓) Rare species live in these waters (✓) these are increasingly endangered (DEV) Rare species live in these waters, including otters, kingfishers, and plants like the river-water crowfoot (✓) these contribute to the food chain encouraging other species (DEV) Produce clear filtered water (✓) which provides a constant flow from deep underground (DEV)	2	2 x 1 (✓) examples provided as to why chalk streams are ecologically important. OR 1 x (✓) example provided as to why chalk streams are ecologically important 1 x (DEV) of this example.

3	(b)	Assess how the Havant Thicket reservoir will help to protect the local chalk streams. Level 3 – (5-6 marks) An answer at this level demonstrates a thorough understanding of why building the reservoir is vital for the protection of the chalk streams (AO2), with a thorough analysis of the need for protection (AO3). This will be shown by including well-developed reasons as to why the chalk streams are in danger and why building the reservoir will enable the chalk streams recover. Level 2 – (3-4 marks) An answer at this level demonstrates a reasonable understanding of why building the reservoir is vital for the protection of the chalk streams (AO2) with a reasonable analysis of the need for protection (AO3). This will be shown by including developed reasons as to why the chalk streams are in danger and why building the reservoir will enable the chalk streams recover. Level 1 – (1-2 marks)	6 Indicative content The answers to this question should refer to how the reservoir will help protect the local chalk streams. Ideas are likely to include: • Provide alternative supply of water / reduce the pressure. • Reduce demand for / over extraction of water from the streams/chalk hills • Improve / restore water levels. Reduce the likelihood of them drying out. • Provides greater protection of an ecological habitat / no longer endangered. • Restore the biodiversity / encourage species back to the chalk streams. • Food chains re-established through interdependence of the species. However – possible limitations: • Increased water demand / population in the area – may negate recovery of chalk streams. • Damage already done / ecosystem may not be salvageable. • Reservoir will not provide a daily amount to even combat the water lost through leaking pipes. Chalk streams will still be needed as a source. or any other appropriate response.
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		An answer at this level demonstrates a basic understanding of why building the reservoir is vital for the protection of the chalk streams (AO2) with a basic analysis of the need for protection (AO3). This will be shown by including simple reasons as to why the chalk streams are in danger and may consider why building the reservoir will enable the chalk streams recover. 0 marks No response worthy of credit.		Candidates can access L3 6 marks for a thorough response as to how the reservoir will help to protect the chalk stream. Highlight 'how the chalk streams are protected'. Example of well-developed ideas: The building of Havant Thicket reservoir will help to some extent restore the chalk stream ecosystems. The new supply of water will mean that less water is extracted from the chalk stream system, allowing the groundwater to be replenished and therefore fewer streams will be endangered and some of the species which have been lost in recent years such as the otter may return if fish stocks are restored, improving the food chain. Example of developed ideas: The building of Havant Thicket reservoir will have a positive effect on the chalk stream systems as there will be a new source of fresh water and therefore not as much will be taken from the chalk streams. If the chalk streams recover there will more wildlife such as otters in the area. Example of simple ideas: The reservoir will provide more water to meet demand in the area. Chalk streams will not have to lose as much water to meet demand.
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Question			Answer	Mark	Guidance
4	(a)	(i)	• To what extent are water supply issues in this area caused by physical rather than human factors? • Suggest how successful the development of the Havant Thicket reservoir will be in contributing to environmental sustainability in the area. Level 4 (10-12 marks) There will be a comprehensive understanding of the water supply issues in the area (AO2). An answer at this level demonstrates a comprehensive analysis of the physical and human factors that have caused the water supply issues (AO3). A comprehensive evaluation of these factors (AO3) leading to a comprehensive judgement to state the main cause of the water supply issues (AO3). There will be a comprehensive analysis of the success of the development of the reservoir (AO3) in order to provide a comprehensive judgement to suggest how the success will contribute to the environmental sustainability in the area (AO3). This will also be shown by including well-developed ideas about the physical and human factors that are causing the water supply issues and the success of the reservoir to achieve environmental sustainability.	12	Indicative Content Development should be shown in two key areas: • The supply issue faced by the area – with links to both human and physical causes and some judgement as to which causes are more responsible. • The extent to which the Havant Thicket development is environmentally sustainable. Highlight physical and human factors / judgements 'to the extent'. Highlight reference to environmental sustainability. Note candidates credited at L3 (9 marks) or above require some judgement of the main cause of the water supply issues and the environmental sustainability of the development. L3 - 9 marks max where a response only includes well-developed ideas on either cause of the water supply issues or the environmental sustainability of the development.

Question			Answer	Mark	Guidance
			There are clear and explicit attempts to make appropriate synoptic links between content from different parts of the course of study. 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) There will be a thorough understanding of the water supply issues in the area (AO2). An answer at this level demonstrates a thorough analysis of the physical and human factors that have caused the water supply issues (AO3). A thorough evaluation of these factors (AO3) leading to a thorough judgement to state the main cause of the water supply issues (AO3). There will be a thorough analysis of the success of the development of the reservoir (AO3) in order to provide a thorough judgement to suggest how the success will contribute to the environmental sustainability in the area (AO3). This will also be shown by including well-developed ideas about either the physical and human factors that are causing the water supply		Examples of well-developed ideas: Water stress in this area is chiefly created by physical factors. The geographical location of the area in south England means that the area receives low annual rainfall, this is insufficient to keep reservoirs topped up to their maximum level and then in the summer months when temperatures are at their warmest the rates of evaporation increase exacerbating the issue of surface water storage. In addition to these physical factors, human factors play a part; poorly maintained pipework in the Portsmouth network allows up to 25.4 million litres to be lost from the system every day, so much of the water never reaches the many households who are demanding it. The development of Havant Thicket reservoir will greatly contribute to environmental sustainability in the local area. The planners have decided to use local natural materials to build the visitors centre, this is as positive environmental factor; whilst the natural materials e.g. wood will involve some deforestation initially, the Forestry Commission will ensure that new trees are planted, usually 3 for each 1 chopped down so ultimately the woodland can flourish better than before. The materials being local is excellent in contributing to sustainability as they will not be transported far to the site. This means that carbon emission from transporting raw materials are low, thus minimising the release of carbon contributing to global warming.

Question			Answer	Mark	Guidance
			issues OR the success of the reservoir to achieve environmental sustainability. There are clear attempts to make synoptic links between content from different parts of the course of study, but these are not always appropriate. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. Level 2 (4-6 marks) There will be a reasonable understanding of the water supply issues in the area (AO2). An answer at this level demonstrates a reasonable analysis of the physical and human factors that have caused the water supply issues (AO3). A reasonable evaluation of these factors (AO3) leading to a reasonable judgement to state the main cause of the water supply issues (AO3). There will be a reasonable analysis of the success of the development of the reservoir (AO3) in order to provide a reasonable judgement to suggest how the success will contribute to the environmental sustainability in the area (AO3).		Examples of developed ideas: Water stress in this area is caused by both physical and human factors. Low rainfall means that not enough water is received into the reservoirs to ever meet demand. The leaky pipes in the network are not maintained properly and therefore some of the water is lost from the system before it reaches the taps. Havant Thicket reservoir will not be good for the environment initially it will involve lots of construction traffic in the area releasing carbon monoxide into the atmosphere and damaging the roads and grass verges as they move around the site. After a number of years when the development has become established it will be good for the environment as it will have introduced a new wetland ecosystem. Examples of simple ideas: Not enough rainfall and leaky pipes means there is not enough water for the area. The chopping down of trees to build the reservoir is not good for the environment.

Question			Answer	Mark	Guidance
			This will also be shown by including developed ideas about either the physical and human factors that are causing the water supply issues OR the success of the reservoir to achieve environmental sustainability. There are limited attempts to make synoptic links between content from different parts of the course of study. The information has some relevance and is presented with limited structure. The information is supported by limited evidence. Level 1 (1-3 marks) There will be a basic understanding of the water supply issues in the area (AO2). An answer at this level demonstrates a basic analysis of the physical and human factors that have caused the water supply issues (AO3). A basic evaluation of these factors (AO3) leading to a basic judgement to state the main cause of the water supply issues (AO3). There will be a basic analysis of the success of the development of the reservoir (AO3) in order to provide a basic judgement to suggest how the success will contribute to the environmental sustainability in the area (AO3).		

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Question			Answer	Mark	Guidance
			This will also be shown by including basic ideas about either the physical and human factors that are causing the water supply issues OR the success of the reservoir to achieve environmental sustainability. There are no synoptic links between content from different parts of the course of study. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. 0 marks No response worthy of credit.		
			Spelling, punctuation and grammar and the use of specialist terminology (SPaG) is 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**

<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

J384/03

Mark Scheme

June 2025

- 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

- 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.
- 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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