



GCSE (9–1)

Geography A (Geographical Themes)

J383/01: Living in the UK today

General Certificate of Secondary Education

Mark Scheme for June 2019

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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Annotations

Annotation	Meaning
✓	Tick
?	Unclear
✗	Cross
▲	Omission mark
L1	Level 1
L2	Level 2
L3	Level 3
L4	Level 4
DEV	Development
PLC	Relevant place detail
C	Communicate findings
IRRL	Significant amount of material which doesn't answer the question
~~~~~	Vertical wavy line
BOD	Benefit of doubt
BP	Blank page
SEEN	Noted but no credit given

## 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.

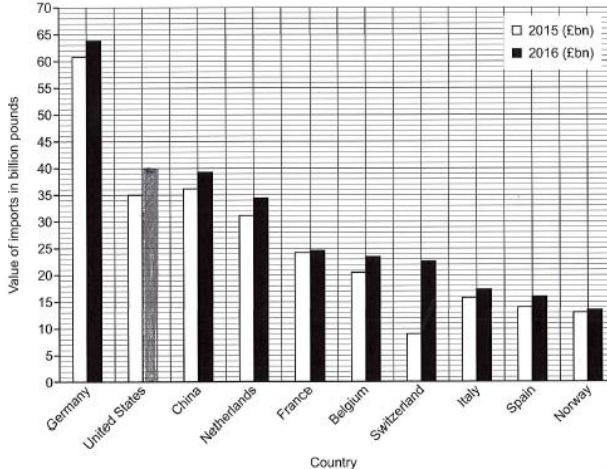
Be prepared to use the full range of marks. Do not reserve (e.g.) highest level marks 'in case' something turns up of a quality you have not yet seen. If an answer gives clear evidence of the qualities described in the level descriptors, reward appropriately.

	<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.	<p>Detailed and accurate interpretation through the application of relevant knowledge and understanding.</p> <p>Detailed and accurate analysis through the application of relevant knowledge and understanding.</p> <p>Detailed and substantiated evaluation through the application of relevant knowledge and understanding.</p> <p>Detailed and substantiated judgement through the application of relevant knowledge and understanding.</p>
<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.	<p>Accurate interpretation through the application of relevant knowledge and understanding.</p> <p>Accurate analysis through the application of relevant knowledge and understanding.</p> <p>Supported evaluation through the application of relevant knowledge and understanding.</p> <p>Supported judgement through the application of relevant knowledge and understanding.</p>
<b>Reasonable</b>	Some knowledge that is relevant to the question.	Some understanding that is relevant to the question.	<p>Some accuracy in interpretation through the application of some relevant knowledge and understanding.</p> <p>Some accuracy in analysis through the application of some relevant knowledge and understanding.</p> <p>Partially supported evaluation through the application of some relevant knowledge and understanding.</p> <p>Partially supported judgement through the application of some relevant knowledge and understanding.</p>
<b>Basic</b>	Limited knowledge that is relevant to the topic or question.	Limited understanding that is relevant to the topic or question.	<p>Limited accuracy in interpretation through lack of application of relevant knowledge and understanding.</p> <p>Limited accuracy in analysis through lack of application of relevant knowledge and understanding.</p> <p>Un-supported evaluation through lack of application of knowledge and understanding.</p> <p>Un-supported judgement through lack of application of knowledge and understanding.</p>

Question			Answer	Mark	Guidance
1	(a)	(i)	C: 2.4 km (✓).	1	(✓) Accept 2.4km as a valid response
		(ii)	B: South East (✓).	1	(✓) Accept South East as a valid response
		(iii)	The valley runs from north to south (✓). A river/stream flows along the valley (✓). It is in a rural/upland environment (✓). There are steep crags/cliffs (✓) on the east of the valley (✓). There is a non-coniferous/deciduous woodland (✓) on the west of the valley (✓). There is a nature reserve (✓) on the west of the valley (✓). The valley is a narrow (✓) and steep sided (✓). There is a national trail (✓) on the east of the valley (✓).	3	3 x 1 (✓) for valid descriptive points of the characteristics of Monk's Dale.  Marks may be awarded for individual characteristics as well as further development of these.  OS map evidence can be implied from the answer, e.g. from use of the key.  Do not accept characteristics which are not present eg no housing or its situation (in relation to other places).
	(b)	(i)	A: Floodplain (✓).	1	(✓) Accept floodplain as a valid response
		(ii)	When a river floods/exceeds its capacity/water flows over the land (✓). Every time there is a flood a new layer of sediment/alluvium is deposited (✓). When the water slows down/loses energy (✓) deposition will occur as the water drops its load (✓). This may increase the depth/width of the floodplain (✓). The floodplain becomes more fertile every time a new layer is added (✓).	3	3 x 1 (✓) For full marks, responses must demonstrate how the process of deposition influences the floodplain over time.  A generic explanation can be awarded full marks without reference to the floodplain in the photograph.  Full marks can be awarded for one well-developed explanation whether the explanation is of 'how' or 'why' the floodplain develops over time.  No double penalty. If a candidate chooses the wrong option in part (i), full marks are still possible for the resulting explanation.

(c)	<p><b>Case study: distinctive UK coastal landscape</b></p> <p><b>Level 3 (6-8 marks)</b> An answer at this level demonstrates <b>thorough</b> knowledge of coastal management (AO1) with <b>reasonable</b> understanding of how coastal management impacts on the coastal landscape (AO2). There is <b>thorough</b> evaluation of the impact of coastal management on the coastal landscape (AO3).</p> <p>This will be shown by <b>well-developed</b> ideas about the impacts of coastal management on the coastal landscape.</p> <p>The answer must also include <b>place-specific</b> details of the distinctive landscape. Amount of relevant place-specific detail determines credit within level.</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 2 (3-5 marks)</b> An answer at this level demonstrates <b>reasonable</b> knowledge of coastal management (AO1) with <b>reasonable</b> understanding of how coastal management impacts on the coastal landscape (AO2). There is <b>reasonable</b> evaluation of the impact of coastal management on the coastal landscape (AO3).</p> <p>This will be shown by <b>developed</b> ideas about the impacts of coastal management on the coastal landscape.</p> <p>Developed ideas but no place-specific detail credited up to <b>middle</b> of level.</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>	8	<p><b>Indicative content</b></p> <p>A coastal landscape can include estuarine environments.</p> <p>Responses on river landscape examples or contexts can achieve a maximum of L2, 3 marks.</p> <p>Coastal management could include, for example: groynes, rip-rap/rock armour, sea wall, gabions, beach replenishment, managed retreat, sand dune management.</p> <p>'Do nothing' is <u>not</u> a valid coastal management example.</p> <p>Land use management is valid, such as conservation, tourism, recreation, fishing, industry.</p> <p>Examination of management's impact on the coastal landscape can be covered in a number of ways, such as commenting on: effectiveness of, positive and negative impacts, relative impacts, scale, sustainability.</p> <p>Examination of the impact of coastal management can be found anywhere in the response, not just at the end. A conclusion is not a requirement.</p> <p>Example of <b>well-developed</b> ideas: Swanage is a town in the South of Dorset, on the south coast of England. There are 21 groynes in Swanage. These trap sediment being transported by longshore drift. This absorbs wave energy and reduces erosion of the soft Wealden Clay which is protected by the groynes, which means that there is little effect on the landscape. However, less sediment is transported along the coastline reducing the natural protection of the beaches.</p> <p>Example of <b>developed</b> ideas: Swanage is a town in Dorset. There are 21 groynes in Swanage. These trap sediment by preventing longshore</p>
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		<p><b>Level 1 (1-2 marks)</b> An answer at this level demonstrates <b>basic</b> knowledge of coastal management (AO1) with <b>basic or no</b> understanding of how coastal management impacts on the coastal landscape (AO2). There is <b>basic or no</b> evaluation of the impact of coastal management on the coastal landscape (AO3).</p> <p>This will be shown by <b>simple</b> ideas about the impacts of coastal management on the coastal landscape.</p> <p><b>Named example only receives no place specific detail credit.</b></p> <p>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.</p> <p><b>0 marks</b> No response or no response worthy of credit.</p>		<p>drift, reducing erosion. The landscape does not change very much but other areas of the coastline might be affected.</p> <p>Example of <b>simple</b> ideas: Dorset is a county on the South of England. One example of management is groynes. These stop longshore drift.</p>
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Question		Answer	Mark	Guidance																																	
2	(a) (i)	Imports are goods or services bought by one country from another country (✓)	1	(✓) for any valid definition.  Goods and services do not have to be specifically mentioned. The key element is 'into' or 'buys from' a country/area.																																	
	(ii)	 <table border="1"> <caption>Data from the bar chart (Value of imports in billion pounds)</caption> <thead> <tr> <th>Country</th> <th>2015 (£bn)</th> <th>2016 (£bn)</th> </tr> </thead> <tbody> <tr><td>Germany</td><td>60</td><td>65</td></tr> <tr><td>United States</td><td>35</td><td>40</td></tr> <tr><td>China</td><td>35</td><td>40</td></tr> <tr><td>Netherlands</td><td>30</td><td>35</td></tr> <tr><td>France</td><td>25</td><td>25</td></tr> <tr><td>Belgium</td><td>20</td><td>22</td></tr> <tr><td>Switzerland</td><td>10</td><td>22</td></tr> <tr><td>Italy</td><td>15</td><td>18</td></tr> <tr><td>Spain</td><td>15</td><td>18</td></tr> <tr><td>Norway</td><td>12</td><td>15</td></tr> </tbody> </table>	Country	2015 (£bn)	2016 (£bn)	Germany	60	65	United States	35	40	China	35	40	Netherlands	30	35	France	25	25	Belgium	20	22	Switzerland	10	22	Italy	15	18	Spain	15	18	Norway	12	15	1	(✓) for an accurately drawn bar.  The top of the bar must touch, but not exceed, the horizontal line representing 40.  Use of a ruler is required, but the exact dark shading used for the other bars for 2016 is not (shading of some sort is required).  It should be drawn to the right of the 2015 bar.  The width of the bar should be approximately equal to the others.
Country	2015 (£bn)	2016 (£bn)																																			
Germany	60	65																																			
United States	35	40																																			
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Italy	15	18																																			
Spain	15	18																																			
Norway	12	15																																			
	(iii)	£50.5 billion	1	(✓) for an answer between £50 billion to £51 billion. Accept a numerical answer alone, i.e. without 'billion pounds.' Do not accept, for example: 64 billion - 13.5 billion.																																	
	(b) (i)	Close to main roads (✓) which makes Tideswell more easily accessible for commuters (DEV) There is housing available (✓) so people will find a property to suit their needs (DEV) Located in the countryside/in the National Park (✓) which potentially provides a quieter/cleaner/safer environment than living in an urban area (DEV) Local village services such as a post office/public houses/places of worship (✓) means easy access to basic amenities (DEV) Lots of footpaths (✓) which attracts people who want to enjoy recreation/a healthy lifestyle (DEV)	2	1 x 1 (✓) for any valid reason for moving to Tideswell interpreted from the OS map  1 x 1 (DEV) for explanation of the reason.																																	
	(ii)	Increased demand for public services (✓) due to increased health issues of more elderly people (✓) which puts pressure on local services and increases waiting times (✓).	3	4 x 1 (✓) for explanations of the impact of counter-urbanisation on villages (which may or may not be Tideswell)																																	

		<p>Increased demand for public transport (✓) as elderly people are less likely to drive a car (✓).</p> <p>House prices increase (✓) which makes houses unaffordable for local/young people (✓) which creates age/social divisions in the village (✓).</p> <p>Derelict buildings can be renovated into new houses or business premises (✓) as there is an increase in demand for housing/services/employment (✓).</p> <p>Increased problems of traffic congestion (✓) caused by increasing number of cars in the villages (✓).</p> <p>Increased population size (✓) which means a higher demand for housing and services (✓) which put pressure on the surrounding greenfield sites on the edges of the village (✓).</p>		<p>Candidates may develop through explanation. Development awarded with (✓) as a further valid point.</p> <p>One well-developed explanation can achieve full marks.</p> <p>Accept any valid impacts of counter-urbanisation.</p>
	(c)*	<p><b>Case study: a UK place or region that has experienced economic growth and/or decline.</b></p> <p><b>Level 4 (10-12 marks)</b></p> <p>An answer at this level demonstrates <b>comprehensive</b> knowledge of economic growth and/or decline (AO1) and <b>comprehensive</b> understanding of the consequences of economic growth and/or decline (AO2). There will be <b>comprehensive</b> evaluation of the consequences of economic growth and/or decline (AO3).</p> <p>This will be shown by including <b>well-developed</b> ideas about economic growth and/or decline and the consequences of the economic growth and/or decline.</p> <p>The answer must also include a range of <b>place-specific</b> ideas about the UK place or region. The amount of relevant place-specific detail determines credit within the level.</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></p> <p>An answer at this level demonstrates <b>thorough</b> knowledge of economic growth and/or decline (AO1) and <b>thorough</b></p>	12	<p><b>Indicative content</b></p> <p>Candidates should show good awareness of the consequences of economic growth and/or decline. These may include:</p> <p><b>Growth</b></p> <ul style="list-style-type: none"> <li>• reduction in unemployment</li> <li>• relocation/development of businesses/services</li> <li>• multiplier effect</li> <li>• redevelopment of buildings</li> <li>• increase in workers, including from in-migration</li> <li>• traffic congestion</li> <li>• increased environmental pollution eg waste disposal</li> <li>• increased house prices</li> <li>• increased cultural diversity.</li> </ul> <p><b>Decline</b></p> <ul style="list-style-type: none"> <li>• closure of businesses</li> <li>• loss of jobs</li> <li>• outmigration</li> <li>• decline in services and amenities</li> <li>• dereliction of buildings.</li> </ul> <p>Evaluation of the impact of growth and/or decline can be found anywhere in the response, not just at the end. A conclusion is not a requirement.</p>

	<p>understanding of the consequences of economic growth and/or decline (AO2). There will be <b>thorough</b> evaluation of the consequences of economic growth and/or decline (AO3).</p> <p>This will be shown by including <b>well-developed</b> ideas about <b>either</b> economic growth and/or decline <b>or</b> the consequences of the economic growth and/or decline and <b>developed</b> ideas about the <b>other</b> question focus.</p> <p>The answer must also include <b>place-specific</b> ideas about the UK place or region. The amount of relevant place-specific detail determines credit within the level.</p> <p>There is 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 <b>reasonable</b> knowledge of economic growth and/or decline (AO1) and <b>reasonable</b> understanding of the consequences of economic growth and/or decline (AO2). There will be <b>reasonable</b> evaluation of the consequences of economic growth and/or decline (AO3).</p> <p>This will be shown by including <b>developed</b> ideas about <b>either</b> economic growth and/or decline <b>or</b> the consequences of the economic growth and/or decline and <b>simple</b> ideas about the <b>other</b> question focus.</p> <p>Developed ideas but no place-specific details credited up to the <b>middle</b> of the level.</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 <b>basic</b> knowledge of economic growth and/or decline (AO1) and <b>basic</b></p>	<p>Evaluation of the consequences could include: positive and negative, relative impacts, scale, sustainability, social v economic v environmental impacts.</p> <p>Example of <b>well-developed</b> ideas: Leeds is a city in Yorkshire, in the North of England. It is a major financial centre which has experienced redevelopment and regeneration in the last decade, private investment in sectors like retail and a growth in population of 80,000 people.</p> <p>A consequence of economic growth is the redevelopment of old derelict buildings in the city. The Ox-Club, Michelin starred restaurant is located in Headrow House. It is a former textile mill which was redeveloped to provide more services and accommodation for wealthy people in the city. On the one hand, this acts a multiplier effect and creates more opportunities and services, but it does not create affordable housing and therefore increases existing social inequalities in the city.</p> <p>Example of <b>developed</b> ideas: Leeds is a city in Yorkshire. It has experienced redevelopment and more jobs such as in shopping centres. The population has grown by 80,000 people in a decade.</p> <p>A consequence of economic growth is the redevelopment of derelict buildings like Headrow House. It has an expensive restaurant for wealthy people which creates more jobs, but it is too expensive for poorer people.</p> <p>Example of <b>simple</b> ideas: Leeds is a city England. It has had a lot of improvements recently and more people live in the city now. Old buildings are turned into restaurants and housing for wealthy people which makes the city richer.</p>
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		<p>understanding of the consequences of economic growth and/or decline (AO2). There will be <b>basic</b> evaluation of the consequences of economic growth and/or decline (AO3).</p> <p>This will be shown by including <b>simple</b> ideas about economic growth and/or decline <b>and/or</b> the consequences of the economic growth and/or decline.</p> <p><b>Named example only receives no place specific detail credit.</b></p> <p>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.</p> <p><b>0 marks</b></p> <p>No response or no response worthy of credit.</p>		
		<p> Spelling, punctuation and grammar and the use of specialist terminology (SPaG) are assessed using the separate marking grid in Appendix 1.</p>		

Question		Answer	Mark	Guidance
3	(a)	Quicker to plough fields (✓) Can plough more land in a specified period of time/more efficient (✓) Less labour is required (✓) Can work 24 hours a day without a rest (✓) Not reliant on physical strength of farmers/horses (✓) More easily controlled (✓) More accurate ploughing (✓)	2	2 x 1 (✓) for interpretation of advantages of using a tractor instead of horses to plough fields
	(b)	Large sheds for machinery (✓) which can spoil views for people living nearby (✓). Machines burn fossil fuels (✓) which can contribute to air pollution by releasing harmful gases/particulates (✓). Lack of fallow period (✓) this results in soil becoming exhausted (✓) Increased use of fertilisers (✓) results in water pollution in rivers and lakes (✓) which are becoming less biodiverse (✓). Hedgerows are removed (✓) which reduces the biodiversity/causes loss of habitat (✓) farmland/increases erosion of the soil by wind/water (✓).	4	4 x 1 (✓) for explanation of impact of mechanised farming. Candidates may develop through explanation. Development awarded with (✓) as a further valid point.  One well-developed explanation can achieve full marks.
	(c) (i)	Comes from sources that will run out/finite/be none left (✓). Will not be replenished in our lifetimes/takes a very long time to re-form (✓). Is unsustainable (✓). Cannot be used more than once (✓).	2	2 x 1 (✓) for defining non-renewable energy.  Credit any two valid phrases/words which define the term.  Do not credit examples of non-renewable energy.
	(ii)	The overall supply of energy has increased (✓). Coal decreased from the 1960s (✓) and decreased from the early 1990s (✓). Nuclear power increased from the 1950s (✓). Gas started in the 1970s (✓) but then increased rapidly in the 1990s (✓). Oil increased rapidly from the late 1960s (✓). Renewables increased slowly from the 1990s/more recently (✓).	3	3 x 1 (✓) for describing changes UK energy supply  Maximum of 2 marks if there is no indication of when these changes occurred from 1950 to the present day.  Responses focusing on one energy type can be awarded 3 marks.  Accept accurate descriptions of fluctuations eg the increase in the supply of oil and decrease in coal in 1984.

		(iii)	<p>Decrease in coal reserves (✓) so there is not enough coal to economically extract (DEV).</p> <p>Coal has become expensive to extract (✓) as the reserves are difficult to access (DEV).</p> <p>Cheaper/cleaner foreign imports (✓) as a result coal cannot be produced profitably (DEV).</p> <p>Development of cleaner nuclear/renewable energy (✓) with an increased demand due to concerns about pollution/global warming (DEV).</p> <p>Increase costs of oil due to OPEC/reductions in imports (✓) caused the UK government to exploit North Sea oil and gas (DEV).</p> <p>Government/EU help/grants/subsidies (✓) which has reduced the cost of energy supply such as renewables (DEV).</p>	2	<p>1 x (✓) for a valid reason why the pattern of energy changes 1 x (DEV) for explanation of reason</p> <p>Explanations can focus on particular energy types or more generic reasons.</p> <p>Credit can be awarded for explanations of the overall increase in energy supply, e.g. a higher demand.</p> <p>Accept any valid explanation for short-term fluctuations eg the miners' strike in 1984 which caused an increase in the supply of oil and decrease in coal in 1984.</p>
		(d)	<p><b>Level 3 (5-6 marks)</b> An answer at this level demonstrates <b>thorough</b> understanding of energy sources (AO2) and <b>thorough</b> analysis of whether non-renewable energy should contribute to the UK's future energy supply (AO3).</p> <p>This will be shown by <b>well-developed</b> ideas about whether non-renewable energy should contribute to the UK's future energy supply.</p> <p><b>Level 2 (3-4 marks)</b> An answer at this level demonstrates <b>reasonable</b> understanding of energy sources (AO2) and a <b>reasonable</b> analysis of whether non-renewable energy should contribute to the UK's future energy supply (AO3).</p> <p>This will be shown by <b>developed</b> ideas about extent to which non-renewable energy should contribute to the UK's future energy supply.</p>	6	<p><b>Indicative content</b> Accept any reasons for and/or against the use of non-renewable energy in the future. These may include:</p> <p>For</p> <p>Efficient at producing lots of energy Deposits of non-renewable resources are available in the UK e.g. coal, oil, North Sea and shale gas Natural gas is a relatively clean fossil fuel New technology can economically extract deposits from areas previously inaccessible Concerns over the safety of nuclear power. Renewable energy is not sufficient to supply the UK's energy needs and is intermittent. Non-renewables provide a baseload.</p> <p>Against</p> <p>Burning fossil fuels produces greenhouse gases, which contribute to global warming Environmental accidents eg oil spills/nuclear leaks Rising costs Security of supply concerns about imports Renewables are cleaner</p>

	<p><b>Level 1 (1-2 marks)</b>  An answer at this level demonstrates <b>basic</b> understanding of energy sources (AO2) and <b>basic</b> analysis of whether non-renewable energy should contribute to the UK's future energy supply (AO3).</p> <p>This will be shown by <b>simple</b> ideas about extent to which non-renewable energy should contribute to the UK's future energy supply.</p> <p><b>0 marks</b>  No response or no response worthy of credit.</p>	<p>Analysis may focus on one or more sides of the argument.</p> <p>Analysis can be found anywhere in the response, not just at the end. A conclusion is not a requirement.</p> <p>Examples of <b>well-developed</b> ideas:  One reason why non-renewable energy sources should be used in the future is that there are a lot of deposits of these fuels available in the UK. Deposits of oil and gas are available and fracking will enable shale gas to be extracted. This can be used to supply energy and produces much less emission when burned than coal. Exploiting the UK's existing resources makes the country more self-sufficient and energy secure.</p> <p>Examples of <b>developed</b> ideas:  One reason why non-renewable energy sources should be used in the future is that there are lots of these fuels available in the UK, including shale gas. This will supply the UK's energy needs for years to come.</p> <p>Examples of <b>simple</b> ideas:  Non-renewable energy such as gas is available in the UK. There is a lot of it still left to supply the UK.</p>
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**Spelling, punctuation and grammar and the use of specialist terminology (SPaG) assessment grid**

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

**OCR (Oxford Cambridge and RSA Examinations)**  
**The Triangle Building**  
**Shaftesbury Road**  
**Cambridge**  
**CB2 8EA**

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998  
Facsimile: 01223 552627  
Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

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Head office  
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Facsimile: 01223 552553

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