

GCSE

Geography B (Geography for enquiring minds)

Unit **J384/02**: People and society

General Certificate of Secondary Education

Mark Scheme for June 2018

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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
	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
	Noted but no credit given
	Tick
	Unclear
	Cross
	Omission mark
	Level 1
	Level 2
	Level 3
	Level 4
	Development
	Relevant place detail
	Benefit of doubt
	Irrelevant
	Communicate findings
	Not Relevant

Subject Specific Marking Instructions

INTRODUCTION

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

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

You should ensure that you have copies of these materials.

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

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

USING THE MARK SCHEME

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

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

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

In your marking, you will encounter valid responses which are not covered by the Mark Scheme: these responses must be credited. You will encounter answers which fall outside the 'target range' of Bands for the paper which you are marking. Please mark these answers according to the marking criteria.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

LEVELS OF RESPONSE QUESTIONS:

The indicative content indicates the expected parameters for candidates' answers, but be prepared to recognise and credit unexpected approaches where they show relevance.

Using 'best-fit', decide first which set of level descriptors best describes the overall quality of the answer. Once the level is located, adjust the mark concentrating on features of the answer which make it stronger or weaker following the guidelines for refinement.

Highest mark: If clear evidence of all the qualities in the level descriptors is shown, the HIGHEST Mark should be awarded.

Lowest mark: If the answer shows the candidate to be borderline (i.e. they have achieved all the qualities of the levels below and show limited evidence of meeting the criteria of the level in question) the LOWEST mark should be awarded.

Middle mark: This mark should be used for candidates who are secure in the level. They are not 'borderline' but they have only achieved some of the qualities in the level descriptors.

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

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

Question			Answer	Mark	Guidance
1	(a)	(i)	Whiston (✓)	1	(✓)
		(ii)	1.5 km ² (✓)	1	(✓)
	(b)	(i)	New house (✓) (new housing development) Place to work/job (✓) (employment development) Pleasant environment (✓) (retained woodland, planned landscape corridor, proposed country park) Healthy environment (✓) (proposed amenity green space, playing fields, cycle route) Good local services (✓) (proposed primary school) Good commuting links by car (✓) (M62 jct2)	2	2 x 1 (✓) for each valid pull factor interpreted from Fig. 2 Credit phases taken directly from the key, No credit for push factors
	(c)		D: The growth of urban areas as they expand outwards (✓)	1	(✓) Answer does not need to be written in the box.
	(d)		Ideas such as Cheaper land (✓) Improvements in transport infrastructure (✓) More space/ more land (✓) Larger housing/gardens (✓) Quieter/ less noise (✓) High crime rates in the city (✓) Overcrowding (✓) Air pollution (✓)	2	2 x 1 (✓) for valid cause of suburbanisation in ACs Credit both push and pull factors No credit for explanation No credit for better schools better quality of life better standard of living better health care

Question	Answer	Mark	Guidance
(e)	<p>Case Study: ways of life in cities Level 3 (5-6 marks) An answer at this level demonstrates thorough knowledge of international migration in an AC city (AO1) with thorough understanding of how international migration has changed the character of the city (AO2).</p> <p>This will be shown by including well-developed ideas about migration to the city and how migration has changed the character of the city.</p> <p>The answer must also include place-specific details for the named AC city.</p> <p>Level 2 (3-4 marks) An answer at this level demonstrates reasonable knowledge of international migration in an AC city (AO1) with reasonable understanding of how international migration has changed the character of the city (AO2).</p> <p>This will be shown by including developed ideas about migration to the city and how migration has changed the character of the city.</p> <p>Developed ideas but no place-specific details credited up to bottom of level.</p> <p>Level 1 (1-2 marks) An answer at this level demonstrates basic knowledge of international migration in an AC city (AO1) with basic understanding of how international migration has changed the character of the city (AO2).</p> <p>This will be shown by including simple ideas about migration to the city and how migration has changed the character of the city.</p>	6	<p>This question will be marked using 3 levels</p> <p>Indicative Content</p> <p>Named AC city can be in any AC country as defined by the IMF.</p> <p>Knowledge of international migration may focus on origin of migrants, number of migrants, timescale of migration, impact on city such as clustering, development of specialised services.</p> <p>Change ideas will focus on specific areas of the city and/or wider social / economic / cultural effects on the city.</p> <p>PLC annotation for place specific ideas.</p> <p>1 mark for name of an appropriate example.</p> <p>Max Level 1 for incorrect example/ no example/ internal migration</p> <p>Example of well developed ideas:</p> <p>The city of Leeds received large numbers of migrants from the Caribbean, India and Pakistan in the 1950s. These immigrants tended to cluster in areas like Gipton and Harehill creating distinct communities. Migrants who have moved in more recent years are attracted to live in these areas of the city as they can now easily access mosques and community groups to support them. Leeds has one of the oldest Caribbean communities in the UK and every year there is the West Indian carnival. The carnival includes traditional calypso and steel pan music and Caribbean food, which is new to Leeds. Immigrants have also changed the nature of restaurants and food shops within the city, with at least 16 curry houses in and around the city centre, particularly on Mill Hill.</p>

Question	Answer	Mark	Guidance
	<p>Simple ideas or appropriate named example only credited at bottom of level.</p> <p>0 marks No response worthy of credit</p>		<p>Example of developed ideas:</p> <p>Large numbers of migrants from the Caribbean, India and Pakistan have moved to the city of Leeds. These immigrants settled in inner city areas creating their own communities with facilities such as mosques. Leeds also has a large Caribbean community with a West Indian carnival every year. The carnival is a celebration of music, dance and food. Immigrants from Asia have changed the nature of restaurants within Leeds, as there are now many curry houses in the Mill Hill area.</p> <p>Example of simple ideas: The city of Leeds has been changed by the arrival of different immigrant groups from Asia. Change can be seen in the different types of restaurants and shops in the city.</p>

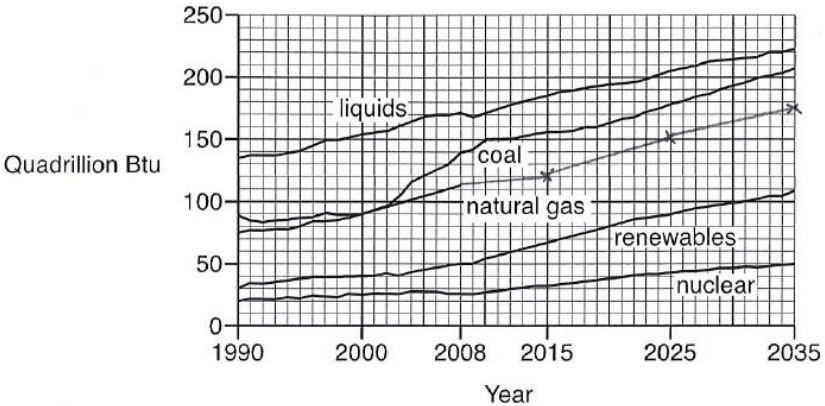
Question			Answer	Mark	Guidance
2	(a)	(i)	Chad (✓)	1	(✓)
		(ii)	6,252.5 (✓) 6,253 (✓)	1	(✓)
	(b)		<p>Gabon has the highest GNI per capita (✓) which shows that they have quite a large economy (DEV) so more money can be spent on services (DEV).</p> <p>Gabon has the highest literacy rate (✓). Literacy rate measures the percentage of adults who can read and write (DEV) so Gabon has the best education system (DEV).</p> <p>Gabon has the lowest infant mortality (at 45.1 per 1000) (✓). Infant mortality measures how many children die before the age of one (DEV) so Gabon has the best child health care (DEV).</p>	3	<p>1 x 1 (✓) for selection of highest/ lowest relevant development indicator from the table. (Not life expectancy)</p> <p>2 x 1 (DEV) for explanation of why Gabon is classified as an EDC from the data selected. Credit for explaining what the data measures and/or comparison with the other countries in the data table.</p> <p>If more than one development indicator is used then credit the first response.</p>
	(c*)		<p>Case Study: LIDC development</p> <p>Level 3 (6-8 marks) An answer at this level demonstrates thorough knowledge of two Millennium Development Goals (MDGs) (AO1) with thorough understanding of how the LIDC meets the two MDGs (AO2). There will be a thorough analysis of how successful the LIDC has been in meeting two of the MDGs (AO3).</p> <p>There will be well-developed ideas of how the LIDC has been meeting two of the MDGs and the success of the LIDC.</p> <p>The answer must also include place-specific details for the named LIDC.</p> <p>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p>	8	<p>This question will be marked using 3 levels</p> <p>Indicative Content Named LIDC as defined by the IMF. Millennium Development Goals (MDGs) must refer to two of the eight targets set by the UN. Note the specific titles of the Millennium goals used by candidates may vary slightly. Highlight MDGs</p> <p>If candidate writes about more than two MDGs, credit the first two goals written about.</p> <p>Max Level 2 – 3 marks for AC or EDC example</p> <p>Developed ideas but no place-specific details, maximum 4 marks.</p>

Question	Answer	Mark	Guidance
	<p>Level 2 (3-5 marks) An answer at this level demonstrates reasonable knowledge of two Millennium Development Goals (MDG) (AO1) with reasonable understanding of how the LIDC meets the two MDGs (AO2). There will be a reasonable analysis of how successful the LIDC has been in meeting two of the MDGs (AO3).</p> <p>There will be developed ideas of how the LIDC has been meeting two of the MDGs and the success of the LIDC.</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>Level 1 (1-2 marks) An answer at this level demonstrates basic knowledge of one/two Millennium Development Goals (MDG) (AO1) with basic understanding of how the LIDC meets them (AO2). There may be a basic analysis of how successful the LIDC has been in meeting the goal(s) (AO3).</p> <p>There will be simple ideas of how the LIDC has been meeting the MDG(s) and the success of the LIDC.</p> <p>Simple ideas or appropriate named example only credited at bottom of level.</p> <p>The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the question may not be clear</p> <p>0 marks No response or no response worthy of credit</p>		<p>Max L2 – 3 marks for developed ideas about one MDG.</p> <p>Max L2 – 3 marks if a city is used as example.</p> <p>1 mark only for naming appropriate country and/or MDG(s)</p> <p>Example of well-developed ideas:</p> <p>Ethiopia has had mixed success in meeting the Millennium Development Goals targets.</p> <p>There has been some success in improving primary education. 96% of children now attend primary school compared to only 50% in 1990. However, the literacy rate is still low at 36% and very few girls progress on to secondary education, so this has not been entirely successful.</p> <p>Ethiopia did not meet the target for poverty and hunger. Whilst there has been a reduction in people living in poverty from 49% in 2000 to 29% in 2015, there is still evidence of hunger and malnutrition. Ethiopia's National Nutrition Strategy focuses on providing vitamins and food aid. However, 28% of the population are classed as food insecure with 40% of children being malnourished.</p> <p>Example of developed ideas: In Ethiopia, there has been some success in primary education. 96% of children now attend primary school compared to only 50% in 1990, this is an improvement.</p> <p>However, Ethiopia did not meet the target for poverty and hunger. There has been a reduction in people living in poverty down to 29% in 2015 but there is still evidence of hunger and malnutrition.</p>

Question			Answer	Mark	Guidance
					Example of simple ideas: More children now attend primary school in Ethiopia. This shows success for numbers in primary education.

Question			Answer	Mark	Guidance
3	(a)	(i)	B: The highest levels of rainfall are in the North and West of the UK (✓)	1	(✓)
		(ii)	Relief of the land/ mountains/hills (✓) Prevailing winds/ wind direction/ winds from the ocean (✓) Air masses/ high and low pressure systems/ air pressure (✓)	2	2 x 1 (✓) for valid factors which affect the variation of rainfall in the UK No credit for explanation Two valid factors needed for full marks
		(iii)	South East has low annual rainfall (✓), less than 1,000mms per year (DEV) which means that the South East will struggle to have enough water to meet the growing population's needs (DEV) South East has a high forecast of water for household use in the future (✓) of more than 150 litres per day (DEV) which means that future demand for water may exceed the amount of water available from rainfall in the South East (DEV)	4	2 x 1 (✓) for evidence from Fig.3 and Fig. 4 1 x 1 (DEV) for explanation linked to evidence of why the South East of England will be an area of water stress in the future. 1 x 1 (DEV) for appropriate use of data. (Less than 1,000 mms a year rainfall/ More than 150 litres a day future water demand).
	(b)		Level 3 (5-6 marks) An answer at this level demonstrates thorough understanding of the UK's role in one global conflict (AO2). There will be a reasonable evaluation of the importance of the UK's role in the conflict (AO3). This will be shown by including well-developed ideas about the UK's role in the global conflict and the importance of the UK's role. Level 2 (3-4 marks) An answer at this level demonstrates reasonable understanding of the UK's role in one global conflict (AO2). There will be a basic evaluation of the importance of the UK's role in the conflict (AO3). This will be shown by including developed ideas about the UK's role in the global conflict and the importance of the UK's role.	6	This question will be marked using 3 levels Indicative Content Valid named conflict must identify the global location and parties/groups involved. UK role may refer to involvement with international organisations. Max L1 - Example of global conflict not in 21 st century Example of developed ideas The conflict between Ukraine and Russia is on-going. In 2014 pro-Russian forces occupied the Crimean Peninsula in Ukraine.

Question	Answer	Mark	Guidance
	<p>Level 1 (1-2 marks) An answer at this level demonstrates basic understanding of the UK's role in one global conflict (AO2) and/ or there will be a basic evaluation of the importance of the UK's role in the conflict (AO3).</p> <p>This will be shown by including simple ideas about the UK's role in the global conflict and the importance of the UK's role.</p> <p>0 marks No response worthy of credit</p>		<p>The UK's role has been limited. As part of international organisations such as NATO and the G7 the UK has condemned the Russian invasion of parts of the Ukraine and the EU has imposed economic sanctions against Russia. Russia were also made to leave the G8, which is now known as the G7. However, the Crimea is still occupied by pro-Russian forces and the conflict continues which indicates that the UK has had little influence in resolving this conflict.</p> <p>Example of developed ideas In 2014 Russian forces occupied the Crimean Peninsula in Ukraine. The UK has had some involvement in trying to solve this global conflict. The UK, through its membership of NATO and the G7 has condemned Russia's occupation of the Crimea and the EU has imposed economic sanctions against Russia, however there are still problems in Crimea.</p> <p>Example of simple ideas There is a conflict in Ukraine with Russian forces. The EU, including the UK, have tried to stop this through sanctions against Russia.</p>


Question	Answer	Mark	Guidance
4 (a) (i)		1	<p>1 x 1 (✓) for correctly completing the line</p> <p>Year 2035 point must be plotted between 170 and 180.</p>
	<p>(ii)</p> <ul style="list-style-type: none"> Mining removes vegetation/ causes deforestation (✓) Mining removes/damages soil/ digs up earth (✓) Mining damages wildlife habitats (✓) Noise pollution (✓) Air pollution (✓) Reduce biodiversity/ cause death/contribute to extinction (✓). Contaminate water/ cause water pollution (✓) with sulphur and carbon (✓). Building roads destroys habitats (✓) 	3	<p>3 x 1 (✓) for valid ideas explaining how mining can affect ecosystems. Developed points should be credited with a tick (✓).</p> <p>No credit for effects of burning coal to generate energy.</p> <p>No credit for fracking or gas extraction or drilling for oil.</p> <p>No credit for just 'pollution'.</p>
(b)	<p>All the countries with the lowest level of food security risk are ACs (✓) and most are in the northern hemisphere (✓) (C)</p> <p>The majority of North America and Europe have low levels of food security risk (✓) with only about 5 other countries outside of these regions having a low risk of food security (✓) (C)</p>	3	<p>2 x 1 (✓) for describing the pattern, including anomalies.</p> <p>1 (max) for named country.</p> <p>1 x 1 (C) for communicating the answer in an appropriate and logical order.</p> <p>No credit for explanations.</p>

Question	Answer	Mark	Guidance
(c)	<p>Case Study: food security</p> <p>Level 3 (5-6 marks) An answer at this level will show thorough knowledge of one local scale method to improve food security (AO1) with thorough understanding of how food security has been achieved through this method (AO2).</p> <p>This will be shown by including well-developed ideas about one local scale method to improve food security and how food security has been achieved through this method.</p> <p>The answer must also include place-specific details.</p> <p>Level 2 (3-4 marks) An answer at this level will show reasonable knowledge of one local scale method to improve food security (AO1) with reasonable understanding of how food security has been achieved through this method (AO2).</p> <p>This will be shown by including developed ideas about one local scale method to improve food security and how food security has been achieved through this method.</p> <p>Developed ideas but no place-specific details credited up to bottom of level.</p> <p>Level 1 (1-2 marks) An answer at this level will show basic knowledge of one local scale method to improve food security (AO1) with basic understanding of how food security has been achieved through this method (AO2).</p> <p>This will be shown by including simple ideas about one local scale method to improve food security and how food security has been achieved through this method.</p>	6	<p>This question will be marked using 3 levels.</p> <p>Indicative Content</p> <p>Named country can be AC, EDC or LIDC.</p> <p>Credit Goat Aid, Tanzania as an example of food security at a local scale.</p> <p>Level 1 max for large scale projects e.g. GM crops, Fairtrade, ethical consumerism.</p> <p>Example of well developed ideas: Allotments are a local scale method of achieving food security in the UK. This involves people in urban areas growing their own food crops on small plots of land. Councils help to subsidise this and the Landshare website helps people to find plots of land. People are able to grow and eat fresh fruit and vegetables which is good for their health and saves money. This means that people have enough to food eat and that they eat healthily. The Shettleston Housing Association in Glasgow have created 50 raised beds on former derelict land. The raised beds are used by local people to grow a range of vegetables for themselves.</p> <p>Example of developed ideas: Allotments are common in urban areas of the UK. People grow their own food crops, such as vegetables, on small plots of land. Local councils and other groups help people to secure allotments. For example, the Housing Association in Glasgow created allotments on former derelict land. These are used by local people to grow their vegetables. This means that people have enough to food eat and that they eat healthily.</p>

Question			Answer	Mark	Guidance
			<p>Simple ideas or appropriate named example only credited at bottom of level.</p> <p>0 marks No response worthy of credit</p>		<p>Example of simple ideas: People in the UK can grow their own food on allotments in towns and cities. This gives them fresh vegetables at low costs to keep them healthy.</p>

Question			Answer	Mark	Guidance																																																
5	(a)		To demonstrate the issue to be investigated (✓) To demonstrate, with annotation, traffic problems (✓) To locate the site of a traffic survey/ show the environment (✓) To complete a traffic count (✓)	2	2 x 1 (✓) for two valid ideas for how the photograph could be used in a human geography investigation No credit for air pollution.																																																
	(b)		<table border="1"><tr><td>Site Number</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr><tr><td>Cyclists counted</td><td>19</td><td>22</td><td>15</td><td>18</td><td>26</td><td>27</td><td>25</td><td>23</td><td>5</td><td>8</td><td>12</td></tr></table> <div>Ordered dataset</div> <table border="1"><tr><td>n</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr><tr><td>value</td><td>5</td><td>8</td><td>12</td><td>15</td><td>18</td><td>19</td><td>22</td><td>23</td><td>25</td><td>26</td><td>27</td></tr></table> (DEV) Lower quartile = $\frac{1}{4} (n +1)$ th value = $\frac{1}{4} (11+1)$ th value (DEV) =3 rd value = 12 (✓)	Site Number	1	2	3	4	5	6	7	8	9	10	11	Cyclists counted	19	22	15	18	26	27	25	23	5	8	12	n	1	2	3	4	5	6	7	8	9	10	11	value	5	8	12	15	18	19	22	23	25	26	27	3	1 x 1 (✓) for correct answer 1 x 1 (DEV) for ordering the dataset 1 x 1 (DEV) for showing the working of the lower quartile value
Site Number	1	2	3	4	5	6	7	8	9	10	11																																										
Cyclists counted	19	22	15	18	26	27	25	23	5	8	12																																										
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value	5	8	12	15	18	19	22	23	25	26	27																																										
	(c)		Justification could include: how the technique is an appropriate choice to present the data collected (✓) reference to how difficult/easy the technique was to apply to the data set (✓) shows the data in a clear/visual way (✓) allows data to be compared easily (✓) how the technique compares with other possible techniques for clarity of presentation and/or level of difficulty(✓)	2	2 x 1 (✓) for each valid idea given to justify an appropriate data presentation technique Presentation technique must be relevant to a human geography investigation. Candidate does not need to state the technique used to get credit. No credit for stating the technique, describing the technique or describing the data presented. Expect a wide range of data presentation techniques.																																																

Question	Answer	Mark	Guidance
(d)	<p>Level 3 (6–8 marks) An answer at this level demonstrates a thorough analysis (AO3) of the data provided with a thorough judgement to reach a conclusion to the hypothesis (AO3).</p> <p>This will be shown by including well-developed ideas.</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>Level 2 (3–5 marks) An answer at this level demonstrates a reasonable analysis (AO3) of the data provided with a reasonable judgement to reach a conclusion to the hypothesis (AO3).</p> <p>This will be shown by including developed ideas.</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>Level 1 (1–2 marks) An answer at this level demonstrates a basic analysis (AO3) of the data provided with a basic judgement to reach a conclusion to the hypothesis (AO3).</p> <p>This will be shown by including simple ideas. 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>	8	<p>This question will be marked using 3 levels</p> <p>Examples of well-developed ideas: The data might suggest that traffic provision is causing problems with 65% of residents travelling to work by car but only 4% rating this journey as 'easy'. This is clearly shown in the traffic congestion seen in Fig.6 This is unlikely to improve in the future as the population has been rising from just under 245,000 in 2001 to over 260,000 in 2016, which will add pressure to the road network. However, over 20% of residents either cycle or walk to work, and a much higher proportion find this easy, suggesting that if this trend continues there may be fewer traffic problems in the future.</p> <p>Examples of developed ideas: The data suggests that people think travelling by car is not easy, with over 90% of residents classing it as 'average' or 'difficult'. The traffic in the photograph shows this. This is a problem as most people travel to work by car. This is unlikely to improve in the future as the population has been rising in recent years and therefore more people in the future will travel by car.</p> <p>Examples of simple ideas: I think that transport provision is a big problem as too many people travel by car and don't find it easy. The population is getting bigger too.</p>

Question			Answer	Mark	Guidance
			0 marks No response worthy of credit.		
			Spelling, punctuation and grammar and the use of specialist terminology (SPaG) are assessed using the separate marking grid in Appendix 1.	3	

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