

Geography A

General Certificate of Secondary Education

Unit **A673/01**: Similarities and Differences (Foundation Tier)

Mark Scheme for June 2012

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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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Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annesley
NOTTINGHAM
NG15 0DL

Telephone: 0870 770 6622
Facsimile: 01223 552610
E-mail: publications@ocr.org.uk


















Annotations

Annotation	Meaning
	Correct response (use only to credit in point-marked questions).
	Incorrect response (use only to indicate incorrect in point marked questions).
	Information omitted.
	Unclear.
	Irrelevant.
	Development.
	Place specific.
	Two statements are linked.
	Highlighting an issue e.g. irrelevant paragraph. Use in conjunction with another stamp e.g.  or 
	Level one.
	Level two.
	Level three.
	Point has been seen and noted.
	Benefit of doubt given.

Question			Answer	Marks	Guidance
1	(a)		Point marking. ✓✓ Candidates state two valid references to location e.g. details of the county or region, location in relation to transport links, rivers, major town, National Parks etc. References to realistic distances or accurate compass directions.	2	Accept references such as 'close to', 'nearby'.
	(b)	(i)	Poland.	1	No annotation.
		(ii)	Slovenia.	1	No annotation.
	(c)		Each stated reason one mark. Developed reasoning for second mark. e.g. Some migrants have come to find work ✓ because unemployment is a problem in Poland DEV e.g. Some migrants come because the wages are higher in the UK ✓ so they can earn money to take home DEV e.g. Some migrants will do the jobs British people do not want to do DEV and will earn more money than in Poland DEV	4	Do not double credit the same stem e.g. to earn money. Candidates could achieve 2 development marks e.g. to send home to their families, because there is high unemployment in Poland. ✓ reason and DEV development both gain marks (2x2). Do not credit more than two reasons.

Question	Answer	Marks	Guidance
(d) (i) + (ii) + (iii)	<p>Point mark for each group's feelings and allow marks for development. So ✓ + DEV or DEV + DEV = 2 marks.</p> <p>e.g. owner of a building firm might feel happy ✓ that migration could supply a source of workers DEV or who may be willing to work for lower wage DEV</p> <p>e.g. School teacher finds it hard ✓ to teach students coming into the school with little English DEV or the teacher might feel happy ✓ that their students benefit from mixing with other cultures DEV</p> <p>e.g. supermarket manager might be pleased ✓ as the migrants could increase profits DEV</p>	3 x 2	<p>Reasons given must be specific to the person stated not just generic. Can credit feeling on it own e.g. happy, sad, angry. OK/alright/benefit are acceptable. Candidates can be credited for two explanations without a feeling e.g. pay lower wages and get harder workers.</p> <p>Do not double credit marks for identical/very similar phrases e.g. less wages/work long hours in d(i) and d(iii). Add DEV on script to acknowledge the phrase has appeared for a second time.</p>

Question	Answer	Marks	Guidance
(e)	<p>Level 3 [5 – 6 marks] Thorough understanding of the effects of the issue chosen with clear reference to effects at both UK and local scale. Evidence of specific place detail. e.g. flooding is a problem in the Calder Valley and throughout the UK. Businesses in towns such as Todmorden have had to protect themselves by using sandbags whilst the increase in flooding means the UK government has to spend more money on protection measures. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 2 [3 – 4 marks] Sound understanding of the effects of the issue chosen with statements clearly considering effects at UK and/or local scale e.g. flooding is a problem in the Calder Valley. Businesses in towns such as Todmorden have had to protect themselves by using sandbags. Some local place detail for top of L2. Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 [1 – 2 marks] Limited understanding shown with two generic statements about the effects of chosen issue. e.g. people are upset because they think the floods are ruining their homes. Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>0 marks Response does not address the question.</p>	6	<p>The response should be marked holistically. Examiners to label overall level awarded at the end of the response.</p> <p>Use highlighting tool to indicate key points and PL3 to indicate place specific references.</p> <p>For Level 3 UK and your place effects must be included. To reach top Level 3 the local response must be place specific. If the quality of written communication is weak then full marks should not be awarded.</p> <p>No credit for describing events which have caused the issue. e.g. the UK is currently going through a recession, this is causing high unemployment.</p> <p>No credit for describing the issue itself. e.g. unemployment in the UK is 11% and it's 15% in my local area.</p> <p>Candidate must describe the <u>effects</u> of the issue.</p>

Question			Answer	Marks	Guidance
2	(a)		<p>Point marking. 1 mark for a named change.</p> <p>2nd mark for a developed description  of the change which may include place specific detail.</p> <p>1 mark for stating why the change is happening. 2nd mark for detailed development of why the change is happening </p>	4	<p>Common question with Higher Tier. No credit should be given for the effects of the change.</p> <p>Accept references to changes generated by hosting the 2012 Olympic Games. Accept references to changes which have happened but are on-going e.g. Trams in Manchester.</p>
	(b)	(i) + (ii)	<p>Point marking. 1 mark for each stated effect on people/environment. Additional marks can be credited for developed explanation of effects.</p> <p>e.g. (i) the regeneration of Stratford will provide jobs for local people  and housing once the Olympic village has been used . Stratford International now offers people connections to Eurostar and the continent </p> <p>e.g. (ii) the extension of the tram system in Manchester will reduce air pollution  by encouraging people out of their cars and onto public transport  however land is being lost to build the tracks </p>	2x3	<p>Need to be flexible in marking e.g.</p> <p>  </p> <p>  </p> <p>  </p> <p>Only credit people effects in (i) and environmental effects in (ii).</p> <p>If candidates wrote about migration in 2(a) = no credit. However, candidates should be credited for the effects of migration on people and the environment in (b)(i) and (ii).</p>
3	(a)		<p>Durban lies on the Indian Ocean coastline South Africa borders six other countries</p>	2	No annotation.

Question		Answer	Marks	Guidance
	(b)	<p>Point marking.</p> <p>Simply stating the title of the indicator no marks.</p> <p>Candidates must explain their choice e.g. most/many airports or 148 airports.</p> <p>Two marks for relevant and appropriate choice with developed reason.</p> <p>e.g. the GDP suggests South Africa was a good choice because it had the highest figure of all the countries shown. ✓ If the GDP is high this might suggest that a country has the money to spend on the facilities that will be needed. ✓</p>	2	<p>If candidate states an indicator (or statement from Fig. 5) with no qualification but offers a developed reason e.g. 'number of airports means fans can easily fly from one stadium to another.' One mark.</p> <p>Development indicator must come from Fig. 6.</p>
	(c)	<p>Point marking.</p> <p>1 mark reserved for reference to different levels of development.</p> <p>1 mark reserve for comparative observation between photographs.</p> <p>Further marks available for either comparative observations or a description of features in either photograph.</p> <p>e.g. These photographs show there are different levels of development in South Africa ✓. In one there are modern, high rise buildings and in the other there is a shanty town ✓. In the shanty town the houses are squashed together ✓ and made of scrap materials ✓</p>	4	<p>Use highlighter tool to identify comparative observations from the photographs.</p> <p>Candidate need not name each photograph.</p> <p>If candidate refers to only one photograph, 2 marks max.</p>

Question	Answer	Marks	Guidance
(d)	<p>Level 3 [5 – 6 marks] Thorough understanding of life in the non-UK location displayed, with well developed statements including some place specific detail e.g. Mumbai can be a difficult place to live as it suffers from much poverty in locations such as Dharavi, where many people lack access to clean drinking water and sanitation. Written work is legible and spelling, grammar and punctuations are accurate. Meaning is communicated very clearly.</p> <p>Level 2 [3 – 4 marks] Sound understanding shown of living in the non-UK location with developed statements about life there. Some place specific detail for top of L2. Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 [1 – 2 marks] Limited understanding shown with one idea expressed clearly about living in the non-UK location. Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>0 marks Response does not address the question.</p>	6	<p>The response should be marked holistically. Examiners to label overall level awarded at the end of the response.</p> <p>Use PTE to indicate place specific references. Candidates writing about Mumbai may name Dharavi, but this does not automatically access L2. Candidates may write about what it is like to live in Cape Town from a resident of their non-UK locations' point of view – credit relevant statements.</p> <p>NB candidates are asked to 'describe what it is like to live there', not 'describe your non-UK location'.</p>

Question	Answer	Marks	Guidance
(e)	<p>Level 3 [5 – 6 marks] Thorough understanding of place specific similarities with clear reference to named examples in both locations. e.g. Manchester and Cape Town have world class stadiums such as Old Trafford and Newlands. There are deprived areas in both cities such as Moss Side and Langa township. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 2 [3 – 4 marks] Sound understanding of one or more similarities which are place specific to either location. e.g. Green Street in Newham showcases Mumbai designers, similar to shopping streets in Mumbai. Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 [1 – 2 marks] Limited understanding shown with two generic statements about similarities. e.g. all children can access education in both places. Both have Indian food. Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>0 marks Response does not address the question.</p>	6	No credit should be given for links, candidates should write about similarities.

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

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Head office
Telephone: 01223 552552
Facsimile: 01223 552553

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