

Geography A

General Certificate of Secondary Education

Unit **A673/02**: Similarities and Differences (Higher 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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










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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 eg irrelevant paragraph. Use in conjunction with another stamp eg  or 
	Level one.
	Level two.
	Level three.
	Point has been seen and noted.
	Benefit of doubt given.

Question		Answer	Marks	Guidance
1	(a)	<p>Point marking. One mark for description of information gained from an identified source, second mark for developed reason why it helped understanding.</p> <p>e.g. our local fieldwork helped me to find out what people's views of our town are. ✓ By completing a survey I could get up to date information on what people think. ✓</p> <p>e.g. Google Earth enabled me to locate different features of my town more clearly. ✓ It helped me compare my town with other locations. ✓</p>	2	<p>No credit for naming source.</p> <p>Candidate does not state a source but describes information they find useful – one mark max.</p> <p>Candidate can achieve two marks for two different ways in which the information helped their understanding.</p> <p>Response must link to their place.</p>
	(b)	<p>One mark for simple description of pattern. Second mark for development through the use of data.</p> <p>The graph shows that immigration has increased in this period ✓ from around 400,000 people in 1998 to nearly 600,000 people in 2008 ✓</p>	2	<p>Accept 1998 – 380,000 – 400,000 2008 – 580,000 – 600,000</p> <p>Trend does not have to cover entire time period.</p> <p>Do not accept 400 – 600.</p>
	(c)	<p>Each stated reason one mark. Can develop reasoning for second mark.</p> <p>e.g. Some migrants have come to find work ✓ because unemployment is a problem in Poland DEV</p> <p>e.g. Some migrants come because the wages are higher in the UK ✓ so they can earn money to take home DEV</p> <p>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</p>	4	<p>Candidate can be credited for four different reasons or a combination of reasons and development</p> <p>e.g.</p> <p>✓ DEV ✓ DEV ✓ ✓ ✓ ✓ ✓ ✓ ✓ DEV</p>

Question	Answer	Marks	Guidance
(d)	<p>Level 3 [5–6 marks] Sketch map shows an accurate layout of features and/or specific places correct in relation to one another. Annotations show understanding of three different geographical points of interest. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 2 [3–4 marks] Either sketch map shows an accurate layout of features and/or specific places correct in relation to one another with little annotation or annotations show understanding of three different geographical points of interest with inaccurate sketch or one that shows limited place knowledge. Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 [1–2 marks] One or two simple annotations with inaccurate sketch or sketch has some limited place knowledge which is labelled but no annotations. 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>Sketch map should reflect ‘your place’. Specification states this should be a city or region.</p> <p>Do not credit sketch of the UK alone.</p> <p>Accept accurate sketches which show part of a city or region named previously.</p> <p>Sketch alone, with accurate layout of features/places of interest but no annotation – 3 marks max.</p>

Question		Answer	Marks	Guidance
	(e)	<p>Level 3 [5–6 marks] Issue clearly identified. Thorough understanding of the different opinions of two different groups demonstrated with developed explanations. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 2 [3–4 marks] Issue clearly identified. Sound understanding of the issue with opinions of at least one named group with some explanation. Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 [1–2 marks] Appropriate issue identified. Limited understanding shown with simple statements about people's opinion of the issue. 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 two different groups of people.</p> <p>No credit for describing events which have caused the issue.</p> <p>If candidate writes only about a local issue. Max L2 – 4 marks. Accept 2012 Olympics to L3 if candidate makes reference to UK as a whole.</p> <p>If explanation is solely about problems and/or benefits of the issue (no opinions) – max 3 marks.</p>
2	(a)	<p>Point marking. 1 mark for a named change. 2nd mark for a developed description DEV 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 DEV</p>	4	<p>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>

Question		Answer	Marks	Guidance
	(b)	<p>Level 3 [5–6 marks] Thorough understanding of the effects where candidate clearly justifies their opinion with clear explanation of how change might affect people and the environment. Evidence of place specific detail. 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 with developed statements of how change might affect people or the environment. 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 simple statements about the effects of change upon people or the environment. 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>Examiner must refer back to 2(a) listed as item 2 on the marking screen.</p> <p>Top of L2 should consider both people and the environment.</p> <p>Accept references to changes generated by hosting the 2012 Olympic Games.</p> <p>Accept references to changes which have happened but are on-going e.g. Trams in Manchester.</p>
3	(a)	<p>Point Marking.</p> <p>Any two appropriate features of South Africa's location e.g. in the southern hemisphere, bordering the Atlantic and Indian Ocean.</p>	2	<p>Do not accept 'above', 'below', or 'surrounded by' as location features.</p>

Question	Answer	Marks	Guidance
(b)	<p>Point marking. Simply stating the title of the indicator no marks. Candidates must explain their choice e.g. most/many airports or 148 airports. 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 the name of an indicator (or statement from Fig. 5) with no qualification but offers a developed reason – one mark. e.g. ‘number of airports (no mark) means fans can easily fly from one stadium to another.’ (One mark.) Development indicator must come from Fig. 6.</p> <p>Do not accept any references to life expectancy.</p>
(c)	<p>Point marking. 1 mark reserved for reference to different levels of development.</p> <p>Further marks available for comparative observations, description of features in either photograph, or further messages. All must link to development.</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>Candidates need not name each photograph.</p> <p>Do not double credit opposites.</p>

Question		Answer	Marks	Guidance
	(d)	<p>Point Marking. Allow up to two marks for description of level of development. Two marks reserved for explanation.</p> <p>e.g. Mumbai, in India is highly developed in some ways but not in others ✓ Many new high-tech industries such as Capita have located there ✓ as companies take advantage of lower labour costs ✓ However it also contains slums such as Dharavi which have developed due to lower land values ✓</p>	4	<p>No credit for UK locations.</p> <p>Do not accept reference to unemployment figures.</p>

Question	Answer	Marks	Guidance
(e)	<p>Level 3 [7–8 marks] Thorough understanding of both similarities and differences shown with well developed examples and developed explanation. Evidence of specific place detail for both locations Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 2 [4–6 marks] Sound understanding of similarities and differences shown with clear description and some explanation. Answer includes some specific place detail. Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 [1–3 marks] Limited understanding shown with simple statements about similarities and/or differences. Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>0 marks Response does not address the question.</p>	8	<p>No credit should be given for links, candidates should write about similarities and differences.</p> <p>If candidate refers to two UK locations – one mark max for an accurate similarity, one mark max for an accurate difference. (total 2 marks max).</p> <p>Candidate must include some relevant place detail from either location to reach the top of L1.</p>

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