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SPECIMEN

...day ... Month 2012 – Morning/Afternoon

GCSE GEOGRAPHY A

Unit A731/02: Contemporary Themes in Geography (Higher Tier)

Candidates answer on the Question Paper

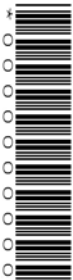
OCR Supplied Materials:

- An insert (A731/01/02/I)

Duration: 1 hour 45 minutes

Other Materials Required:

- None



Candidate Forename		Candidate Surname	
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Centre Number						Candidate Number				
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INSTRUCTIONS TO CANDIDATES

- Write your name, centre number and candidate number in the boxes above. Please write clearly and in capital letters.
- Use black ink. Pencil may be used for graphs and diagrams only.
- Read each question carefully. Make sure you know what you have to do before starting your answer.
- Write your answer to each question in the space provided. If additional space is required, you should use the lined pages at the end of this booklet. The question number(s) must be clearly shown.
- Answer **all** the questions.

INFORMATION FOR CANDIDATES

- The number of marks is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **112**.
- You will be assessed on the quality of written communication in your answer to the following questions: 1(c), 2(d)(ii), 3(c), 4(f), 4(h), 5(a)(ii), 6(b)(ii) and 6(b)(iii). Questions marked with a pencil (✎) will carry 3 additional marks for spelling, punctuation and grammar.
- This document consists of **20** pages. Any blank pages are indicated.



(d) Explain how plants in hot deserts have adapted to survive in the hot, dry climate.

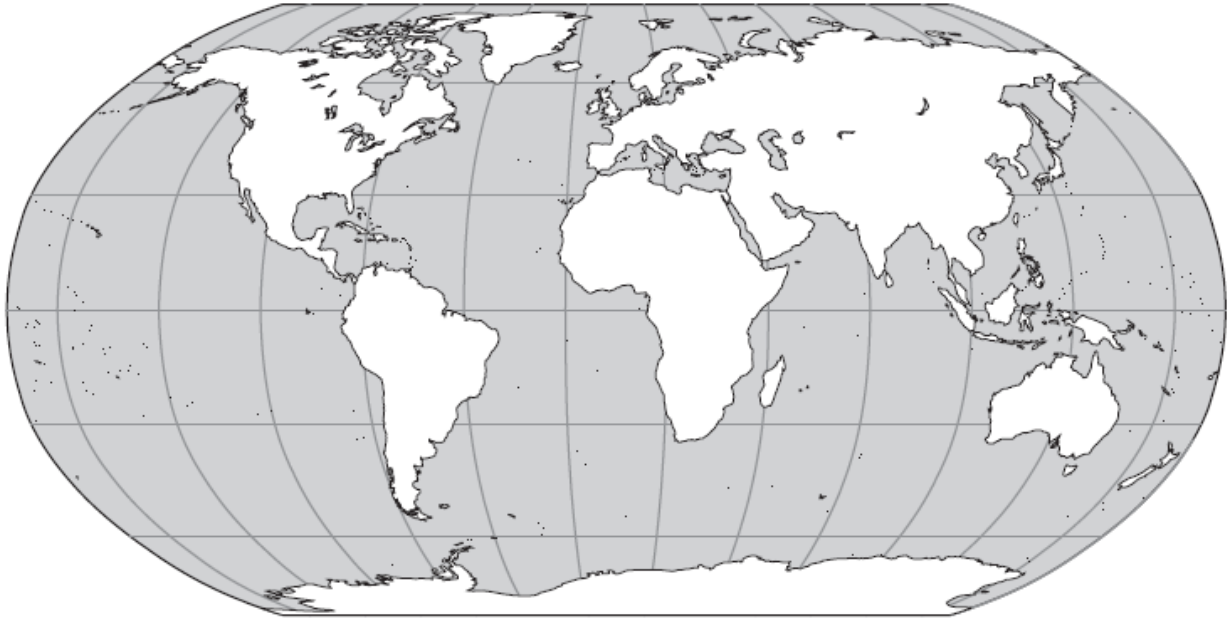
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..... [2]

2 (a) Mark and name the mountain environment which you have studied on the world map below.



[2]

(b) Study Fig. 3 in the separate Insert. This shows a painting of an extreme environment.

Identify **three** geographical features of the extreme environment which the painting shows. Use these geographical features to explain why mountain environments are often represented in media such as paintings, literature and film.

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- (c) Your chosen mountain area will be used by people in a variety of ways. Give **four** reasons to explain how the use of this area may damage the natural environment.

Name of mountain area

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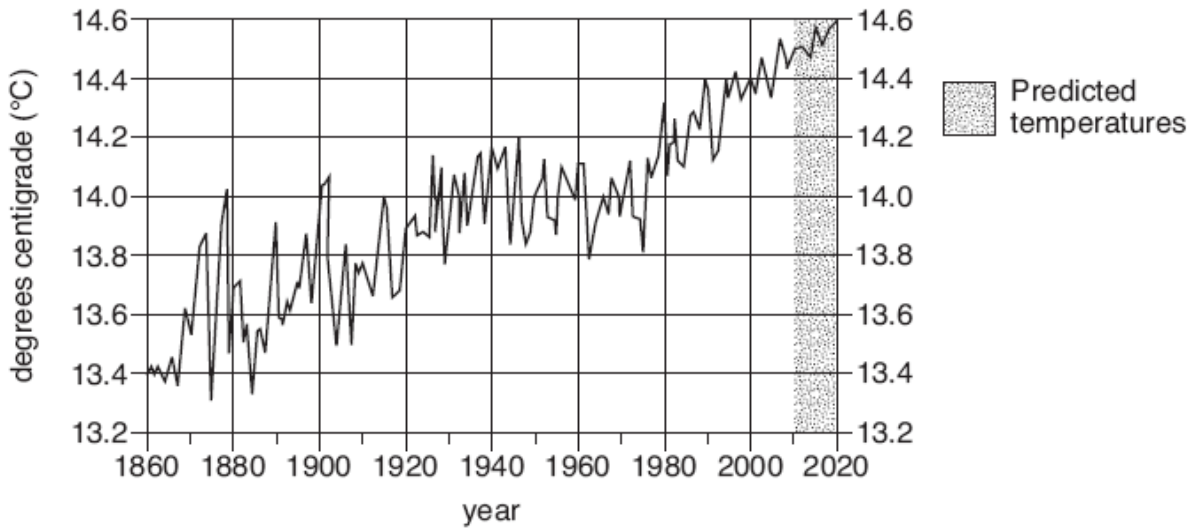
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[4]

(d) Study the graph below.




Average temperatures at the earth's surface

(i) Describe how the average temperatures at the earth's surface have changed between 1860 and 2010. Support your answer with dates and figures.

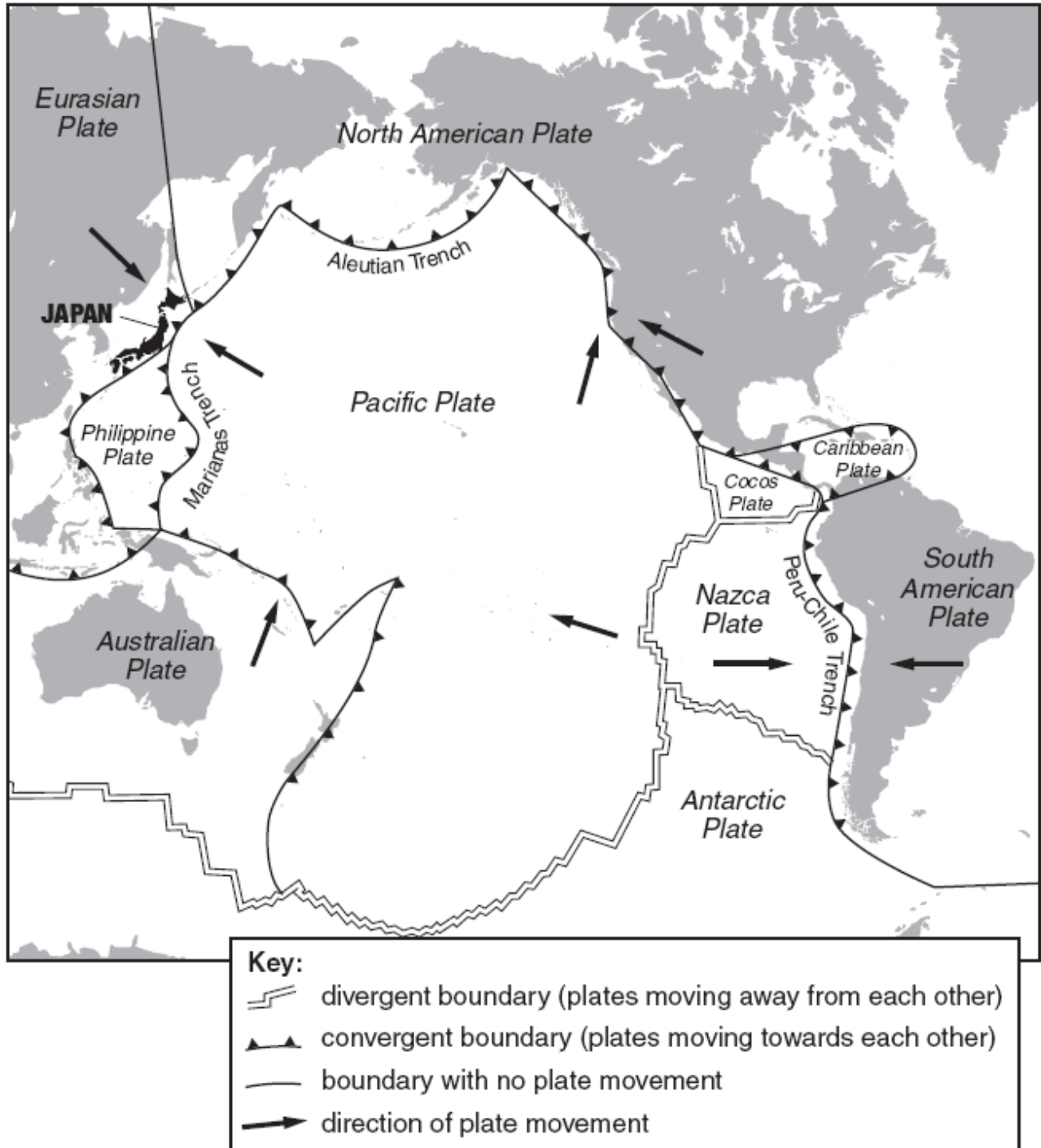
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(ii) Explain the likely impacts of the predicted changes in average temperatures on the natural environment of the mountain area you have studied.

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 Spelling, punctuation and grammar [3]

3 (a) Study the map below.



Map of Pacific showing plate boundaries

Using the map:

(i) Name **two** plates which meet at a convergent boundary.

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..... [1]

(ii) Name **two** plates which meet at a divergent boundary.

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..... [1]

(iii) Name **one** plate which is moving east.

..... [1]

(b) Japan is shaded black and labelled on the map.

Use the map to help explain why there are many earthquakes in Japan.

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..... [3]

The Global Citizen

4 (a) Give **one** example of a job in the primary sector.

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(b) Study Figs. 4a and 4b in the separate Insert.

With reference to Style Jeans explain the meaning of the term 'interdependence'.

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(c) Study Fig. 5 in the separate Insert.

Describe how the income from 'Style Jeans' is distributed.

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(d) Give **two** reasons why products might be made in countries that are less developed.

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(e) State what is meant by the term 'ethical consumerism'.

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(f) You have been asked to present an assembly to Year 10 students to persuade them to buy ethically-traded products. What key arguments would you put forward? Suggest two ways in which the key arguments could be presented at the assembly and justify your choices.

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(g) Give **two** advantages of globalisation for multinational companies.

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Similarities and Differences in Settlements and Population

5 (a) Study Figs. 6, 7 and 8 in the separate Insert.

Fig. 6 shows an area of housing in Heeley, Sheffield.

Fig. 7 shows an area of housing in Norton Lees, Sheffield.

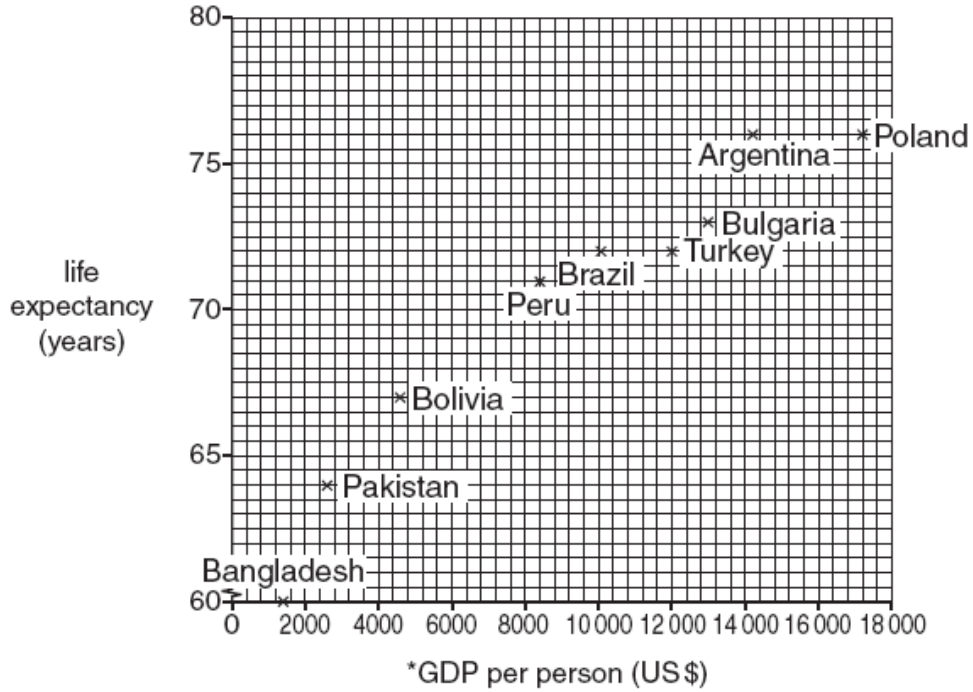
(i) Using evidence from Fig. 8 compare the street pattern in the two areas.

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(ii) Evaluate the advantages and disadvantages of living in areas such as that shown in Fig. 6 for different groups of people.

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(b) Study the graph below.



*GDP (Gross Domestic Product) is a measure of wealth.

Scatter graph showing the relationship between GDP per person and life expectancy for selected countries (2008)

(i) What is meant by life expectancy?

..... [1]

(ii) Explain the relationship between GDP per person and life expectancy.

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 [3]

6 Name the local place you have studied in the UK and the non-UK place you have studied.

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(a) Compare the main features of the landscape and economy of your local place and the non-UK place you have studied.

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(b) (i) How is your local place linked to your non-UK place?

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SPECIMEN H

Sample Assessment Material

GCSE GEOGRAPHY A

A731/02: Contemporary Themes in Geography (Higher Tier)

MARK SCHEME

Duration: 1 hour 45 Minutes

MAXIMUM MARK 112

SPECIMEN


This document consists of 18 pages


Question		Answer	Marks	Guidance
1	(a)	The term 'extreme environment' means: An area/environment which is a harsh/challenging/hostile/dangerous/difficult to live in/uninhabitable (✓) because of its climate/weather/landscape/isolation (✓)	2	1 mark for statement, 1 mark for development/reason. The following answers = 0 marks: Desert/mountain (or definition of either of these environments); It has got a cold climate.
	(b)	On and around the tropics on the western sides of large land masses (✓)	1	Accept circling/underlining/ticking of statement as long as candidate has indicated their chosen statement.
	(c)	<p>Level 3 [5 – 6 marks] Demonstrates, using developed statements, and including the names of processes, a detailed knowledge and understanding of the processes of landform formation. Written work is legible and spelling, punctuation and grammar are accurate. Meaning is communicated very clearly.</p> <p>Level 2 [3 – 4 marks] Demonstrates using developed statements, or the names of processes, a sound knowledge and understanding of the processes of landform formation. Written work is legible and spelling, punctuation and grammar are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 [1 – 2 marks] Demonstrates using simple statements, limited knowledge and understanding of the processes of landform formation. Written work contains mistakes in spelling, punctuation and grammar, which sometimes hinders communication.</p>	6	<p>The response is to be marked holistically. Examiners to label overall level awarded at the end of the response.</p> <p>If the quality of written communication criteria is not fully met then full marks must not be awarded.</p> <p>For the chosen landform:</p> <p>Wadi Physical processes could include: Flash floods Little infiltration Intermittent rainfall/river flow Storms = high volume of overland flow Water erodes rock Forms steep sided valleys, gullies.</p> <p>Rock pedestal Physical processes could include: Wind erosion Concentrated near ground Saltation – movement of sand particles Abrasion by sand particles carried by wind Structure: less resistant strata more likely to be eroded.</p>

Question		Answer	Marks	Guidance
		0 marks No response or no response worthy of credit.		
	(d)	Two of the following adaptations: Seeds/plants remain dormant (adaptation) during long dry spells (dev) (✓) Narrow/spiky leaves (adaptation) reduce rates of evapotranspiration/because of high temperatures (dev) (✓) Long roots/wide spreading roots (adaptation) search for water (dev) (✓) Some plants/cacti store water (adaptation) in order to survive long periods of drought (dev) (✓) White upper surfaces (adaptation) to reflect heat (dev) (✓)	2	2 x 1 Each of the two adaptations must include development to indicate the reason for the adaptation. The following answers = 0 marks: Spines to protect from predators. The following answers need to be qualified for credit: Any descriptive point e.g. it has spines Xerophytic.
2	(a)	One mark for named mountain environment. One mark for correct location of named mountain environment.	2	2 x 1 NB example can be at any scale. 1. Location can be marked in any way which is obvious (e.g. dot/cross/shading). 2. Do not give any credit for marking a mountain environment without a label.
	(b)	Level 3 [5 marks] Explains, using well developed statements and including reference to the three features, why mountain environments are often represented in paintings, literature and film. Demonstrates a detailed understanding of the features and their importance as a source of inspiration and creativity. Written work is legible and spelling, punctuation and grammar are accurate. Meaning is communicated very clearly.	5	The response is to be marked holistically. Examiners to label overall level awarded at the end of the response. If the quality of written communication criteria is not fully met then full marks must not be awarded. Information that might be included in answers. Other information may be equally valid. Three features: Mountain/high/tall/peaks; Steep/cliffs; Bare/jagged rock/rocky

Question	Answer	Marks	Guidance
	<p>Level 2 [3 – 4 marks] Explains, using developed statements and including reference to some of the three features, why mountain environments are often represented in paintings, literature and film. Demonstrates sound understanding of the features and their importance as a source of inspiration and creativity. Written work is legible and spelling, punctuation and grammar are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 [1 – 2 marks] Explains, using simple statements that may refer to features, why mountain environments are often represented in paintings, literature and film. Demonstrates limited understanding of the features and their importance as a source of inspiration and creativity. Written work contains mistakes in spelling, punctuation and grammar, which sometimes hinders communication.</p> <p>0 marks No response or no response worthy of credit.</p>		<p>(including nunatak); Snow/ice/cold/glacier; Glaciated features - arête/corrie/pyramidal peak.</p> <p>Explanation: Mountain areas can be beautiful/scenic/spectacular settings for films/amazing views/attractive to paint/awe and wonder /wilderness; Unspoilt/untouched settings for artists; Harsh environments so adventurous/exciting settings/films can be made about adventurous activities for films/books e.g. extreme sports; Audience can be informed; documentaries can be made about nature/scenery/conservation/wildlife; To use in advertising to encourage people to visit the areas.</p>
(c)	<p>Indicative content:</p> <p>Use that damages area: Litter/rubbish disposal; People frighten animals; Deforestation; Footpath erosion; Overgrazing from animals; Transport fumes; Over-cultivation.</p> <p>Environmental damage caused: Loss of habitat; Loss of food supply; Species frightened by people; Animals die/harmed; Soil erosion; atmospheric pollution; Water pollution; Noise pollution; Visual pollution.</p>	4	<p>4 x 1 In the context of the chosen mountain area, four reasons to explain how the use of the area may damage the natural environment.</p> <p>The use of the area where damage occurs must be in the context of the chosen mountain area.</p> <p>Max two marks if answers not in this context.</p> <p>Each reason must include use of area and resulting environmental damage.</p>

Question		Answer	Marks	Guidance
	(d) (i)	Overall increase in temperatures from 13.4 to 14.5°C/by 1.1°C (✓) Fluctuations/temperatures go down some years e.g. decrease in 1875 (✓)	2	2 x 1 Description of changes in average temperature to include the following (or similarly worded responses). NB as question asks for change both numbers (for earlier and later dates) are required for mark to be awarded (or the 1.1°C change figure).
	(ii)	<p>Level 3 [5 – 6 marks] Demonstrates thorough knowledge and understanding of the predicted changes in the mountain area studied. Clearly described and explained detail about likely impacts on the natural environment, strongly linked to the predicted changes. Written work is legible and spelling, punctuation and grammar are accurate. Meaning is communicated very clearly.</p> <p>Level 2 [3 – 4 marks] Demonstrates sound knowledge and understanding of the predicted changes in the mountain area studied. Some likely impacts described and explained with detail and linked to the predicted changes. Written work is legible and spelling, punctuation and grammar are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 [1 – 2 marks] Demonstrates limited knowledge and understanding of the predicted changes in the mountain area studied. A few likely impacts stated with limited description and explanation. Not linked to the predicted changes. Written work contains mistakes in spelling, punctuation and grammar, which sometimes hinders communication.</p>	6	<p>The response is to be marked holistically. Examiners to label overall level awarded at the end of the response.</p> <p>For Level 3, responses must include detailed and precisely stated definition of mountain area that has been studied. If the quality of written communication criteria is not fully met then full marks must not be awarded.</p> <p>Predicted changes may include: Higher temperatures Melting ice Retreating glaciers Higher snow line.</p> <p>Impacts may include: Tree growth at higher altitudes Reduced water flow in melt water streams and rivers Bare rock exposed (to freeze thaw) for more months of the year Increased spread of vegetation Loss of habitats for mountain (snow) species.</p> <p>NB: 1. Answer must focus on the natural environment, not people. 2. Answer must focus on impacts in the mountain area studied, not global effects.</p>


Question			Answer	Marks	Guidance
			0 marks No response or no response worthy of credit.		No credit for the following responses: Mountains are warmer Pollution (needs to be qualified).
			Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 16.	3	
3	(a)	(i)	Plates could include: Eurasian & Pacific; Pacific & North American; Nazca & South American; Pacific & Australian; Philippine & Pacific; Philippine & Eurasian; Caribbean & Cocos (✓)	1	Any one of the pairs of plates that meet at a convergent boundary.
		(ii)	Plates could include: Pacific & Nazca; Nazca & Antarctic; Australian & Antarctic; Nazca & Cocos; Pacific & Cocos (✓)	1	Any one of the pairs of plates that meet at a divergent boundary.
		(iii)	The plate moving east is Nazca (✓)	1	
	(b)		Indicative content: Japan is where two/three plates meet/collide/rub together/near a plate boundary/the edge of a plate (✓) Plates converge/move towards each other/convergent boundary/subduction occurs/oceanic crust is forced down/destructive (margin) (✓) So pressure builds up/plates lock together (✓) Creates pressure/friction/tension/shock wave (✓)	3	3 x 1 Answer must include at least one link between moving plates and earthquake occurrence for full marks e.g. 1. Plates converge which creates friction. Plates jerk free three marks. 2. Japan is where two plates meet at a convergent boundary. Oceanic crust is forced down. Three points but only two marks as no link to explain earthquake occurrence. No credit for plate names. The following answers = 0 marks: There are lots of plates; Japan gets stuck; Plates move apart (divergent)/alongside each other (conservative margin). The following answers need further development for credit: Plates move.

Question		Answer	Marks	Guidance
	(c)	<p>Level 3 [5 – 6 marks] Thorough description of impacts on both people and the economy. Accurate place specific statements used including named example of an earthquake event. Specific statements which accurately assess the impacts. Written work is legible and spelling, punctuation and grammar are accurate. Meaning is communicated very clearly.</p> <p>Level 2 [3 – 4 marks] Sound description of impacts on both people and the economy. Accurate place specific statements used including named example of an earthquake event. Specific statements which assess some of the impacts. Written work is legible and spelling, punctuation and grammar are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 [1 – 2 marks] Basic statements that describe the impacts of an earthquake. Limited reference to a specific earthquake event. Written work contains mistakes in spelling, punctuation and grammar, which sometimes hinders communication.</p> <p>0 marks No response or no response worthy of credit.</p>	6	<p>The response is to be marked holistically. Examiners to label overall level awarded at the end of the response.</p> <p>For Level 3, location and specific detail of impacts are required e.g. (San Francisco). Many homes were destroyed in the Marina district. Part of the Bay Bridge collapsed which stopped people getting to work. If the quality of written communication criteria is not fully met then full marks must not be awarded.</p> <p>NB:</p> <ol style="list-style-type: none"> 1. Example would usually be expected to be at a scale which is less than the size of an entire country. However, there will be exceptions e.g. Haiti. 2. No named example = Level 2 (3 marks) maximum. 3. Accept effects of a tsunami. <p>No credit for the following responses: Destroys crops/farmland Impacts on wildlife Impacts on natural environment.</p>
		 Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 16.	3	
4	(a)	<p>A job in the primary sector is provided by one of the following: Farmer (✓) Miner (✓)</p>	1	Give credit for job type e.g. farming.

Question	Answer	Marks	Guidance
	Fisherman (✓) Quarry worker (✓) Forestry/oil rig worker (✓)		
(b)	Indicative content: When countries rely on one another/countries need one another to manufacture goods using components supplied from all around the world A large number of countries (14) involved in manufacture and distribution. For example thread comes from the UK and the jeans are sewn in Tunisia Countries rely/depend on each other to get product made. For example wire for the zip made in Japan and the zip itself made in France.	4	With reference to Style Jeans, the meaning of the term interdependence is explained. For full marks there must be evidence of: <ul style="list-style-type: none"> – At least two examples of links between the countries involved in the production of Style Jeans. – Understanding of the term ‘interdependence’ including countries involved and dependence on each other.
(c)	Two of the following to describe how income from Style Jeans is distributed: Half of the money/50% goes to the shop (✓) 25%/around a quarter goes to the brand name (✓) The factory worker gets least/very little/ hardly any (✓) Transport is around an eighth - 12% (✓) Similar amount for materials and factory profit (✓) The smallest percentage goes to the factory workers (✓)	2	2 x 1 Needs qualification to achieve the mark e.g. ‘smallest’ or a figure.
(d)	Indicative content: It is probable that workers are paid less/workers will work for less (✓) so the company will make a greater profit Working conditions are less formal so workers will work longer hours (✓) workers will work more days a week (✓) Less stringent health and safety conditions in LEDCs (✓) No trades unions (✓) so companies can make a greater profit More economic to transport products manufactured in less developed countries than if they were manufactured in MEDCs (✓)	2	2 x 1 Fully developed reasons why products might be made in less developed countries. Avoid double marking the same point e.g. LEDC workers earn less, MEDC workers earn more = 1 mark. The following answers = 0 marks: cheaper (without qualification)

Question	Answer	Marks	Guidance
	<p>Closer to source of raw materials in LEDC (✓) so transport costs are less when products are manufactured near the raw materials LEDCs can manufacture mass produced goods cheaply satisfying large MEDC market (✓)</p>		<p>raw materials are cheaper.</p> <p>The following answers = 1 mark: cheaper as the raw materials are not transported as far comparison of the wages in two places.</p>
(e)	<p>Meaning could include: When workers are paid a fair price for their work (✓) When goods are made by people working in safe conditions (✓)</p>	2	2 x 1 Two statements.
(f)	<p>Level 3 [5 – 6 marks] A comprehensive answer where key arguments are put forward in detail with clear justification of presentation techniques. Written work is legible and spelling, punctuation and grammar are accurate. Meaning is communicated very clearly.</p> <p>Level 2 [3 – 4 marks] Some key arguments put forward with appropriate presentation techniques. Written work is legible and spelling, punctuation and grammar are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 [1 – 2 marks] Simple statements made with no justification of presentation techniques. One part of the question answered. Written work contains mistakes in spelling, punctuation and grammar, which sometimes hinders communication.</p>	6	<p>The response is to be marked holistically. Examiners to label overall level awarded at the end of the response.</p> <p>If the quality of written communication criteria is not fully met then full marks must not be awarded.</p> <p>Example of key arguments could include: Money goes back to the producing communities which leads to an improvement in standard of living Better prices for goods so producers become more profitable Better working conditions so improved quality of life Sustainable practices A smaller % of the total cost to the consumer goes to ‘middle men’.</p> <p>Examples of presentation methods and justification could include: Power point – visual coverage and key facts, in accessible slides of information accompanied by a hand out Posters – visual impact for one or two key arguments Pictures – visual impact to illustrate key arguments; the image conveys the message Podcast – verbal presentation with images, of factual information</p>


Question	Answer	Marks	Guidance
	<p>0 marks No response or no response worthy of credit.</p>		<p>You tube clip – film presentation providing accessible and often powerful messaging.</p> <p>Other key arguments/presentation methods may be equally valid and should be credited.</p> <p>NB: Answers one part of the question only = Level 2 (3 marks) maximum.</p>
(g)	<p>Two advantages of globalisation could include: They make more profit because they can sell to a global market (✓) They have their goods made wherever it is cheapest (✓) They know their customers better and can make more money due to this (✓)</p>	2	<p>2 x 1 One mark per advantage.</p> <p>Other advantages may be equally valid and should be credited.</p>
(h)	<p>Level 3 [5 – 6 marks] Demonstrates a thorough understanding with detailed and appropriate explanation of reasons why people disagree with globalisation. Detailed and well constructed evidence of extent of agreement. Written work is legible and spelling, punctuation and grammar are accurate. Meaning is communicated very clearly.</p> <p>Level 2 [3 – 4 marks] Demonstrates a sound understanding with statements backed up by explanation of reasons why people disagree with globalisation. Some evidence of extent of agreement. Written work is legible and spelling, punctuation and grammar are mostly accurate. Meaning is communicated clearly.</p>	6	<p>The response is to be marked holistically. Examiners to label overall level awarded at the end of the response.</p> <p>If the quality of written communication criteria is not fully met then full marks must not be awarded.</p> <p>Guidance for reasons why many people disagree with globalisation could include: Maltreatment of workers Lack of environmental concerns Small companies can't compete Lack of character in towns LEDCs don't develop their own industries LEDCs economy suffers if MNC/TNC moves away/somewhere cheap.</p> <p>Limit to Level 2 if no evidence that the candidate has answered the second part of the question, 'to what extent do you agree'.</p>

Question			Answer	Marks	Guidance
			<p>Level 1 [1 – 2 marks] Demonstrates limited understanding with simple statements not backed up by explanation of reasons people why disagree with globalisation. Simple statement of agreement or disagreement. Written work contains mistakes in spelling, punctuation and grammar, which sometimes hinders communication.</p> <p>0 marks No response or no response worthy of credit.</p>		
			Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 16.	3	
5	(a)	(i)	<p>Indicative content: Street pattern in Heeley is Gridiron/long and straight/right angles to each other but Norton Lees is more curved/winding/less uniform (✓) Streets in Heeley are mostly through roads but more Cul-de-sacs/dead end roads/no through roads/closes in Norton Lees (✓) Streets in Heeley are more densely/tightly packed/closer together (✓) Streets in Norton Lees are spread out/further apart (✓) Both areas have: Squares (✓) Cul-de-sac/dead end roads/no through roads (✓)</p>	2	<p>2 x 1 Comparison of the street pattern in two areas.</p> <p>Candidates must compare by either:</p> <ul style="list-style-type: none"> • named reference to either Fig. 6 and/or Fig. 7 • named reference to either Heeley and/or Norton Lees • making comparative statements including 'whereas'. <p>Do not credit references to avenue/lane/road. Do not credit references to housing or open space.</p>
		(ii)	<p>Level 3 [5 – 6 marks] Demonstrates a thorough understanding by making developed statements about advantages and disadvantages for a variety of named groups of people. Developed evidence of evaluation of advantages and disadvantages. Written work is legible and spelling, punctuation and grammar are accurate. Meaning is communicated very clearly.</p>	6	<p>The response is to be marked holistically. Examiners to label overall level awarded at the end of the response.</p> <p>If the quality of written communication criteria is not fully met then full marks must not be awarded.</p> <p>Evaluation must be explicit i.e. evidence of relative importance/strengths/merits of advantages and disadvantages.</p>

Question	Answer	Marks	Guidance
	<p>Level 2 [3 – 4 marks] Demonstrates sound understanding by making developed statements about advantages and/or disadvantages for some named groups of people. Some evidence of evaluation of advantages and disadvantages. Written work is legible and spelling, punctuation and grammar are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 [1 – 2 marks] Demonstrates limited understanding by making simple statements about advantages and/or disadvantages. Limited groups of people identified. Basic or no evaluation of advantages and disadvantages. Written work contains mistakes in spelling, punctuation and grammar, which sometimes hinders communication</p> <p>0 marks No response or no response worthy of credit.</p>		<p>Advantages such as: Easy access to: CBD/employment/job opportunities; Shops/amenities; Leisure facilities; Major transport links to other places. Good accessibility through public transport/walking; Resident permit parking; Cheap housing.</p> <p>Disadvantages such as: Congested roads/heavy traffic/road safety/road accidents; Limited space/overcrowding; Noise from works/traffic/night clubs; Lack of off-road parking/garages; No gardens/lack of open space/lack of greenery; Crime/vandalism/anti-social behaviour; Pressure on services; Air pollution; Visual pollution/litter/graffiti.</p> <p>NB: Advantages or disadvantages only = Level 2 (3 marks) maximum.</p>
(b) (i)	<p>Life expectancy is: How long people are expected to live/average age people die/the number of years a person at a given age is expected to live (✓)</p>	1	1 x 1
	<p>(ii) Statements and reasons to include: Higher GDP = more money to improve medical and other services which will have an impact on how long people live. Countries/countries with higher GDP will spend more on improvements such as: Medical care/hospitals/clinics/access to</p>	3	<p>3 x 1 Stated relationship between GDP per person and life expectancy. Positive relationship/higher GDP higher life expectancy/lower GDP lower life expectancy 1 mark.</p> <p>Candidates may write about lower GDP = lower life expectancy.</p>

Question		Answer	Marks	Guidance
		<p>drugs/vaccines/medicines; lower doctor/patient ratios/more doctors; More food/more nutritious diet; Better sanitation/clean water; Better education about health and diet; Pensions for old people which will contribute to a longer life.</p>		Do not credit better quality of life/better standard of living.
6	(a)	<p>Level 3 [5 – 6 marks] A comprehensive answer where similarities and differences are used to compare the two places. Detailed information including both comprehensive description and explanation. Place specific. Written work is legible and spelling, punctuation and grammar are accurate. Meaning is communicated very clearly</p> <p>Level 2 [3 – 4 marks] Some similarities and differences used to compare the two places. Information includes some detail with explanation. Written work is legible and spelling, punctuation and grammar are mostly accurate. Meaning is communicated clearly</p> <p>Level 1 [1 – 2 marks] Simple statements made of similarities and differences used to compare the two places with no explanation. Basic information. Written work contains mistakes in spelling, punctuation and grammar, which sometimes hinders communication.</p> <p>0 marks No response or no response worthy of credit.</p>	6	<p>The response is to be marked holistically. Examiners to label overall level awarded at the end of the response.</p> <p>If the quality of written communication criteria is not fully met then full marks must not be awarded.</p> <p>Features of rural and urban landscape could include: Rural landscape: slope, height, aspect; natural landscape features such as flood plain, marsh, escarpment; land use features such as wood, farmland, quarry; Urban landscape: features such as high rise buildings, terraced houses, shopping centre, brown field site; shanty areas, factories, transport routes, open spaces.</p> <p>Features of economy could include: Level of development, GDP Economic structure (primary, secondary and tertiary activities and percentages employed); employment; Detail about places of work; the work people do.</p>

Question		Answer	Marks	Guidance
	(b) (i)	Links could include: Trade between the two places; migration between the two places; tourist travel between the two places; online services provided by one place and used by the other; activities of organisations with their HQs in one place and work in the other (e.g. NGOs, multinational companies).	3	3 x 1 e.g. for Hounslow (west London) and Dhaka two from: People have migrated from Dhaka to Hounslow (✓) Some trainers/sports goods for sale in Hounslow have been made in Dhaka (✓) There are direct flights from Heathrow to Dhaka/Bangladesh (✓) Links must be links and not similarities between the two locations. Internet links between communities gives connectivity.
	(ii)	Level 3 [5 – 6 marks] Demonstrates a comprehensive understanding of how the local place may change with detailed and appropriate reasoning. Candidates include place specific examples. Written work is legible and spelling, punctuation and grammar are accurate. Meaning is communicated very clearly. Level 2 [3 – 4 marks] Demonstrates a sound understanding of how the local place may change with statements backed up by reasoning. Written work is legible and spelling, punctuation and grammar are mostly accurate. Meaning is communicated clearly. Level 1 [1 – 2 marks] Demonstrates limited understanding of how the local place may change with simple statements not backed up by reasoning. Written work contains mistakes in spelling, punctuation and grammar, which sometimes hinders communication.	6	The response is to be marked holistically. Examiners to label overall level awarded at the end of the response. For Level 3, detailed and accurate information is required e.g. in Birmingham they are planning to open by 2020 a high-speed rail link to connect New Street station to London Euston costing £17 billion to reduce commuter journey times. If the quality of written communication criteria is not fully met then full marks must not be awarded. NB: 1. Candidate should identify a change/several changes. 2. Candidate should state the reasons for the change/s identified.

Question		Answer	Marks	Guidance
		<p>0 marks No response or no response worthy of credit.</p>		
	(iii)	<p>Level 3 [5 – 6 marks] Demonstrates clear understanding by making developed statements that give detailed reasons for benefits and problems. Candidates should include place specific examples. Written work is legible and spelling, punctuation and grammar are accurate. Meaning is communicated very clearly.</p> <p>Level 2 [3 – 4 marks] Demonstrates sound understanding by making developed statements that give some reasons for benefits and/or problems. Some reference to named place. Written work is legible and spelling, punctuation and grammar are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 [1 – 2 marks] Demonstrates limited understanding by making simple statements that give limited reasons for benefits and/or problems. No reference to named place Written work contains mistakes in spelling, punctuation and grammar, which sometimes hinders communication.</p> <p>0 marks No response or no response worthy of credit.</p>	6	<p>The response is to be marked holistically. Examiners to label overall level awarded at the end of the response.</p> <p>If the quality of written communication criteria is not fully met then full marks must not be awarded.</p> <p>Indicative content will vary according to local place case study. May include: Cost of changes with reasons Retraining needs with reasons Managing expectations with reasons Environmental benefits with reasons Economic improvements with reasons Meeting targets with reasons Improved standard of living with reasons.</p> <p>NB: Candidates are asked to explain benefits and problems, so there must be reasons for the benefits and problems. Benefits and problems without reasons = Level 2 (three marks) maximum.</p>
		Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 16.	3	

Spelling, punctuation and grammar (SPaG) assessment grid

<i>High performance 3 marks</i>
Candidates spell, punctuate and use rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.
<i>Intermediate performance 2 marks</i>
Candidates spell, punctuate and use rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>Threshold performance 1 mark</i>
Candidates spell, punctuate and use rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

Assessment Objective Grid (includes QWC)

	AO1	AO2	AO3	SPaG	Total
1(a)	2				2
1(b)	1				1
1(c)	3	3			6
1(d)	2				2
2(a)	2				2
2(b)	2	3			5
2(c)	4				4
2(d)(i)			2		2
2(d)(ii) ✍	3	3		3	9
3(a)(i)			1		1
3(a)(ii)			1		1
3(a)(iii)			1		1
3(b)		3			3
3(c) ✍	6			3	9
4(a)	1				1
4(b)	2	2			4
4(c)			2		2
4(d)	2				2
4(e)	2				2
4(f)	3	3			6
4(g)	2				2
4(h) ✍	3	3		3	9
5(a)(i)			2		2
5(a)(ii)		6			6
5(b)(i)	1				1
5(b)(ii)		2	1		3
6(a)	6				6
6(b)(i)	3				3
6(b)(ii)	3	3			6
6(b)(iii) ✍	3	3		3	9
Total	56	34	10	12	112

