

GCSE

Geography A

Unit **A731/01**: Contemporary themes in geography (Foundation Tier)

General Certificate of Secondary Education

Mark Scheme for June 2017

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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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Annotations

Annotation	Meaning
	Correct response
	Incorrect response
	Seen but no credit awarded
	Level 1
	Level 2
	Level 3
	Benefit of the doubt
	Omission mark
	Place specific detail
	Development
	Unclear
	Irrelevant
	Linked Answer
	Blank Page
	Highlighted Paragraph


MARK SCHEME

Question			Answer/Indicative content	Mark	Guidance
1	a	i	<p>Sand dune/ Sand (✓). Ripples/ ridges (✓) on the sand dunes (✓). Steep slopes (✓). Empty/barren landscape (✓). Lack of vegetation (✓). Dry (✓). Cloudless/ blue skies (✓).</p>	2	<p>No marks for hot.</p> <p>Accept other climatic features e.g. dry/ large diurnal temperature change.</p>
		ii	<p>Formation of a sand dune Abrasion/ corrasion creates sand grains (✓). Sand is blown/carried by the wind (suspension/ saltation/traction) (✓) and accumulates where there is an obstacle (✓). Over time a slope is created (✓). Wind continues to move sand to the top of the slope until it collapses (✓) to form the steeper slip face (✓). This happens continuously (✓).</p> <p>Formation of a desert (physical processes) Examples such as, Hot, dry winds blown uphill (✓). Air cools at the top of the hill (✓). Precipitation occurs at the top of the hill (✓). A dry wind blows downhill forming a rain shadow (✓).</p> <p>Formation of a desert (human processes) Examples such as, Overpopulation (✓) leads to too many crops being grown (✓) which reduces the nutrients in the soil (✓) and allows the wind to blow the soil away (✓).</p>	3	Point mark up to max 3.
	b	i	<p>A food web is a system of interlocking food chains A diagram showing what animal eats The flow of energy in an ecosystem</p>	1	-


Question		Answer/Indicative content	Mark	Guidance
	ii	Tertiary consumer – snake, lizard. Primary consumer – harvester ant Primary producer – brittle bush, triangle leaf bursage.	3	Point mark. One mark per box only. Allow bursage and triangle leaved bush
	iii	Accept any appropriate desert animal. Camels have large flat feet (✓) to spread their weight on the sand [DEV]. Camels have thick fur on the top of their body (✓) for shade [DEV]. Camels have thin fur everywhere else (✓) to allow easy heat loss [DEV]. Camels have slit like nostrils/ two rows of eyelashes (✓) to help keep the sand out [DEV]. Camels can go for 6 months without water (✓) so are well suited to living in locations where rainfall is intermittent [DEV]. Fennec foxes are small (✓) so they don't sink into the sand [DEV]. Fennec foxes are small so they need less food and water in the harsh conditions [DEV].	4	First mark for stating the way (✓) and second/ third mark for explaining how it helps the animal survive [DEV]. Plants = 0 Mark the first answer in each section only (see page 4). Do not credit the same adaptation twice although it can be developed in two different ways.
c	i	Desertification is the process by which fertile land becomes desert (✓).	1	The answer needs to refer to the idea of change.

		ii	<p>Removal of vegetation cover (✓) exposes bare soil to wind erosion [DEV].</p> <p>Overgrazing (✓) removes the vegetation which protects the soil [DEV] so it is more likely to be washed away [DEV].</p> <p>Uncontrolled collection of fuel wood removes trees (✓) leaving no roots to bind soil [DEV].</p> <p>Unsustainable farming leaves soil infertile (✓) and more easily eroded [DEV].</p> <p>Long periods of drought (✓) dry out the soil [DEV].</p> <p>Climate change (✓) can lead to greater evaporation [DEV] making the soil too dry for vegetation to grow [DEV].</p>	4	<p>First mark for stating the cause (✓) and up to two further developments for explaining how this leads to desertification [DEV].</p> <p>No credit for answers that explain the formation of a desert (rain shadow/ cold ocean current/ concentrated solar radiation).</p> <p>No credit for hot.</p> <p>Mark the first answer in each section only (see page 4).</p>
2	a	i	<p>Accept ideas around opportunities for winter sports such as skiing (✓), snowboarding (✓), climbing (✓).</p> <p>Also accept ideas around the physical environment such as steep slopes (✓), snow (✓) and facilities such as hotels (✓), ski slopes/lifts (✓), to visit the town (✓).</p> <p>Ideas about the intrinsic value of the area - to challenge yourself (✓), to look at the view (✓), to explore an unfamiliar area (✓), to learn about the area (✓), to find out about a new culture (✓).</p>	2	Point mark 2 x 1.

	<p>ii</p> <p>The continued use of hill sides (✓) for skiing means that plants cannot grow [DEV] so there are fewer insects [DEV] leading to a decrease in the bird population [DEV].</p> <p>The use of artificial snow on slopes (✓) can lead to water pollution [DEV] affecting both animals and humans [DEV].</p> <p>The waste from hotels and chalets (✓) has to be taken away from the resort [DEV] creating problems for land fill [DEV].</p> <p>The natural beauty of the area is altered (✓) which may reduce the number of visitors [DEV] and lead to a reduction in jobs and income for the residents [DEV].</p> <p>The resort may become too popular and overcrowded (✓) causing people to look for different ski resorts [DEV] leading to a reduction in jobs and income for the residents [DEV].</p> <p>Cars travelling to the area might give out carbon dioxide (✓) which can lead to climate change [DEV] and snow melting [DEV].</p> <p>More avalanches (✓) may lead to the perception that it is unsafe [DEV] and reduce tourist numbers [DEV].</p>	3	<p>Allow one mark for the way (✓) and up to two marks for developed ideas about how this is unsustainable [DEV].</p> <p>Accept any other relevant use</p> <p>Only mark the first answer given.</p>
b	<p>Answer will depend on the named mountain environment.</p> <p>E.g. Alps</p> <p>Tourism in Chamonix creates jobs (✓) which improves local living standards [DEV].</p> <p>Tourism creates opportunities for income generation (✓) through selling of local crafts such as wood carvings in Chamonix markets [DEV].</p> <p>Tourism makes the area more popular (✓) so more high pay visitors visit [DEV] and the Sherpas make more money [DEV].</p>	4	<p>Award first mark for stating the impact (✓) and the second/ third for explaining how this is positive or adding some specific detail relevant to the named environment [DEV].</p> <p>Max 3 if no named mountain environment.</p> <p>No credit for non-tourist activities.</p>


c		<p>Level 3 [5–6 marks] Thorough explanation of how one or more strategies try to reduce the environmental impact of tourism in the chosen area. Good specific detail of the chosen strategy/strategies which are explicit to the named area. Written work is legible and spelling, punctuation and grammar are accurate. Meaning is communicated very clearly.</p> <p>Level 2 [3–4 marks] Sound explanation of how one or more strategies try to reduce the environmental impact of tourism in the chosen area. Written work is legible and spelling, punctuation and grammar are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 [1–2 marks] Basic description of one or more ways in which the environment of the chosen mountain area can be protected. No location specific detail. Written work contains mistakes in spelling, punctuation and grammar which sometimes hinder communication.</p> <p>0 marks No response or no response worthy of credit.</p>	6	<p>The response is to be marked holistically. Use to show where statements have been developed. Annotate each answer with L1, L2 or L3. Annotate place-specific detail with PLC. If the work scores 0 marks than annotate with SEEN.</p> <p>For Level 3, place specific detail of mountain environment is required.</p> <p>Level 3 In February of every year the Inca Trail leading to Machu Picchu closes so that the trail can be closed for maintenance and to ensure the safety of the hikers. The large numbers of hikers on the trail can cause footpath erosion which makes some of the blocks unsafe. If people feel that the area is unsafe they might choose not to visit and reduce the amount of income in the area.</p> <p>Level 2 In the Andes footpaths have to be closed because people walking on them can start to wear them away and make them unsafe. If they are unsafe then fewer visitors might visit and the income in the area is reduced.</p> <p>Level 1 Footpaths get eroded. Less people visit.</p> <p>Do not credit sentences that are directly lifted from the resource with no further development.</p>
		Spelling, punctuation and grammar are assessed using the separate marking grid on page 16.	3	

3	a	i	A (✓)	1	-
		ii	A is on a plate boundary Subduction occurs here The most dense plate is subducted.	1	-
	b		Short term e.g. buildings collapse (✓), power lines damages (✓), cars crushed (✓), people lose their homes (✓), people die (✓), water pipes burst (✓), lack of food (✓), people injured. (✓). Long term e.g. people live in camps/temporary accommodation (✓), buildings need to be repaired/rebuilt (✓), coping with being made homeless (✓), business forced to close (✓), less tax for the government (✓), impact of disease (✓), starvation (✓), loss of livelihood (✓), family break-up (✓), emotional breakdown (✓), people moving away from the area (✓).	2	Short term – events that happen immediately after the earthquake Long term – events that happened as a result of the short term effects. Accept an impact which can be assumed to occur in the area shown in the insert.
	c		In an MEDC damage to property/buildings may be less (✓) as they have better quality buildings [DEVI]. In an MEDC people can get out of buildings before an earthquake (✓) because the country has advanced technology and warning systems [DEVI]. In an MEDC building regulations [DEVI] means that less buildings are likely to collapse in an earthquake (✓). Better health care (✓) means survivors are more likely to survive the earthquake [DEVI].	2	Allow one mark for a statement about how the impacts might be different (✓) and the second mark for a development relevant to an MEDC [DEVI]. Don't credit wealthier/ more money as this is in the question. Only credit the first answer provided.

d		<p>Level 3 [5–6 marks] Clear explanations of how people in the chosen location could be more prepared for an earthquake in the future. Good specific detail of the chosen location. Written work is legible and spelling, punctuation and grammar are accurate. Meaning is very clearly communicated.</p> <p>Level 2 [3–4 marks] Sound explanation of how impacts in the chosen location could be reduced in the future. Some brief location specific detail. Written work is legible and spelling, punctuation and grammar are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 [1–2 marks] May make one or two general statements about ways of reducing impacts of an earthquake. No location specific detail. Written work contains mistakes in spelling, punctuation and grammar which sometimes hinder communication.</p> <p>0 marks No response or no response worthy of credit.</p>	6	<p>The response is to be marked holistically. Use to show where statements have been developed. Annotate each answer with L1, L2 or L3. Annotate place-specific detail with PLC. If the work scores 0 marks than annotate with SEEN.</p> <p>For Level 3, place specific detail of chosen earthquake location is required</p> <p>Level 3 To reduce the impact of future earthquakes a larger tsunami wall could be built to reduce the number of buildings that were destroyed such as the Fukushima Nuclear Power Station. This would reduce the longer term impacts on the environment.</p> <p>Level 2 Places can build earthquake proof buildings that are less likely to collapse and trap people inside them. This means less people will need rescuing and the emergency services can focus on the most seriously injured.</p> <p>Level 1 Places could build earthquake proof buildings.</p> <p>Incorrect, out of date or absent locations should be limited to Level 1.</p>
		Spelling, punctuation and grammar are assessed using the separate marking grid on page 16.	3	

4	a	<p>Economic producer = a person or business that provides/ generates/ grows/ makes goods or services for sale (✓).</p> <p>Economic consumer = a person who uses/ buys goods or services to use (✓).</p>	2	<p>Do not allow mark if answer repeats the question, e.g. uses the words produce and consume.</p> <p>Ignore reference to the conditions under which the product is created/ sold</p>
	b	<p>i</p> <p>Accept any clothing product e.g. jeans (✓), t-shirts (✓), trainers (✓).</p> <p>Utility - gas (✓), electricity (✓), water (✓), telecoms (✓), broadband (✓), TV (✓), phone (✓), cable (✓).</p>	2	<p>No mark for mobile phone</p>
		<p>ii</p> <p>Brazil is one of the largest producers of coffee (✓). South America is one of the continents with the highest amount of coffee production (✓). Most countries with the highest production are located near the Equator (✓). Most countries with highest production are located between the Tropics (✓).</p> <p>Coffee consumption tends to be highest in the United States (✓) and Europe (✓). Brazil also has high consumption (✓). There are more countries that consume more than 0.1million tonnes of coffee in the Northern Hemisphere / north of the Tropic of Cancer (✓).</p>	4	<p>Point mark any relevant description about pattern of production and consumption from maps.</p> <p>Do not credit above/ north to below/ south of the Equator for the production of coffee.</p> <p>1 mark for any named country that is shaded brown or orange on the production map.</p> <p>Do not credit any reference to MEDC and LEDC for the consumption of coffee.</p> <p>1 mark for any named country that is shaded dark or mid blue on the consumption map.</p> <p>Only credit positive statements about where coffee is produced/ consumed and not where it is not produced/ consumed.</p>


		iii	<p>Interdependent means they rely on each other (✓) by trading goods for money (✓).</p> <p>The UK is interdependent because it relies (✓) on others for products it does not make or grow (✓).</p> <p>Mobile phone producers rely (✓) on workers in China to produce their phones cheaply (✓).</p> <p>Many countries get oil from the Middle East (✓).</p>	2	Max 1 for examples with no definition.
	c	i	<p>The correct answers are:</p> <p>Trade agreements allow countries to trade freely with each other (✓).</p> <p>Trade quotas limit the amount of imports into a country (✓).</p> <p>Trade tariffs increase the cost of imports into a country (✓).</p>	2	<p>2 marks for 3 correct answers.</p> <p>1 mark for 1 or 3 correct answers.</p> <p>Do not credit any key word or definition that has more than one line linked to it.</p>
		ii	<p>Incentive can include</p> <p>A reduction in taxes on imports (✓).</p> <p>Free use of ports in a country (✓).</p> <p>Streamlined security/ customs union (✓).</p> <p>Preferential rates for borrowing money (✓).</p> <p>Provision of factory/ equipment/ land (✓).</p> <p>Paying reduced tax to the government (✓).</p> <p>Grants for research and development (✓).</p>	1	These refer to strategies that encourage an organisation to set up a factory in a different country to enhance trade between the two.

d		<p>Level 3 [5–6 marks] Clear explanations of how demand for chosen produce is likely to change with supporting detail relevant to the named product. Includes a range of ideas. Written work is legible and spelling, punctuation and grammar are accurate. Meaning is very clearly communicated.</p> <p>Level 2 [3–4 marks] Sound explanations of how demand for chosen product is likely to change with some detail relevant to the named product. Written work is legible and spelling, punctuation and grammar are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 [–2 marks] Basic description of how demand for product is likely to change. Written work contains mistakes in spelling, punctuation and grammar which sometimes hinder communication.</p> <p>0 marks No response or no response worthy of credit.</p>	6	<p>The response is to be marked holistically. Use to show where statements have been developed. Annotate each answer with L1 , L2 or L3 . Annotate product-specific detail with PLC . If the work scores 0 marks than annotate with SEEN .</p> <p>Level 3 – the answer must have product specific detail and not be applicable to a range of different products such as coffee AND phones. In the future demand for mobile phones is likely to remain high in rich, developed countries and continue to grow in less developed countries, as the technology used to produce the phones improves and they become more affordable. Improvements in mobile phone networks around the world will help this growth as it allows more people to be connected in a larger number of location, Other innovations which will increase demand are flexible screens and wearable technology which makes them more desirable.</p> <p>Level 2 An increase in the population means that there is an increase in demand for the product as it allows people to connect with other people more easily.</p> <p>Level 1 answers will be more general and briefer e.g. Someone might bring out a new model so demand goes down.</p> <p>Max Level 2 if the increase or decrease in demand is not clearly indicated. A change in demand is not detailed enough</p>
		Spelling, punctuation and grammar are assessed using the separate marking grid on page 16.	3	

	e	i	<p>Answers will depend on the service chosen, e.g. healthcare</p> <p>In MEDCs such as the UK there is a free National Health Service provided by the government (✓). In other countries, such as the USA people have to take out private health insurance to pay for doctors' visits and hospital treatment (✓).</p> <p>MEDCs have hospitals but LEDCs don't (✓).</p>	2	<p>In the specification, the listed services are transport, healthcare, tourism and utility suppliers but other examples are acceptable.</p> <p>Point mark. Second mark must be for a variation</p> <p>No marks should be awarded if the service is not stated on the line or in the text of the answer.</p>
		ii	<p>Answers will depend on the service chosen e.g. healthcare – difficult to access because in poor countries there are often not enough doctors available for the population (✓) so people have to walk long distance [DEV] and this can result in babies not being immunised [DEV] leading to high infant mortality rates [DEV].</p> <p>There might be more deaths from illnesses such as malaria (✓) as people do not receive treatments [DEV] this means people cannot go to work [DEV] and cannot afford medication [DEV].</p> <p>If people are too poor (✓) to go on holiday then may affect their emotional wellbeing [DEV] which could impact their ability to work [DEV] and reduce their income [DEV].</p>	4	<p>Allow one mark for stating why access it is difficult (✓). Development [DEV] awarded for explaining the problems caused by this lack of access.</p> <p>Mark the first answer only.</p>
5	a	i	<p>Christchurch Milton Keynes Milton Keynes</p>	3	1 mark for each correct answer.
		ii	<p>Rural villages provide a quieter life style (✓). Less crime (✓) Less noise (✓) Less congestion (✓) Cleaner air/ less pollution (✓) To retire there (✓)</p>	2	<p>2 x 1. Can be one developed point.</p> <p>Need to focus on the benefits for the older person</p>

		iii	<p>Large towns and cities have lots of facilities and entertainment (✓) such as cinemas/ theatres/ nightlife [DEV]. There are more job opportunities (✓) for young people. More social opportunities/ other teenagers live close by (✓). Larger choice of/ closer to school (✓). Greener parts of the urban area/ parks (✓).</p>	2	2 x 1. Can be one developed point.
	b	i	<p>Answer given will depend on the local place studied. Example Newcastle upon Tyne: 1. River Tyne (✓). 2. Grainger Town (✓) is the historic centre of the city (✓) 3. The High Level Bridge (✓) crosses the river.</p> <p>Example Exeter 1. It has a cathedral (✓) 2. St James Park (✓) 3. The Quays (✓)</p>	3	<p>3 x 1 for features which are clearly distinctive to the named place.</p> <p>No credit for generic descriptions such as river, road, hill, reservoir</p>

	<p>ii Level 3 [5–6 marks] Thorough, detailed description of one or more ways in which the local place and non-UK place are linked. Points made are well developed so that it is clear how the two places are linked. Good use of place specific detail. 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 one in which the local place and non-UK place are linked. At least one point is developed and clearly shows how the two places are linked. Some place specific detail. 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 about ways in which the local place and non-UK place are linked. Lacks any location specific detail. Written work contains mistakes in spelling, punctuation and grammar which sometimes hinder communication.</p> <p>0 marks No response or no response worthy of credit.</p>	6	<p>The response is to be marked holistically. Use to show where statements have been developed. Annotate each answer with L1, L2 or L3. Annotate product-specific detail with PLC. If the work scores 0 marks than annotate with SEEN.</p> <p>For Level 3 answers need to show an understanding of a specific link between the two named places.</p> <p>Level 3 Brighton is closely linked through trade with my non UK place, Kenya. Many fresh food products, such as green beans, are grown in Western Kenya and exported to places in the UK such as Brighton. The money from the exports helps local businesses and provides income for the farm workers. My school sponsors several students through a charity called Team Kenya. We hold local events to raise money which is used to send two girls to school. We receive updates about their progress via social media and termly reports.</p> <p>Level 2 Answers will lack the detail of links achieved at Level 3, or may outline a link. Food grown in Western Kenya is sold in my local supermarket. Girls can go to school there because in my local area we raise money through events for a charity called Team Kenya.</p> <p>Level 1 Answers will be basic statements without any place specific detail or a comparison of the two areas. Brighton and my non UK place are linked by trade. Brighton and Kenya are both holiday destinations.</p> <p>Max Level One if the non-UK place is in the UK.</p>
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			Spelling, punctuation and grammar are assessed using the separate marking grid on page 16.	3	
6	a	i	Declined (✓). Went from 31.4 to less than 17.0 (✓).	1	Do not need data to be awarded the mark.
		ii	The government tried to limit population growth (✓) The government imposed fines on couples who had more than 2 children (✓). The government implemented a two child policy (✓).	1	-
		iii	There might be a baby boom/population explosion before the law is introduced (✓) and increased pressure on services such as health care and education [DEV]. If birth rates remain low (✓) there may not be enough workers in the future [DEV] so money from tax is reduced [DEV]. Ageing population (✓) may mean not enough people to care for older people [DEV] and pressure on hospitals [DEV]. Gender imbalance (✓) leading to a shortage of women of marriageable age [DEV]. Migration might increase (✓) leading to a loss of skilled workers [DEV].	4	First mark for stating the problem (✓) and up to two further developments for explaining the problems this may cause [DEV]. Must state two problems to reach 4 marks.

	b	<p>i Answer will depend on the population issue studied.</p> <p>Population change issue: Slow population growth in China Causes: one child policy (✓) which has now resulted in a fertility rate below replacement level (✓), made worse by sex selective abortions leading to an imbalance between males and females (✓), shortage of women of marriageable age (✓).</p> <p>Ageing population Women having children at a later age (✓), people living longer (✓), more people attending higher education (✓).</p> <p>EU Migration The civil war in Syria (✓) may lead people to seek refuge in the EU (✓)</p>	2	<p>Point mark any relevant cause of the stated issue.</p> <p>The name of the population change may not be written on the line but may be contained in the text of the answer. Ensure that marks are given for causes of the population change identified by the candidate and are not solutions to the problem.</p> <p>No credit for large families in LEDCs and the causes of this, This is not a recent change in the population.</p>
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		<p>ii Answers will depend on the population issue studied.</p> <p>Reduction in population growth in China. Increased food security (✓) leading to improvements in nutrition and health [DEV].</p> <p>Increased GDP per person (✓) leading to a better quality of life [DEV].</p> <p>Increased child care from elderly relatives (✓) saves parents money [DEV].</p> <p>Retired people have more leisure time (✓) so may spend more on entertainment [DEV].</p> <p>More migrants in an area might increase skilled labour (✓) and benefit the economy [DEV].</p> <p>Migration may fill seasonal vacancies (✓) and allow farmers to increase profit [DEV].</p>	4	<p>First mark for describing the benefit of population change (✓) and up to two further developments for more detailed description of the benefits [DEV].</p> <p>Allow answers that describe the benefits of large families in LEDCs or other incorrect ideas in part 6bi, to avoid penalising candidates twice.</p>
		<p>iii Answers will depend on the population issue studied</p> <p>Slow growth in China. The government could relax the one child policy (✓) to stabilise the population/correct the gender imbalance [DEV].</p> <p>Ageing Population Incentives to have more children (✓) such as increased maternity benefits [DEV].</p> <p>Migration Setting up camps in Greece (✓) and returning migrants to Turkey [DEV].</p>	2	<p>First mark for outline the government strategy (✓) and one development increasing the level of detail [DEV].</p> <p>Allow answers that describe the benefits of large families in LEDCs or other incorrect ideas in part 6bi, to avoid penalising candidates twice.</p> <p>No credit for re-stating the issue/ problem.</p>

Spelling, punctuation and grammar (SPaG) assessment grid**High performance 3 marks**

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.

Intermediate performance 2 marks

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.

Threshold performance 1 mark

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.

0 marks

0 marks The use of zero (0) marks. 0 marks should be awarded when

- The candidate writes nothing;
- The candidate's response bears no relation to the question;
- The candidate's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning.

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

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