

**Geography A**

General Certificate of Secondary Education

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

**Mark Scheme for June 2013**

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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
	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.

All answers and pages with a response must have at least one annotation to show that they have been seen.

Question			Answer	Marks	Guidance	
					Content	Levels of response
1	(a)	(i)	Ideas such as: <ul style="list-style-type: none"> <li>• campsite</li> <li>• tourist Information centre</li> <li>• castle</li> <li>• National Trust property.</li> </ul>	1	<p><b>Annotate with tick.</b></p> <p>Candidate names a feature linked to tourism/leisure eg Fitz Park, The Brewery.</p> <p>Examiners must refer to OS map. Feature should be <b>specific</b> eg Kellywell woods or River Derwent.</p> <p>Do not credit 'countryside', 'woods', 'river' or 'Other tourist feature'.</p> <p>Candidates are required to provide one answer. Examiners credit the first answer stated.</p>	
		(ii)	River Derwent.	1	<p><b>Annotate with tick.</b></p> <p>1 mark for a correct response.</p>	
		(iii)	Ideas such as: <ul style="list-style-type: none"> <li>• located next to a river/confluence/river runs through</li> <li>• relatively flat land</li> <li>• urban area so water cannot infiltrate.</li> </ul>	1	<p><b>Annotate with tick.</b></p> <p>No credit for only referring to rainfall, 'the river may overflow due to heavy rainfall' is acceptable as the candidate mentions the river.</p> <p>Candidates are required to provide one answer. Examiners credit the first answer stated.</p>	

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(b)	<p>Ideas such as:</p> <ul style="list-style-type: none"> <li>roads were flooded in Cocker mouth which meant people could not get to the shops for food</li> <li>schools were closing which meant that children missed out on their learning/education...or parents have to stay at home to look after them.</li> </ul>	4	<p><b>Annotate with ticks followed by dev.</b></p> <p>2 @ 2 marks.</p> <p>Identification of problem – 1 mark.</p> <p>Explanation of how their lives were made difficult – 2<sup>nd</sup> mark.</p> <p>No credit for repetition between problem one and problem two.</p>	
	(c) (i)	<p>Location may be county or position or region.</p> <p>eg Plymouth is in Devon, Plymouth is in South-West England, Plymouth is on the south coast.</p>	1	<p><b>Annotate with tick.</b></p> <p>No mark for name of place.</p> <p>No mark for stating the location within a national boundary.</p>	

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(ii)	<p>For example:</p> <ul style="list-style-type: none"> <li>the development of a new tram system (issue)</li> <li>this will run from Beeston to the town centre (dev)</li> <li>it has upset many people who do not want it near their homes (dev).</li> </ul>	2	<p><b>Annotate with tick (issue) and dev for a more detailed description.</b></p> <p>Credit identification of issue – 1 mark. Second mark for further development of issue. Development might include the use of place specific detail.</p> <p>The issue may be positive or negative.</p> <p>One mark only for generic issue eg recession leading to job losses, unemployment etc.</p> <p>Candidates are required to describe one issue. Examiners credit the first issue stated.</p>	
	(iii)	<p>Answer should be marked holistically. Candidate can offer more than one view on their named issue. Examiner should indicate level awarded with a single annotation at the end of the response.</p> <p>Answer must link back to the named issue in (c)(ii). If a separate issue is discussed then maximum mark is L1 (2 marks) which will enable access to SPAG marks.</p> <p>If candidates do not refer to their view/opinion, L2 (4 marks) max.</p>	6	<p><b>Annotate with levels.</b></p> <p><b>Level 3 – eg</b> The tram scheme should be scrapped because it is costing over £5 million which we cannot afford at the moment. I also think that it is not fair on the people who live on Market St. where the tram will pass by because it will be very noisy and disturb them.</p>	<p><b>Levels marking.</b></p> <p><b>Level 3 (5–6 marks)</b> Thorough understanding shown with developed ideas about the issue and clear explanation of their viewpoint with reference to place specific detail and or developed explanation of the candidate's opinion (L3, 6 marks). Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			If candidate does not express their view, L2 (4 marks) max.		<p><b>Level 2 – eg</b> The tram scheme should be scrapped because it is costing a lot of money which we cannot afford at the moment.</p> <p><b>Level 1 – eg</b> Local tram scheme. The tram scheme upset a lot of local residents.</p>	<p><b>Level 2 (3–4 marks)</b> Sound understanding shown with developed ideas about the issue and an attempt to explain their viewpoint. Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 1 (1–2 marks)</b> Limited understanding shown with simple ideas about the issue. Candidate states their view. Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinders communication.</p> <p><b>0 marks</b> No evidence submitted or response does not address the question.</p>
			Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 17.	3		
2	(a)	(i)	Name of country ..... Name of continent .....  2 @ 1 mark.	2	<p><b>Annotate with tick.</b></p> <p>No mark for name of place.</p> <p>If candidate writes more than one country/continent credit first answer stated.</p>	

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(ii)	<p>Ideas such as:</p> <p>Landscape (can be physical or urban/human)</p> <ul style="list-style-type: none"> <li>Los Angeles has many different landscapes including mountains and famous beaches like Venice beach.</li> <li>Mumbai consists of many high rise buildings with a large slum (Dharavi) of self-built homes near the centre.</li> </ul> <p>Climate</p> <ul style="list-style-type: none"> <li>Los Angeles has a Mediterranean type climate. This means it is very hot and dry in the summer months.</li> </ul> <p>1 mark reserved for landscape and climate ie 3+1 or 2+2.</p>	4	<p><b>Annotate with ticks or tick/dev.</b></p> <p>Can describe two separate features or name one feature with more developed idea for second mark.</p> <p>Development might include the use of place specific detail.</p> <p>Candidates who list features of the climate such as: hot and dry, warm and wet etc. = 1 mark max.</p> <p>No credit for single word response eg hot climate.</p>	
	(b)	<p>Answer should be marked holistically. Examiner should indicate level awarded with a single annotation at the end of the response.</p> <p>Candidates may express contrasting views/feelings about living in a location and both can be credited.</p> <p>If candidates do not refer to their feelings, L2 (4 marks) max.</p>	6	<p><b>Annotation with levels.</b></p> <p><b>Level 3 – eg</b> I would not want to live in Mumbai, there is overcrowding in areas such as Dharavi where the families live 20 to a house. There is sewage in the streets and little access to clean water. However in the area to the north where Bollywood is based there are luxury high rise apartments, I would really like to visit this area and shop in the new Malls which have been built.</p>	<p><b>Levels marking.</b></p> <p><b>Level 3 (5–6 marks)</b> Gives an account of their feelings with developed ideas and appropriate reasoning which is place specific. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly. To access top of L3 candidates write with accuracy about their non-UK location effectively communicating their feelings about the place.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
				<p><b>Level 2 – eg</b> I don't want to visit Mumbai as there is overcrowding in slum areas such as Dharavi and there is sewage in the streets. It would be hard to live there and life expectancy is low.</p> <p><b>Level 1 – eg</b> Mumbai has slums and rich areas. I would not like to visit the city.</p>	<p><b>Level 2 (3–4 marks)</b> Gives an account of their feelings with developed ideas backed up by reasoning, may be place specific. Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 1 (1–2 marks)</b> States their feelings with simple ideas not backed up by reasoning. Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinders communication.</p> <p><b>0 marks</b> No evidence submitted or response does not address the question.</p>
3	(a)	<p>Ideas such as:</p> <ul style="list-style-type: none"> <li>• Pakistan floods killed 1700 people; Cockermouth floods killed only 5 people.</li> <li>• Pakistan floods destroyed entire villages; Cockermouth floods closed roads in the town.</li> <li>• reference to level/amount of help required is creditworthy.</li> </ul>	2	<p><b>Annotate with ticks where mark awarded.</b></p> <p>Must have comparative statements or language for credit. Candidates need not necessarily state statistics.</p> <p>Do not credit reference to 'worst in Cockermouth's history'/'worst in living memory'. Candidate may refer to 'Monsoon' in Pakistan but just unseasonal rainfall in Cockermouth.</p>	

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(b)	<p>Ideas might include:</p> <ul style="list-style-type: none"> <li>Birmingham has a population of just over 1 million people whereas Mumbai has in excess of 20 million people living there.</li> <li>Plymouth has no motorway access its largest main road is the A38, Los Angeles has a wide ranging network or freeways such as the Santa Monica freeway (dev).</li> </ul> <p>2 @ 2 marks.</p>	4	<p><b>Annotate with tick and dev.</b></p> <p>1 mark for simple description or 2 marks for more developed idea. Development statement may appear before the tick statement.</p> <p>Development might include the use of place specific detail.</p> <p>Candidate should make comparative statements.</p> <p>No credit for more than two differences.</p> <p>Do not credit opposite points for development mark.</p>	
	(c)	<p>Ideas might include:</p> <ul style="list-style-type: none"> <li>money given to help reopen schools</li> <li>providing training for people in rural areas.</li> </ul>	2	<p><b>Annotate with ticks.</b></p>	

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(d) (i)	<p>Ideas might include: (eg Mumbai)</p> <ul style="list-style-type: none"> <li>many migrants (tick) have moved to large cities in England such as Bradford and Birmingham (dev)</li> <li>Mumbai exports (tick) many products to the UK, these goods includes spices and textiles (dev)</li> </ul> <p>2 x 2 marks.</p>	4	<p><b>Annotate with tick and 2<sup>nd</sup> mark for development.</b></p> <p>No marks for just stating the named word from Fig. 5 but export/import or immigrant/emigrant are creditable terms.</p> <p>1 mark for simple description/identification of specific link. 2 marks for more developed idea.</p> <p>Development might include the use of place specific detail which may include statistical evidence.</p> <p>The development should be describing the link, not the reasons for it.</p> <p>Link must be clearly identifiable as being between the non-UK location and the UK.</p>	

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(ii)	<p>Ideas such as:</p> <ul style="list-style-type: none"> <li>migration has had more of an impact because in my town there are restaurants which serve food that originated in Mumbai. These restaurants employ local people.</li> </ul>	2	<p><b>Annotate with ticks or with tick + dev.</b></p> <p>No marks for stating link.</p> <p>Simple reason one mark, second mark for more developed reason.</p> <p>Candidates should state <b>how/why</b> one link is more important.</p> <p>If no link given in (d)(i) can still access marks here if answer refers to terms on Fig. 5 or other credible links.</p>	
	(iii)	<p>Ideas such as:</p> <ul style="list-style-type: none"> <li>trade has impacted in Mumbai. Many people have got jobs working in factories manufacturing clothes to export to the UK. The money they earn means they have a better quality of life.</li> </ul>	2	<p><b>Annotate with ticks or with tick + dev.</b></p> <p>No marks for stating link.</p> <p>Simple reason one mark, second mark for more developed reason.</p> <p>Candidates should state <b>how/why</b> one link is more important.</p> <p>If no link given in (d)(i) can still access marks here if answer refers to terms on Fig. 5 or other credible links.</p>	

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(e)	<p>Answer should be marked holistically. Examiner should indicate level awarded with a single annotation at the end of the response.</p> <p>Max L2 (4 marks) if candidate only writes about 1 way. If candidate gives more than 2 ways only mark first two stated changes.</p> <p>Accept candidates writing about the redevelopment of Dharavi (or elsewhere) as an ongoing change.</p> <p>Candidates writing about previous or current conditions max L2 (4 marks).</p> <p>Credit should only be awarded for the first change stated under each side heading/Way. Examiner may need to use highlighter tool to indicate where credit is given.</p>	6	<p><b>Annotate with levels.</b></p> <p><b>Level 3 – eg</b> Way 1 – In Mumbai the government are planning to demolish parts of Dharavi and replace the slums with high rise offices and apartments. They want to do this because Dharavi is a squatter settlement built illegally on land in the ‘heart’ of Mumbai which is very valuable to developers. Way 2 – Mumbai will attract more industry through its status as an Alpha city. Jaguar is already located there and more top companies will probably follow.</p> <p><b>Level 2 – eg</b> In Mumbai the government are planning to demolish part of the Dharavi slums because they want to replace them with high rise offices and luxury apartments.</p>	<p><b>Levels marking.</b></p> <p><b>Level 3 (5–6 marks)</b> Demonstrates thorough understanding with developed ideas that describe two changes and provides clear reasoning <b>why</b> this is happening. Answer must be place specific. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p><b>Level 2 (3–4 marks)</b> Demonstrates sound understanding with developed ideas that describe one or more changes which may be place specific and begin to provide reasons for them (why they are happening). Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
					<p><b>Level 1 – eg</b> In Mumbai they are knocking down the slums for new buildings.</p>	<p><b>Level 1 (1–2 marks)</b> Demonstrates limited understanding stating simple ideas about at least one possible change. Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinders communication.</p> <p><b>0 marks</b> No evidence submitted or response does not address the question.</p>
			Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 17.	3		

## APPENDIX 1

## Spelling, punctuation and grammar (SPaG) assessment grid

<b><i>High performance 3 marks</i></b>
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.
<b><i>Intermediate performance 2 marks</i></b>
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.
<b><i>Threshold performance 1 mark</i></b>
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.

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