

**Geography A**

General Certificate of Secondary Education

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

**Mark Scheme for June 2013**

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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.

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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)	<p>Ideas such as:</p> <ul style="list-style-type: none"> <li>• campsite</li> <li>• tourist information centre</li> <li>• castle</li> <li>• National Trust property.</li> </ul>	2	<p><b>Annotate with ticks.</b></p> <p>Candidate names a feature linked to tourism/leisure eg Fitz Park, The Brewery.</p> <p>Examiners must refer to OS map. Features 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 two answers. Examiners credit the first two answers stated.</p>	
	(b) (i)	<p>North/North West.</p> <p>1 mark for a correct response.</p>	1	<p><b>Annotate with a tick.</b></p>	
	(ii)	<p>Ideas such as:</p> <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 a 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
	(c)	<p>Ideas such as:</p> <ul style="list-style-type: none"> <li>people stranded in hotel mean that they could not conduct normal business (tick) so they might lose money (dev)</li> <li>damage to local properties in Cockermouth (tick) took days to clear up (dev).</li> </ul> <p>1 x 2 marks.</p>	2	<p><b>Annotate with tick followed by dev.</b></p> <p>Simple explanation – 1 mark. Developed explanation – 2 marks.</p> <p>Credit valid ideas not necessarily from Fig. 2.</p>	
	(d)		6	<p><b>Annotate with levels.</b> Highlight identified groups.</p> <p><b>Level 3 – eg</b> Local businessmen based on Market St. like the tram system as they feel it brings more customers to their shop, increasing profits. Commuters are finding it much easier to travel into the city centre.</p>	<p><b>Levels marking.</b></p> <p><b>Level 3 (5–6 marks)</b> Thorough understanding shown with developed description of the issue and clear explanation of its impact on two identified groups of people. Candidates make reference to place specific detail. 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
					<p><b>Level 2 – eg</b> Local businessmen may feel that the tram allows customers to reach the town more easily, helping their business.</p> <p><b>Level 1 – eg</b> Some local people think that building the tramway will bring problems like noise.</p>	<p><b>Level 2 (3–4 marks)</b> Sound understanding shown with developed description of the issue and its impact on one or more identified groups, maybe 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> Limited understanding shown with simple description of the issue and/or impact on one or more groups of people. 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>

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(e)	<p>For a <b>different</b> issue facing the UK, explain how it affects you and people you know.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>the building of a new care home has caused problems as many local people did not want it built (tick) because it was built on the site of a local park (dev)</li> <li>this also affects me as it means that it can be hard to get an appointment at the local doctors (tick) because there are more elderly people who need appointments(dev).</li> </ul> <p>2 x 2 marks or 3 + 1.</p>	4	<p><b>Annotate with tick/dev where mark awarded.</b></p> <p>No marks for identification of issue. Up to three marks for each explanation.</p> <p>No marks if answer refers to same issue as 1(d).</p>	

Question		Answer	Marks	Guidance	
				Content	Levels of response
2	(a)	<p>Ideas such as:</p> <ul style="list-style-type: none"> <li>California has many different landscapes including famous beaches like Malibu beach (dev)</li> <li>California has a Mediterranean type climate in the summer months reaching 35°C (dev).</li> </ul> <p>4 x 1 mark <b>or</b> 2 x 2 marks.</p>	4	<p><b>Annotate with ticks or tick/dev where mark awarded.</b></p> <p>Can describe 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> <p>Max three marks for an answer that is entirely about climate or landscape. (Landscape can be physical or urban/human).</p> <p>Answer must include climate data for full marks.</p> <p>Candidates writing about UK location – no marks.</p>	

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(b)	Candidates writing about UK location – no marks.	8	<p><b>Annotate with levels.</b></p> <p><b>Level 3 – eg</b> Summer floods caused by the monsoon rains can be devastating for slum dwellers, as Dharavi has little drainage and their homes can be destroyed.</p> <p><b>Level 2 – eg</b> The monsoon brings heavy rainfall which can cause severe flooding for slum dwellers.</p> <p><b>Level 1 – eg</b> The climate of Mumbai can bring floods.</p>	<p><b>Levels marking.</b></p> <p><b>Level 3 (7–8 marks)</b> Thorough understanding shown with developed ideas about the extent to which climate and landscape have an affect on local people. Candidates make reference to place specific detail. 'To what extent' needs to be addressed. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p><b>Level 2 (4–6 marks)</b> Sound understanding shown with developed ideas about the effects of the climate and/or landscape on local people, maybe place specific. Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 1 (1–3 marks)</b> Limited understanding shown with simple ideas about how the landscape or climate affects people. Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinders communication.</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
						<b>0 marks</b> No evidence submitted or response does not address the question.
			Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 17.	3		
3	(a)		Ideas such as: <ul style="list-style-type: none"> <li>UK government provided funding for Cockermonth, Pakistan relies more on international aid/this might be because the UK government has more financial resources available to supply aid.</li> <li>UK is able to evacuate people more quickly than Pakistan as they have good communication systems.</li> </ul> 2 x 2 marks.	4	<b>Annotate with tick/dev where mark awarded.</b>  Must be responses to the flooding (not effects of).  One mark for identification of difference.  Second mark for appropriate reasoning.  Must have comparative statements or language for credit.	

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(b)	<p>Ideas such as: (Devon, UK and California, USA)</p> <ul style="list-style-type: none"> <li>• both locations have long coastlines (tick). Devon has one along the English channel whilst California has a long coastline along the Pacific Ocean (dev)</li> <li>• the tourism industry is very important to both locations (tick). Many people visit California to go to Disneyland, whilst places in Devon such as Croyde Bay are very popular for camping holidays (dev).</li> </ul> <p>2 x 2 marks.</p>	4	<p><b>Annotate with tick/dev where marks awarded.</b></p> <p>One mark for simple description or two for more developed idea.</p> <p>Development might include the use of place specific detail.</p>	
	(c)	<p>Ideas might include:</p> <ul style="list-style-type: none"> <li>• UK government is sending more money to help with the flood response</li> <li>• UK built bridges are being used to replace those lost to the floods.</li> </ul> <p>2 x 1 mark or 1 x 2 mark.</p>	2	<p><b>Annotate with ticks or tick/dev where marks awarded.</b></p> <p>1 mark max for generic statement about the UK offering help.</p>	

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(d)		6	<p><b>Annotate with levels.</b></p> <p><b>Level 3 – eg</b> Sydney has strong links with the UK as over 18 000 people have moved there since 2005, having a large impact on the culture as new shops like 'Simply British' have opened for the migrants.</p> <p><b>Level 2 – eg</b> Sydney is linked to the UK by British citizens migrating there, so shops now stock British products to cater for them.</p> <p><b>Level 1 – eg</b> Sydney is linked by the migration of a number of British people.</p>	<p><b>Levels marked.</b></p> <p><b>Level 3 (5–6 marks)</b> Thorough understanding shown with developed statements about the links with the UK and clear evaluation of their strength. Candidates make reference to place specific detail. 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> Sound understanding shown with developed ideas about the links with the UK and may attempt to consider the strength of them. Answers 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> Limited understanding shown with one or more ideas regarding a link or links with the UK. Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinders communication.</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
						<b>0 marks</b> No evidence submitted or response does not address the question.
			Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 17.	3		

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(e)	<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 and the development of this change. Examiner may need to use highlighter tool to indicate where credit is given.</p> <p>Candidates writing about UK location – no marks.</p>	6	<p><b>Annotate with levels.</b></p> <p><b>Level 3 – eg</b> In Mumbai the government are planning to demolish parts of Dharavi, and provide new modern housing blocks for the residents, as Dharavi is in the ‘heart’ of Mumbai so is very valuable land which they believe can bring new investment to the city.</p> <p><b>Level 2 – eg</b> In Mumbai the government are planning to demolish part of the slums and replace them with high rise buildings because they want to use this land for new businesses.</p> <p><b>Level 1 – eg</b> In Mumbai they are knocking down the slums for new buildings.</p>	<p><b>Levels marking.</b></p> <p><b>Level 3 (5–6 marks)</b> Demonstrates thorough understanding with developed ideas that describe the change using place detail and provides developed reasons why it is happening. 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 the change and begin to provide reasons for it. 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> Demonstrates limited understanding with simple ideas expressed about change and basic 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>

## 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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