

**GCSE**

**Geography A**

Unit **A731/02**: Contemporary themes in geography (Higher Tier)

General Certificate of Secondary Education

**Mark Scheme for June 2016**

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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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking


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.
	Blank Page – this annotation <b>must</b> be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.

Answer/Indicative content			Mark	Guidance
1	(a)	(i)	2	2 x 1 mark  No credit for usage of either environment. Answer must describe responses to or preparation for either environment. These may include physical or emotional responses to either environment. Candidates must write about only one of the environments.
1	(a)	(ii)	1	1 x 1 mark  No credit for just 'climate' or 'hard to live there'
1	(b)		2	1 x 2 marks. 1 mark for quoting accurately from poem. 1 mark for development of justification.  No marks for just stating if positive or negative  No credit for candidates referring to Fig 3


Answer/Indicative content			Mark	Guidance
1	(c)	<p>Indicative content:</p> <ul style="list-style-type: none"> <li>• Salt pans form in areas which were once inland seas or lakes(✓).</li> <li>• A salt pan is created when high temperatures cause water to evaporate (✓)</li> <li>• Salt is left behind on the surface/ crystallized (✓)</li> <li>• Salt is drawn up to the surface/ created by capillary action (✓)</li> <li>• Salt pans are expanses of flat land. (✓) / Hexagon shapes are formed (✓).</li> </ul>	4	<p>4 x 1 mark</p> <p>One mark max for description of the appearance of the salt pan.</p> <p>No credit for 'sun bakes the land' or 'cracks'.</p>
1	(d)	<p><b>Level 3 [5 – 6 marks]</b> Comprehensive description of one named desert landform with developed statements fully explaining the processes that have led to its formation. Accurate reference to specific detail related to chosen landform. Written work is legible and spelling, punctuation and grammar are accurate. Meaning is communicated very clearly.</p> <p><b>Level 2 [3 – 4 marks]</b> Sound description of one named desert landform. Developed statements which explain some of the physical processes involved in its formation. Written work is legible and spelling, punctuation and grammar are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 1 [1 – 2 marks]</b> Basic statements that describe a desert landform. Limited reference to some processes involved in its formation. Written work contains mistakes in spelling, punctuation and grammar, which sometimes hinders communication.</p> <p><b>0 marks</b> 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, specific details of processes are required. e.g Rock pedestals are formed when sand abrasion erodes the lower part of a rock, using sand held in suspension. Differential rates of erosion occur as wind speeds are higher nearer the surface of the ground.</p> <p>Level 2 – A rock pedestal is a mushroom shaped rock that is formed by sand abrasion which occurs when the wind picks up sand and throws it against the rock. Rates of erosion may be affected by layers of hard and soft rock.</p> <p>Level 1 – A rock pedestal is a mushroom shaped rock. It is formed by erosion from the wind.</p> <p>If the quality of written communication criteria is not fully met then full marks must not be awarded.</p> <p>No diagram necessary. Mark diagrams in the same way as text.</p>

Answer/Indicative content			Mark	Guidance
				Annotate diagram with 'SEEN'
2	(a)	A = The Rockies B = The Himalayas	2	2 x 1 mark No credit for single named mountains.
	(b)	Indicative content: <ul style="list-style-type: none"> <li>• Fold mountains form at plate boundaries(✓),</li> <li>• Destructive/collision/convergent (✓)</li> <li>• Pressure builds up (✓)</li> <li>• Plates are compressed /folded /uplifted (✓)</li> <li>• An example can be seen on the west coast of both North and South America.(dev)</li> </ul>	4	4 x 1 mark. One mark for simple idea, or development of that idea.  1 mark reserve for information from the map – either 'plate boundaries' or reference to direction of plate movements.  1 mark max for named pairs of plates. No credit for named mountain ranges
2	(c)	<p><b>Level 3 [5 – 6 marks]</b> Comprehensive explanation of human use of a named range of mountains with developed statements making reference to different uses and reasons why. Accurate reference to place or specific detail related to chosen mountain range. Written work is legible and spelling, punctuation and grammar are accurate. Meaning is communicated very clearly.</p> <p><b>Level 2 [3 – 4 marks]</b> Sound description of human use of one named mountain range. Some developed statements which attempt to explain as well as describe human use. Evidence of some place detail. Written work is legible and spelling, punctuation and grammar are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 1 [1 – 2 marks]</b> Basic statements that describe either some uses of mountains or some explanation of why mountains are used in different ways. Little/no place detail. 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, specific detail of named mountain range and clear explanation of its uses is necessary. e.g. The Annapurna sanctuary in Nepal is used as a base camp by mountaineers who wish to challenge themselves by climbing the Himalayas. Glacier meltwaters in the region benefit local people by providing hydro-electric power.</p> <p>Level 2 – the Himalayas are used by tourists and mountaineers. People like to visit the Himalayas for the challenge of walking along some of the world's highest mountains such as Mt Everest.</p> <p>Level 1 – The Himalayas are used for many things such as tourism, mountaineering, filming and for people to live there.</p> <p>If candidate gives no explanation of reasons why: L2 – 3 marks Max. If the quality of written communication criteria is not fully met then full marks must not be awarded.</p>

Answer/Indicative content			Mark	Guidance
		<p><b>0 marks</b> No response or no response worthy of credit.</p>		
		<p> Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 15.</p>	3	
2	(d)	(i) <p>Indicative content:</p> <ul style="list-style-type: none"> <li>• Large groups of skiers (✓), can cause noise and vibration which can trigger an avalanche. (DEV)</li> <li>• If people are inexperienced. (✓), they might not know what to do and panic if an avalanche occurs (DEV).</li> <li>• North facing slopes are more likely to collapse in winter (✓) as they receive less sun making the slopes more unstable. (DEV).</li> </ul>	4	<p>2 x 2 marks. One mark for simple idea. (✓) Second for developed reason. (DEV)</p> <p>Do not credit words just lifted from the source. Credit reference to 'winter sports'</p> <p>Ideas must be linked to Fig 4a or 4b.</p>
2	(d)	(ii) <p><b>Level 3 [5 – 6 marks]</b> Comprehensive explanation of strategies used to manage the event with developed statements making reference to specific detail related to chosen event. Written work is legible and spelling, punctuation and grammar are accurate. Meaning is communicated very clearly.</p> <p><b>Level 2 [3 – 4 marks]</b> Sound description of management of the chosen event with some developed statements and detail. Written work is legible and spelling, punctuation and grammar are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 1 [1 – 2 marks]</b> Basic statements that describe the management of natural event chosen. Limited development of ideas with little/no detail. Written work contains mistakes in spelling, punctuation and grammar, which sometimes hinders communication.</p> <p><b>0 marks</b></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, specific detail of a range of management methods are required. e.g. To manage volcanic hazards, volcanoes can be closely monitored using thermal imaging and gas samples can be taken to measure sulphur levels as an increase in these may indicate a likely eruption. This can lead to evacuation procedures being followed in order to reduce the risk to people.</p> <p>Level 2 – Volcanoes can be managed by monitoring of the level activity. People can check gas levels and the angle of tilt of the volcano for example.</p> <p>Level 1 – People can respond to a volcano by making sure they evacuate when it is erupting.</p> <p>Credit must only be given for first extreme event stated.</p>


Answer/Indicative content			Mark	Guidance
		No response or no response worthy of credit.		If the quality of written communication criteria is not fully met then full marks must not be awarded.
		 Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 15.	3	
3	(a)	(i) X= Haiti Y= China	2	Credit (✓)
3	(a)	(ii) Indicative content: <ul style="list-style-type: none"> <li>Some earthquakes such as Japan 2011 have fewer deaths despite a high magnitude. (✓)</li> <li>There is no correlation shown on the graph (✓)</li> <li>Haiti earthquake, 2010, has a medium magnitude but the highest number of reported deaths. (✓)</li> </ul>	2	2 x 1 mark  No credit for 'no clear relationship' as it is the wording of the question.
	(a)	(iii) Indicative content:  Level of development (✓) as more developed nations, e.g New Zealand, might have the resources to better prepare for earthquakes.(DEV) Location of the earthquake (✓). Earthquakes occurring in rural areas with a low population density are likely to lead to fewer deaths (DEV).	4	2 x 2 marks One mark for simple reason, (✓) second for developed explanation (DEV).  NB Do not accept reference to accurate prediction of earthquakes.
3	(b)	(i) Indicative content: e.g Christchurch Earthquake 2011  The Christchurch earthquake in New Zealand resulted from its location at a destructive plate margin (✓) where convection currents (✓) cause the Pacific Plate to be subducted under the Indian-Australian Plate. (✓). Pressure builds (✓) and the earthquake results when this is released sending seismic waves to the surface(✓)	4	4x1 mark.  1 mark reserved for detail relating to specific causes of chosen event ( accurate names of plates involved)



Answer/Indicative content			Mark	Guidance
3	(b)	(ii)	6	<p>For Level 3, specific detail of response to named earthquake and clear evaluative statement of potential is necessary. e.g In Christchurch a full emergency management structure was in place within two hours of the earthquake, with the police organising search and rescue teams of over 500 people. This suggests they can manage future earthquakes successfully as the speed of response meant that many lives were saved.</p> <p>Level 2 – In Christchurch they had a plan in place soon after the earthquake hit. The search and rescue teams saved many lives. This might mean they are well prepared to manage an earthquake in the future.</p> <p>Level 1 – In Christchurch they managed to get to people quickly and rescue people who were trapped. They would be able to this again.</p> <p>If the quality of written communication criteria is not fully met then full marks must not be awarded.</p> <p>Max L2 – 3 marks for a different earthquake event than that used in 3(b)(i)</p>
			3	
		Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 15.		

Answer/Indicative content			Mark	Guidance
4	(a)	<p>Indicative Content:</p> <p>Globalisation is the process by which the world is becoming increasingly interconnected (✓). This is the result of increased trade and cultural exchange. (DEV)</p>	2	<p>1 x 2 marks. One mark for simple idea. (✓) Second for more developed response. (DEV).</p> <p>Candidates should identify connectivity/ interrelationship/ spread of economic activity between countries and identify how this might be demonstrated.</p> <p>No credit for 'a brand' or 'a company'</p>
4	(b)	(i) <ul style="list-style-type: none"> <li>• Lower cost of wages in Bangladesh/ High wages in China</li> <li>• High production costs in China</li> <li>• Chinese factories not competitive</li> <li>• Skilled textile workers in Bangladesh</li> <li>• Low transport costs</li> <li>• Can bring down price of goods sold.</li> </ul>	2	<p>2 x 1 mark</p> <p>Answers must come from Fig 6</p> <p>Must relate to benefits to China/Chinese firms</p>
4	(b)	(ii) <p>Indicative Content:</p> <p>Lower cost of wages - would cut down the costs of production (✓)/ so the company makes more money on the goods sold (DEV).</p> <p>Skilled local workers - would need less training (✓) and are likely to make higher quality goods which sell for higher prices(DEV)</p>	2	<p>1 x 2 marks. One mark for simple idea, second for more developed reasoning.</p> <p>Candidate must have chosen one of their reasons from 4b(i)</p> <p>No credit for 'increased profits', 'higher profits', 'more money left over'.</p>
4	(b)	(iii) <p>Indicative Content:</p> <ul style="list-style-type: none"> <li>• Import taxes can reduce trade (✓) as they make trade more expensive. (DEV).</li> <li>• Quotas are limits on the amount of goods imported (✓) which can reduce foreign competition (DEV).</li> </ul>	4	<p>4 x 1 mark</p> <p>One mark for each simple idea. Further marks for development of the idea.</p>

Answer/Indicative content		Mark	Guidance
4	(c)	4	<p>2 x 2 marks One mark for simple reason, second for developed explanation.</p> <p>Credit variable availability between MEDC/LEDC. No credit for 'not available in LEDC' No credit for ethical decisions regarding the manufacturing processes. No credit for 'age'</p>
4	(d)	6	<p>For Level 3, specific detail relating to chosen service is necessary. This does not have to be place specific. e.g. Tourism.</p> <p>L3 - Tourism in the Himalayas has led to the degradation of trails on the paths to Everest base camp, though the Sherpas have seen some benefit as they are able to make an income guiding tourists to sites such as Sagarmatha National Park. This money can benefit the family by paying for their children's education.</p> <p>L2 – The increase number of adventure tourists in the Himalayas has seen an increase in litter such as oxygen tanks that are left behind at camps.</p> <p>L1 – Tourism can be good as it creates jobs for the locals but it can also damage the environment such as footpaths.</p> <p>If the quality of written communication criteria is not fully met then full marks must not be awarded.</p> <p>NB – Impacts may be positive or negative.</p> <p>No credit for answers relating to manufacture of product.</p>

Answer/Indicative content			Mark	Guidance
		No response or no response worthy of credit.		
		 Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 15.	3	
5	(a)	(i) Germany	1	(✓)
5	(a)	(ii) Italy	1	(✓)
5	(a)	(iii) Indicative content: <ul style="list-style-type: none"> <li>Some renewable sources are expensive to develop (✓). MEDCs have more money to develop these resources (✓)</li> <li>Some renewable energies are more suited to different climates (✓). Some countries have more hours of sunshine than others. (DEV)</li> <li>Some countries have a greater demand for energy(✓) which leads to investment in renewable sources (DEV)</li> <li>Some countries have more volcanic activity(✓) therefore they are able to develop Geothermal power (DEV)</li> </ul>	4	2 x 2 marks. One mark for simple idea, (✓) second for more developed response. (DEV)  Do not credit answers describing differences within a country.
5	(b)	<b>Level 3 [5 – 6 marks]</b> Comprehensive explanation of likely future challenges. Developed statements make reference to specific detail related to the chosen energy issue. Written work is legible and spelling, punctuation and grammar are accurate. Meaning is communicated very clearly.	6	The response is to be marked holistically. Examiners to label overall level awarded at the end of the response. For Level 3, specific details of challenges relating to chosen issue are required. Candidates must speculate on future challenges.  e.g. Fracking L3 - One of the main challenges for the UK government will be to convince local people that it is safe. Many campaign groups such as 'Frack Free York' have been set up to oppose its development due to concerns about water contamination from chemicals such as lead and radium.

Answer/Indicative content			Mark	Guidance
		<p><b>Level 2 [3 – 4 marks]</b> Sound explanation of challenges that result from chosen energy issue with some developed statements and detail. Some evidence that future for issue chosen has been considered. Written work is legible and spelling, punctuation and grammar are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 1 [1 – 2 marks]</b> Basic statements that describe some of the challenges brought about by chosen energy issue. Limited development of ideas with little/no detail. Written work contains mistakes in spelling, punctuation and grammar, which sometimes hinders communication.</p> <p><b>0 marks</b> No response or no response worthy of credit.</p>		<p>L2 – One challenge is that people are worried about the safety of fracking. Campaign groups have been set up to convince the government that it can lead to water pollution.</p> <p>L1 – Fracking can cause water pollution and people are also worried it might lead to earthquakes.</p> <p>If the quality of written communication criteria is not fully met then full marks must not be awarded.</p>
6	(a)	(i)	29 per 1000 of population	1 (✓)
6	(a)	(ii)	38 per 1000 of population	1 (✓)
6	(b)		Indicative content: The rate of natural increase is the birth rate minus the death rate of a population. The difference between the birth rate and the death rate.	1 1 x 1 marks. One mark for accurate definition. (✓)
6	(c)		<p>Indicative content:</p> <ul style="list-style-type: none"> <li>• Chad is in stage 2/stage 3(✓)</li> <li>• Chad has a high birth rate (51) (✓)</li> <li>• Chad is an LEDC/developing country (✓)</li> <li>• There is a large difference between its birth and death rate(✓).</li> <li>• The total population is increasing. (✓)</li> </ul>	<p>4 4 x 1 mark. One mark for identifying stage correctly. Three further marks for reasoning. (✓)</p> <p>Stage 2 or 3 acceptable. No marks for stage 1 or 4.</p> <p>No credit for implication that birth/death rates are increasing/decreasing.</p>

Answer/Indicative content		Mark	Guidance
6	(d)	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, specific reference to the trends shown in the DTM is required.</p> <p>i.e L3 - Chad's birth rate is likely to fall in the future as it develops. This may be due to improved access to and education about contraception, whilst more women in the country may join the workforce, leading to later marriage and fewer births. The death rate will decline more slowly which should see a lowering of natural increase and a slowing of population growth.</p> <p>L2 – Chad's birth rate will fall as people have better access to contraception. The death rate will continue to decline and this will mean a high growth in population. This will be stage 3 of the model.</p> <p>L1 – The birth rate will go down and the death rate will still go down. Total population will keep going up.</p> <p>If candidate gives no explanation of reasons why: L2 – 3 marks Max.</p> <p>If the quality of written communication criteria is not fully met then full marks must not be awarded.</p>

<b>Awarding SPaG marks:</b>
<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.

### **Awarding Spelling, Punctuation and Grammar to scripts with a scribe coversheet**

- a. If a script has a **scribe cover sheet** it is vital to check which boxes are ticked and award as per the instructions and grid below:
  - i. Assess the work for SPaG in accordance with the normal marking criteria. The initial assessment must be made as if the candidate had not used a scribe (or word processor) and was eligible for all the SPaG marks.
  - ii. Check the cover sheet to see what has been dictated (or what facilities were disabled on the word processor) and therefore what proportion of marks is available to the candidate.
  - iii. Convert the SPaG mark to reflect the correct proportion using the conversion table given below.

SPaG mark awarded	Mark if candidate eligible for one third (e.g. grammar only)	Mark if candidate eligible for two thirds (e.g. grammar and punctuation only)
0	0	0
1	0	1
2	1	1
3	1	2
4	1	3
5	2	3
6	2	4
7	2	5
8	3	5
9	3	6

- b. If a script has a **word processor cover sheet** attached to it the candidate **can** still access SPaG marks (see point a. above) unless the cover sheet states that the checking functionality is enabled, in which case no SPaG marks are available.
- c. If a script has a **word processor cover sheet AND a scribe cover sheet** attached to it, see point a. above.
- d. If you come across a typewritten script **without** a cover sheet please check with the OCR Special Requirements Team at [specialrequirements@ocr.org.uk](mailto:specialrequirements@ocr.org.uk) who can check what access arrangements were agreed.
- e. If the script has a **transcript, Oral Language Modifier, Sign Language Interpreter or a Practical Assistant cover sheet**, award SPaG as normal.



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