

F**SPECIMEN****...day ... Month 2012 – Morning/Afternoon****GCSE GEOGRAPHY A****Unit A731/01: Contemporary Themes in Geography (Foundation Tier)**

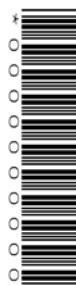
Candidates answer on the Question Paper

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: 2(e)(ii), 3(c), 4(g), 4(i), 6(c) and 6(e). 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.



Answer **all** the questions

Extreme Environments

- 1 (a) Which **two** of the following statements best describe an extreme environment?

Circle the statements which you choose.

An area where it is difficult for people to survive.

An area which is polluted.

An area where the tourist industry is important.

An area with a harsh climate and landscape.

An area which is untouched by people.

[2]

- (b) Complete the sentences to describe the location of areas of hot deserts.

Choose your answers from the list below.

Equator	Arctic	Tropics	rivers
eastern	southern	western	

Hot deserts are located on or close to the of Cancer and Capricorn. Some hot deserts are a long distance from the ocean but others are on the side of continents.

[2]

- (c) Study Fig. 1 and Fig. 2 in the separate Insert.

- (i) Identify the landforms shown in Fig. 1 and Fig. 2.

Choose your answers from the list below.

sand dune	wadi	yardang	rock pedestal
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Fig. 1

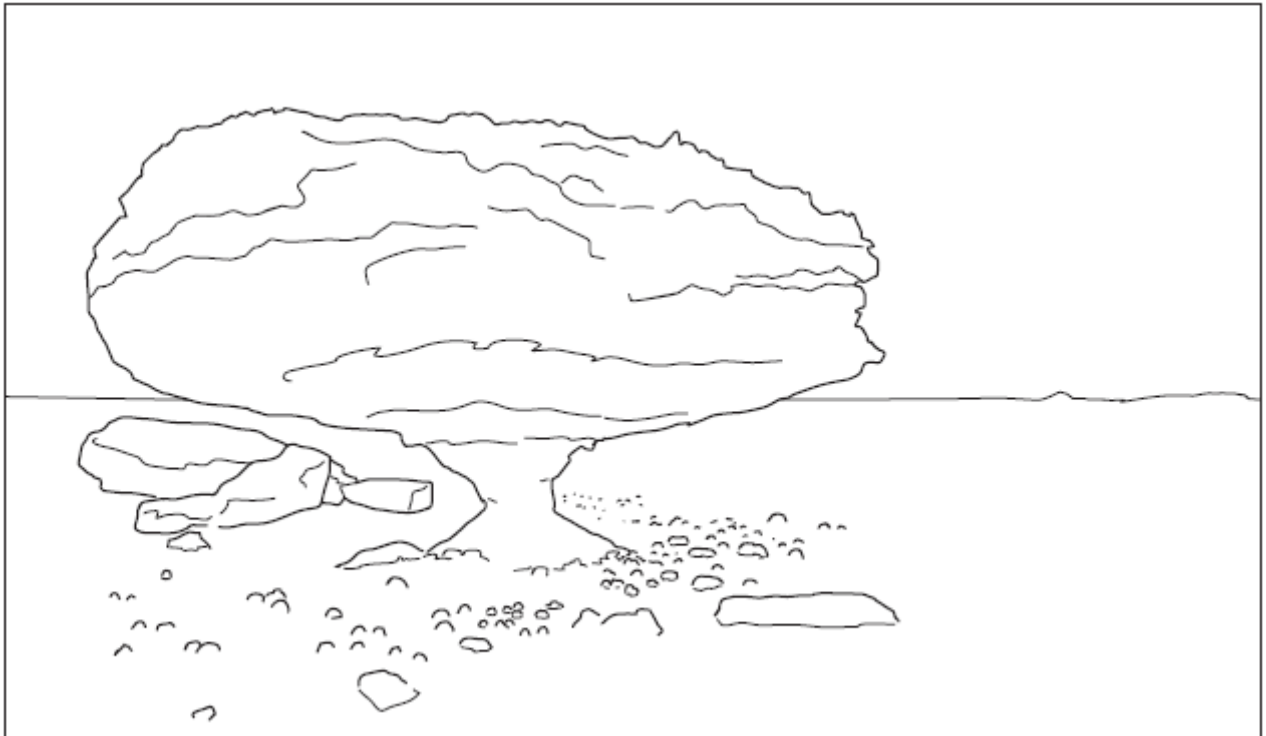
Fig. 2

[2]

(ii) The landform in Fig. 1 was created by running water. Explain why there are landforms such as this in some hot deserts.

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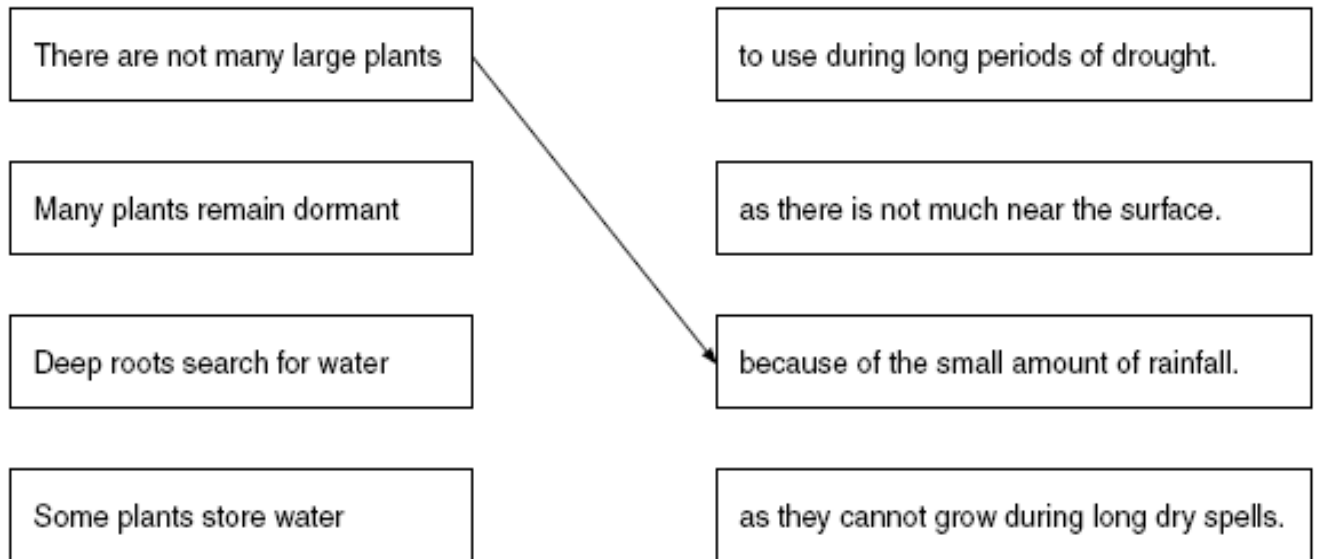
(iii) Fully label the diagram below to show how the landform in Fig. 2 was formed.



[4]

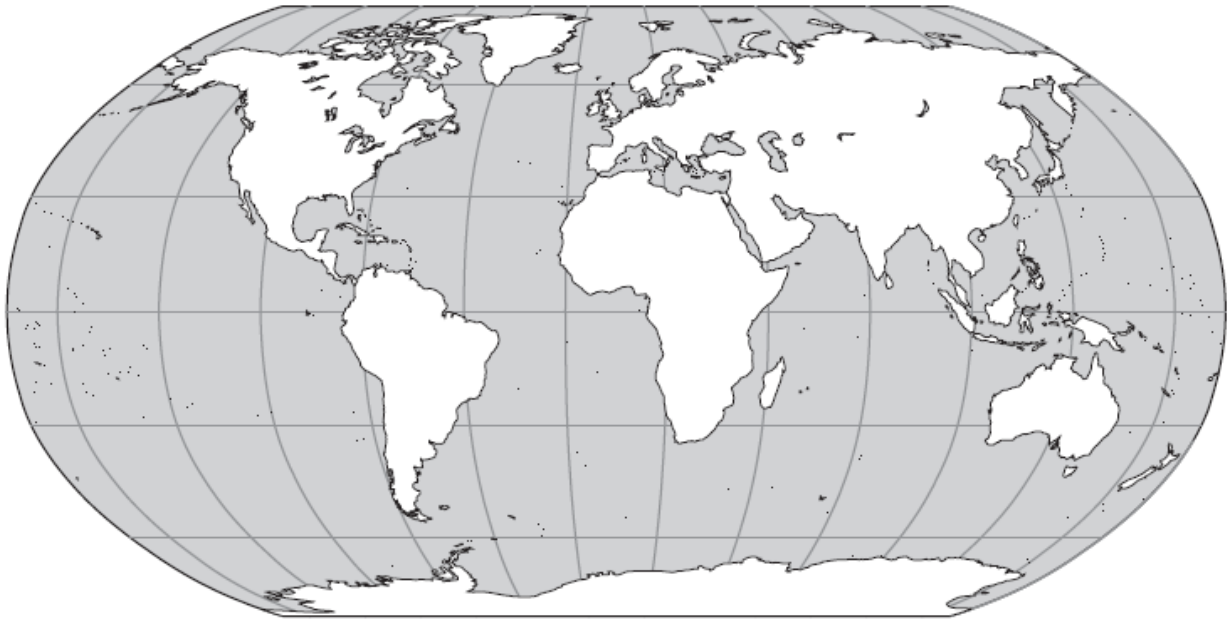
(d) Explain how plants in hot deserts can survive the hot, dry climate.

You should complete the sentences by using arrows to match the correct beginnings and endings. The first sentence has been done for you.



[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 **two** features of the extreme environment which the painting shows.

- 1.....
-
- 2.....
-

[2]

(c) Some films are set in mountain environments. Suggest **two** advantages of mountain environments for film making.

- 1.....
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-
- 2.....
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-
-

[2]

- (d) For a named mountain area which you have studied describe **three** different ways in which it is used by people, apart from painting or films.

Name of mountain area

1.....

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2.....

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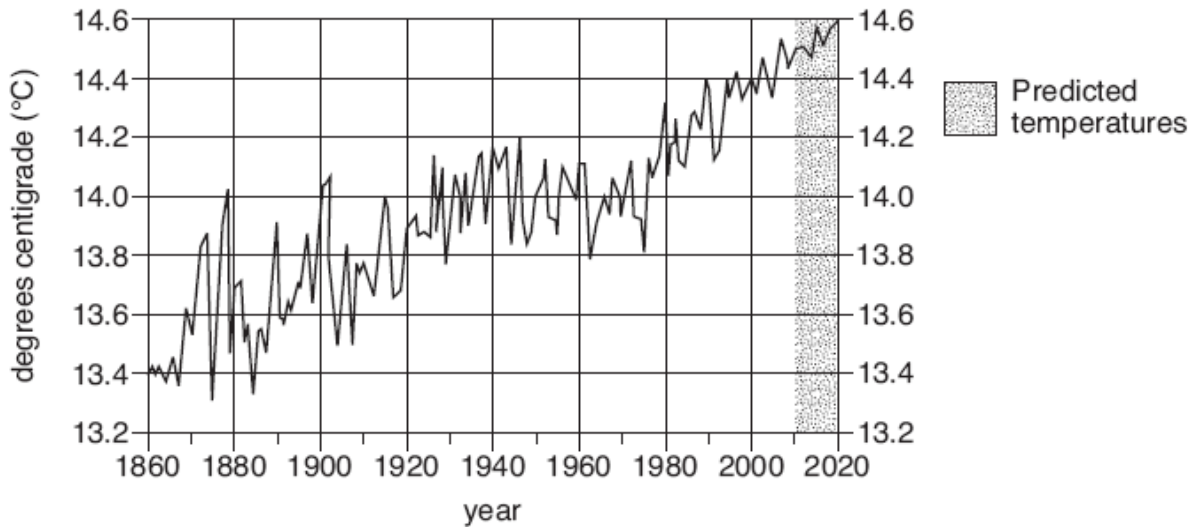
3.....

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[3]

- (e) 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.

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..... [2]

- (ii)** What are 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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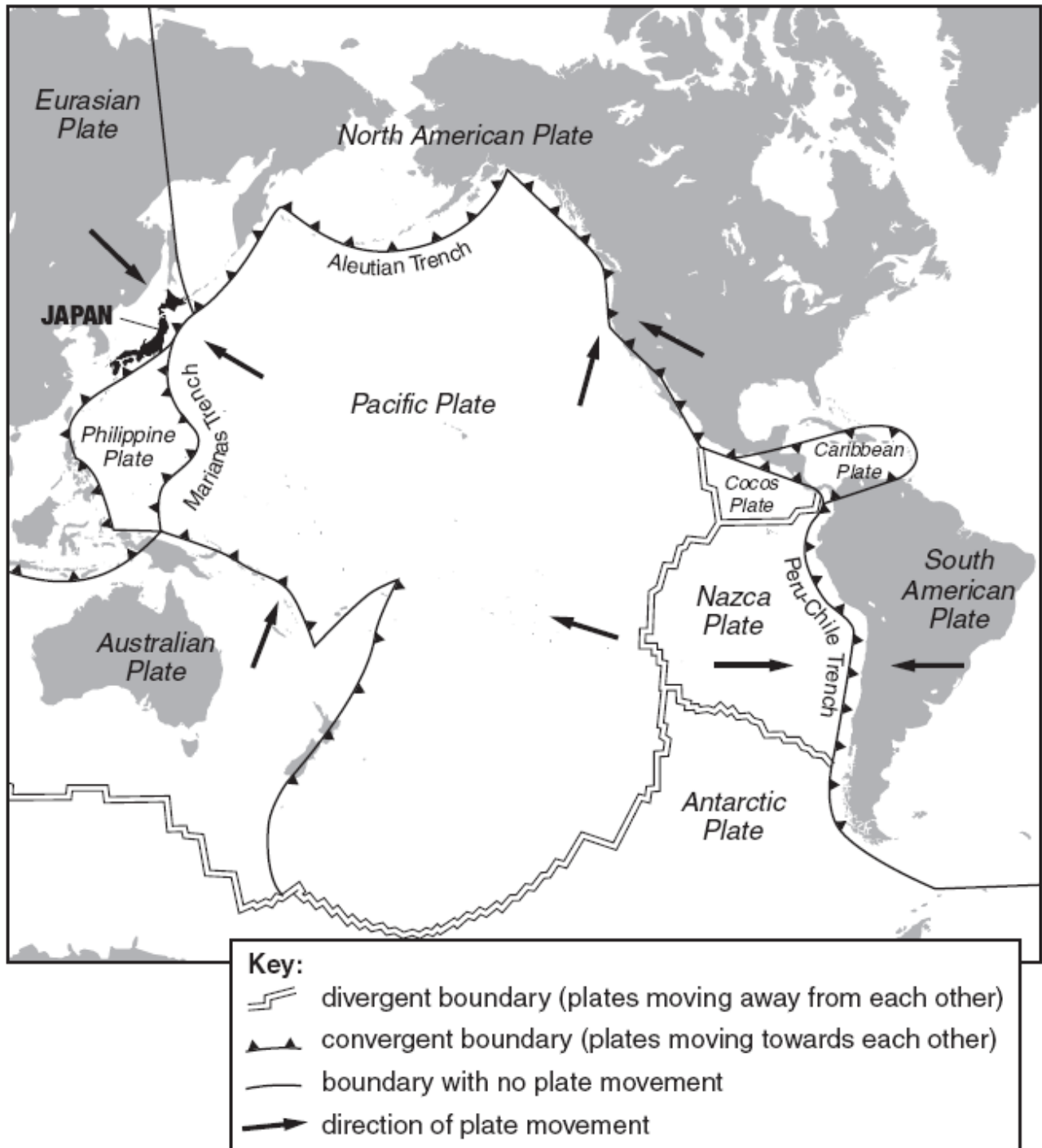
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[6]

 Spelling, punctuation and grammar **[3]**

3 (a) Study the map below.



Map of Pacific showing plate boundaries

Use the information on the map to complete the following sentences.

Choose from the alternatives below each sentence.

(i) The boundary between the Pacific Plate and the North American Plate includes theTrench.

Marianas

Aleutian

Peru-Chile

[1]

(ii) The Pacific Plate and the Plate are moving away from each other.

Philippine

Eurasian

Nazca

[1]

(iii) Many volcanoes and earthquakes happen where the Pacific Plate is moving towards the Eurasian Plate.

north west

south west

north 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]

(c) Name an area you have studied where an earthquake has taken place. Describe the impacts of the earthquake on people in the area.

Name of area

Impacts on people

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[6]

...  Spelling, punctuation and grammar **[3]**

The Global Citizen

4 (a) Give **one** example of a job in the primary sector.
..... [1]

(b) Circle the **two** statements from the list below which could explain why the percentage of the population employed in the tertiary sector might increase.

- Fish farming is increasing.
- There is more employment in schools, offices and banks.
- New food processing factories have opened using locally grown fruit and vegetables.
- More forests have been planted.
- The tourist industry has become more important. [2]

(c) (i) Circle **one** ending from the list below to complete this sentence:

Interdependence is...
when a country works on its own.
when a country works with other countries.
using resources so they do not run out in the future [1]

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

How does the manufacture of 'Style Jeans' show interdependence?
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.....
.....
..... [2]

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

How much do clothing workers in the USA earn per hour?

£ [1]

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

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..... [2]

(f) Circle **two** statements from the list below that explain 'ethical consumerism'.

- When workers are paid a fair price for their work.
- When companies pay their workers very little.
- When goods are produced in a way that harms the environment.
- When goods are made by people working in safe conditions.

[2]

(g) 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.

Key arguments

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Justification of presentation of key arguments


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..... [6]

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

1.....
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..... **[2]**

(i) Many people disagree with globalisation. Explain why people might disagree with globalisation.

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..... **[6]**

 Spelling, punctuation and grammar **[3]**

Similarities and Differences in Settlements and Population

5 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.

(a) Using evidence from Fig. 8 describe the street pattern in Norton Lees.

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..... [2]

(b) Study Fig. 6 and Fig. 8.

(i) State **three** advantages of living in areas close to town and city centres, such as that shown in Fig. 6.

1.....
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2.....
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3.....
..... [3]

(ii) State **three** disadvantages of living in areas close to town and city centres, such as that shown in Fig. 6.

1.....
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..... [3]

(c) Study the table below.

	GDP per person (\$US)	Employment in primary sector (%)	Life expectancy (years)	Population living on less than US\$1 per day (%)
Namibia	5400	47	51	35
Brazil	10100	6	72	11
Bangladesh	1500	63	60	29
Nepal	1100	33	65	38
India	2800	17	70	44

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

Table of quality of life indicators for selected developing countries (2008)

(i) What is meant by life expectancy?
 [1]

(ii) Identify from the table the country which is likely to have the highest quality of life.
 [1]

(iii) Give **two** pieces of evidence from the table to support your choice.
 1.....

 2.....
 [2]

6 Name the local place that you have studied in the UK.

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(a) Describe the location of your local place within the UK.

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..... [2]

(b) Describe **two** geographical features of your local place using the following headings:

(i) Landscape

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..... [2]

(ii) Employment

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..... [2]

(e) How do you think your local place in the UK may change in the future? Give reasons for your views.

Name of your local place

Future change

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[6]

END OF QUESTION PAPER



SPECIMEN F

Sample Assessment Material

GCSE GEOGRAPHY A

A731/01: Contemporary Themes in Geography (Foundation Tier)

MARK SCHEME

Duration: 1 hour 45 Minutes

MAXIMUM MARK 112

SPECIMEN


This document consists of 20 pages

Question		Answer	Marks	Guidance
1	(a)	An area where it is difficult for people to survive (✓) An area with a harsh climate and landscape (✓)	2	2 x 1 Accept circling/underlining/ticking of statements as long as candidate has indicated their chosen statements. If circle three with two correct = 1 mark. If circle four/five with two correct = 0 marks.
	(b)	Tropics (✓) western (✓)	2	2 x 1
	(c) (i)	Fig. 1 = wadi (✓) Fig. 2 = rock pedestal/mushroom rock (✓)	2	2 x 1 The following answers = 0 marks: Dry valley Canyon Dried up river bed.
	(ii)	Reasons for landforms such as the one in Fig. 1. Indicative content: There are occasional heavy rain storms (✓) There is so much rain that it cannot soak into soil (✓) Surface run off occurs/flash floods (✓) and forms fast flowing rivers (✓) causing river/fluviat erosion (✓) hydraulic action/abrasion/attrition (accept term or description of process) (✓) It was wetter in the past/a river used to run through the area (✓)	2	2 x 1 Two from the indicative content list. The following answers = 0 marks: Rainy season Corrosion The river dried up Lots of rain. The following answers need further development for credit: Baked by the sun Forms rivers/streams.


Question	Answer	Marks	Guidance
	<p>(iii) Labels to show how landform in Fig. 2 was formed. Indicative content: Wind blowing (✓) carrying sand particles/suspension of sand particles/saltation/traction (✓) Erosion of base of rock by sand/abrasion (✓) (arrow/label must point to base) exfoliation (✓) (accept name of process or description) frost shattering (✓) (accept name of process or description) Soft rock at bottom, hard rock at top (✓)</p>	4	<p>4 x 1 Will include 4 from indicative content list.</p> <p>The following answers need further development for credit: Deflation/Weathering.</p> <p>NB to be given the mark candidates will need to add each label to the correct position to show where relevant processes are occurring.</p>
	<p>(d) Many plants remain dormant → as they cannot grow during long dry spells (✓)</p> <p>Deep roots search for water → as there is not much near the surface (✓)</p> <p>Some plants store water → to use during long periods of drought (✓)</p>	2	<p>2 x 1</p> <p>One mark for each correct link, up to a maximum of two marks.</p>

Question		Answer	Marks	Guidance
2	(a)	<p>One mark for named mountain environment.</p> <p>One mark for correct location of named mountain environment.</p>	2	<p>2 x 1</p> <p>NB example can be at any scale:</p> <ol style="list-style-type: none"> 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)	<p>Indicative content:</p> <p>Mountain/high/tall/peaks (✓)</p> <p>Steep/cliffs (✓)</p> <p>Bare/jagged rock/rocky (✓)</p> <p>Snow/ice/cold/glacier (✓)</p> <p>Arête/corrie (accept name or description) (✓)</p> <p>Pyramidal peak (accept name or description) (✓)</p> <p>Nunatak (accept name or description) (✓)</p>	2	<p>2 x 1 Two features identified from indicative content.</p> <p>No credit for negative statements e.g. No houses/People cannot travel around.</p> <p>The following answers = 0 marks:</p> <p>Landslides/rockfalls Permafrost Extreme weather Avalanche Scree Lack of oxygen.</p>
	(c)	<p>Advantages could include:</p> <p>Mountain areas can be beautiful/scenic/spectacular settings for films/amazing views/awe and wonder/wilderness (✓)</p> <p>Interesting/adventurous/exciting settings/films can be made about adventurous activities e.g. extreme sports (✓)</p> <p>Audience can be informed; documentaries can be made about nature/scenery/conservation/wildlife (✓)</p>	2	<p>2 x 1 Two advantages of mountain environments for film-making:</p> <p>The following answers = 0 marks:</p> <p>There is lots of space It is a challenge to make the film It is nice/cold/high.</p> <p>The following answers need further development for credit: It is dangerous/skiing/interesting/unspoilt/untouched.</p> <p>NB no credit for examples of names of films or what films can be made about i.e. skiing (emphasis must be placed on the film being made for educational purposes/adventure etc).</p>

Question	Answer	Marks	Guidance
(d)	Indicative content: Adventure tourism (✓) Skiing/snowboarding (✓) Mountain biking (✓) Hang gliding (✓) Trekking (✓) Mountain/rock climbing (✓) Site seeing (✓) Work as tour guides (✓) Expeditions/exploration (✓) To see the wildlife or examples (✓) Conservation of plants/animals/conservation site/National Park (✓) Mining for raw materials or examples (✓) Scientific research into climate change/vegetation (✓) Archaeological interest (✓) Settlements in valleys/on a plateau (✓) Making terraces for agriculture/grazing goats (✓) HEP (✓) Water storage/reservoirs/spring/bottled water (✓) Pilgrimage/worship (✓) Forestry (✓)	3	3 x 1 Three different ways that the area is used, appropriate to named mountain area. NB credit one mark for a list with no description (three needed): Tourism Living/settlement Agriculture Research Scientists Employment Reporting. No credit for painting or films.
(e) (i)	Average temperatures at the earth's surface changed between 1860 and 2012. Indicative content: Increase in temperatures/temperatures have gone up (✓) 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 Any two (or similarly worded responses) for two marks.

Question	Answer	Marks	Guidance
	<p>(ii) Level 3 [5 – 6 marks] Demonstrates thorough knowledge and understanding of the likely impacts. Detailed and clearly described impacts. 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 likely impacts. Some impacts described with detail. 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 likely impacts. Basic impacts stated with limited description. 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, impacts described must be correctly related to the predicted temperature changes and well placed in the context of the chosen mountain environment. 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. Answer must focus on the natural environment, not people. 2. Answer must focus on impacts in the mountain area studied, not global effects. <p>No credit for the following responses: Mountains are warmer Pollution (needs to be qualified).</p>
	<p> Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 19.</p>	3	


Question			Answer	Marks	Guidance
3	(a)	(i)	Aleutian (✓)	1	Accept answers that are circled or underlined if not written in spaces.
		(ii)	Nazca (✓)	1	Accept answers that are circled or underlined if not written in spaces.
		(iii)	north west (✓)	1	Accept answers that are circled or underlined if not written in spaces.
	(b)		<p>Indicative content:</p> <p>Japan is where two/three plates meet/collide/rub together/near a plate boundary/the edge of a plate (✓)</p> <p>Plates converge/move towards each other/convergent/subduction occurs/destructive (margin) (✓)</p> <p>Pressure builds up/gets stuck/friction/plates lock together (✓)</p> <p>Plates jerk free/pressure released/plates move suddenly (✓)</p>	3	<p>3 x 1 Three reasons to explain why there are many earthquakes in Japan.</p> <p>The following answers = 0 marks: There are lots of plates; Japan gets stuck; Plates move apart (divergent)/alongside each other (conservative margin).</p> <p>The following answers need further development for credit: Plates move.</p>

Question		Answer	Marks	Guidance
	(c)	<p>Level 3 [5 – 6 marks] Thorough description of impacts on people. Accurate place specific statements used including named example of an earthquake event. 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 people. Accurate place specific statements used including named example of an earthquake event. Specific statements which describe 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"> 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. No named example = Level 2 (three marks) maximum. 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 19.	3	
4	(a)	<p>A primary sector job: Farmer (✓) Miner (✓) Fisherman (✓) Quarry worker (✓) Forestry/oil rig worker (✓)</p>	1	Give credit for job type e.g. farming.

Question		Answer	Marks	Guidance
	(b)	The tourist industry has become more important (✓) There is more employment in schools, offices and banks (✓)	2	2 x 1 Accept circling/underlining/ticking of statements as long as candidate has indicated their chosen statements. If circle three with two correct = 1 mark. If circle four/five with two correct = 0 marks.
	(c) (i)	When a country works with other countries (✓)	1	Accept circling/underlining/ticking of statement as long as candidate has indicated their chosen statement.
	(ii)	Style Jeans shows interdependence because: Many countries are involved (✓) 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.	2	2 x 1 NB reserve the second mark for example as the question asks about Style Jeans. In the example two places need to be mentioned e.g. the thread comes from UK and the cotton from Benin.
	(d)	Accept £6.15 - £6.30	1	No pound sign required. The following answers = 0 marks: Just over £6.
	(e)	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 (✓) Closer to source of raw materials in LEDC (✓) so transport costs are less when products are manufactured near the raw materials.	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) Raw materials are cheaper.

Question	Answer	Marks	Guidance
	LEDCs can manufacture mass produced goods cheaply satisfying large MEDC market (✓)		The following answers = 1 mark: Cheaper as the raw materials are not transported as far comparison of the wages in two places.
(f)	When workers are paid a fair price for their work (✓) When goods are made by people working in safe conditions (✓)	2	2 x 1 Accept circling/underlining/ticking of statements as long as candidate has indicated their chosen statements. If circle three with two correct = 1 mark. If circle four with two correct = 0 marks.
(g)	<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</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>NB: Answers one part of the question only = Level 2 (3 marks) maximum.</p> <p>Key arguments could include: Money goes back to the producing communities which leads to an improved standard of living Better prices for goods so producers become more profitable Better working conditions so improved quality of life Sustainable practices A smaller percentage of the total cost to the consumer goes to 'middle men'.</p>

Question	Answer	Marks	Guidance
	<p>and grammar, which sometimes hinders communication.</p> <p>0 marks No response or no response worthy of credit.</p>		<p>Presentation methods could include: Two presentation methods and the justification for them needed e.g. 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 You tube clip – film presentation providing accessible and often powerful messaging.</p>
(h)	<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 of globalisation not listed opposite may be credited if clearly written and valid.</p>
(i)	<p>Level 3 [5 – 6 marks] Demonstrates a thorough understanding with detailed and appropriate explanation. Written work is legible and spelling, punctuation and grammar are accurate. Meaning is communicated very clearly.</p> <p>Level 2 [3 – 4 marks] Demonstrates an understanding with statements backed up by explanation. 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 with simple</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 that provides evidence or understanding for why people might disagree with globalisation could include the following: 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>


Question			Answer	Marks	Guidance
			<p>statements not backed up by explanation. Candidates may list a number of simple statements. 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>		Other valid content to be credited.
			Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 19.	3	

Question		Answer	Marks	Guidance
5	(a)	<p>Indicative content:</p> <p>Curved/cul-de-sacs (✓) Small roads/short roads (✓) Closes/crescents (✓) Spread out/open street pattern (✓)</p>	2	<p>2 x 1 Answers must describe the street pattern for the Norton Lees area. Two pieces of evidence.</p> <p>This is not a comparison question (do not credit more or less/smaller or bigger/shorter or longer).</p> <p>Do not credit close together/lane/avenue or negative references e.g. it's not linear/it's not densely packed.</p>
	(b) (i)	<p>Indicative content:</p> <p>Easy access to: CBD/employment/job opportunities (✓) Shops/amenities (✓) Leisure facilities (✓) Major transport links to other places (✓)</p> <p>Good accessibility through public transport/walking (✓) Resident permit parking (✓) Cheap housing (✓)</p>	3	<p>3 x 1 Three advantages of living in areas close to town and city centres:</p> <p>NB candidates will not necessarily know this area of Sheffield. The question expects them to use the resource as a prompt to 'apply their knowledge and understanding in familiar and unfamiliar contexts'.</p> <p>Some candidates may refer directly to Fig. 6 and Fig. 8. Credit named references which comply with the mark scheme e.g. close to Meersbrook Park.</p> <p>The following answers = 0 marks: Close to town or city centre References to community cohesion.</p>

Question	Answer	Marks	Guidance
	<p>(ii) 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>	3	<p>3 x 1 Three disadvantages of living in areas close to town and city centres.</p> <p>NB the question expects them to use the resource as a prompt to 'apply their knowledge and understanding in familiar and unfamiliar contexts'.</p> <p>The following answers = 0 marks: Pollution without qualification; One-way streets; Rubbish; A lot of noise/noise from city centre; Poorer quality of life; Too busy.</p>
(c)	<p>(i) Life expectancy is: How long people are expected to live/average age people die (✓)</p>	1	
	<p>(ii) Brazil is likely to have the highest quality of life.</p>	1	
	<p>(iii) Indicative content: Lowest/low employment in primary sector (✓) Highest/high GDP (✓) Longest/long life expectancy (✓) Lowest/low percentage living on less than \$1 per day (✓) GDP per person (US \$) 10 100 (✓) Employment in primary sector (%) 6 (✓) Life expectancy (years) 72 (✓) Population living on less than US \$1 per day (%) 11 (✓)</p>	2	<p>2 x 1 Two pieces of evidence that support the choice of country made in (c) (ii).</p> <p>Numbered bullets are a guide only and more than one creditable statement may be given against one or more of them.</p> <p>Candidates have reached a judgement in the previous question. This question requires candidates to indicate the evidence they have used. Credit only for evidence from the table.</p>

Question			Answer	Marks	Guidance
					Credit candidates stating least/most when giving evidence e.g. least employment in the primary sector, highest life expectancy. If candidate has not indicated Brazil in (c)(ii), no credit can be given.

6	(a)	Location of chosen local place described in relation to: Details of county/region (✓) Transport features (✓) Relief features (✓) Rivers, named settlements or other features (✓)	2	No credit for name of local place. 2 x 1 Reward correct and relevant location details.
	(b)	(i)	2	Geographical features of landscape could include reference to features of rural and urban landscape. Allow either two features or one feature with two details. 2 x 1 or 1 x 2 e.g. Sloping down to river; well spaced houses in gardens (2 x 1) Sloping down to river which is on the south side of the place I have studied, with river terraces (1 x 2). Reward correct and relevant information relating to landscape.
		(ii)	2	Geographical features of employment should refer to the main primary, secondary and tertiary activities. Allow either two features or one feature with two details. 2 x 1 or 1 x 2 e.g. Mainly factory work for men; some women work in shops (2 x 1) Mainly factory work or unemployed because some factories have closed recently (1 x 2). Reward correct and relevant information relating to employment.

Question	Answer	Marks	Guidance
(c)	<p>Level 3 [5 – 6 marks] A comprehensive answer where differences are described in detail with appropriate explanation. 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 differences described with appropriate explanation but accept description only, if detailed. Some detail including some description and some explanation. Some reference to place. 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, describing differences with no explanation. Limited reference to 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>For Level 3, explanation will include details e.g. my local place has a temperate climate because it has moderating sea influences from the Atlantic, whereas Mumbai has a monsoon climate as it is tropical and on the west side of India. If the quality of written communication criteria is not fully met then full marks must not be awarded.</p> <p>Differences will include: Location Physical features such as landscape, weather and climate Socio-economic features such as income, employment, housing and education Sustainability.</p> <p>NB: Comparison of local place with the UK = Level 2 (3 marks) maximum.</p>
	<p> Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 19.</p>	3	
(d)	<p>The 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</p>	2	<p>2 x 1 Description of any two links appropriate to the local place and the non-UK place e.g. for Hounslow (west London) and Dhaka (India) two from: People have migrated from Dhaka to Hounslow (✓) Some trainers/sports goods for sale in Hounslow have been made in Dhaka (✓)</p>

Question	Answer	Marks	Guidance
	place and work in the other (e.g. NGOs, multinational companies).		<p>There are direct flights from Heathrow to Dhaka/Bangladesh (✓)</p> <p>Links must be links and not similarities between the two locations.</p> <p>Internet links between communities gives connectivity.</p>
(e)	<p>Level 3 [5 – 6 marks] Demonstrates a comprehensive understanding of how the local place may change with detailed and appropriate reasoning. Candidates should include a place specific example. 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 of how the local place may change with sound reasoning. 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 of how the local place may change with simple statements not backed up by reasoning. Candidates may list a number of simple changes. 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, 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.</p> <p>NB:</p> <ol style="list-style-type: none"> 1. Candidate should identify a change/several changes. 2. Candidate should state the reasons for the change/s identified. <p>No credit for the following responses: Benefits Problems.</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.

Assessment Objective Grid (includes QWC)

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