

## **Geography A**

General Certificate of Secondary Education **A673/02**

Similarities and Differences (Higher Tier)

### **Mark Scheme for June 2010**

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All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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Question		Expected Answers	Mark	Rationale/Additional Guidance										
1	(a)	<p><b>Study Fig. 1 in the separate Insert.</b></p> <p><b>Describe the location of Aviemore.</b></p> <p>Ideas such as:</p> <ul style="list-style-type: none"><li>• in Cairngorms/National Park</li><li>• in the Grampian Mountains</li><li>• northern Scotland</li><li>• On the River Spey</li><li>• Credit correct distance (1 mark) e.g. 120kms from Aberdeen</li><li>• Credit correct direction from any named place (1 mark) e.g. west of Aberdeen.</li></ul> <p>3 @ 1 mark</p>	[3]	<p><b>Annotate with ticks where mark awarded.</b></p> <p>No credit for height references Not central Scotland.</p> <p>Credit references such as 'near to' etc only once max 1 mark.</p> <p>If candidate includes both direction and distance in a statement credit 2 marks. e.g. Aviemore is 120kms west of Aberdeen. (2 marks). Candidate must give compass directions accurate to 8 point compass.</p>										
	(b)	<p>(i) <b>Study Photographs A, B, C and D in the separate Insert. The photographs show some places where people work in and around Aviemore.</b></p> <p><b>Complete the table below to match the letter of each photograph with the correct description.</b></p> <table><tr><th>Employment type</th><th>Photograph letter</th></tr><tr><td>Hotel and catering</td><td>D</td></tr><tr><td>Tourist services</td><td>A</td></tr><tr><td>Agriculture</td><td>C</td></tr><tr><td>Manufacturing and processing</td><td>B</td></tr></table> <p>1 mark for all correct</p>	Employment type	Photograph letter	Hotel and catering	D	Tourist services	A	Agriculture	C	Manufacturing and processing	B	[1]	<p><b>No annotation</b></p>
Employment type	Photograph letter													
Hotel and catering	D													
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(ii)	<p><b>Study Fig. 2</b></p> <p><b>Aviemore is a tourist resort. Using only information in Fig. 2 explain how Aviemore's employment structure reflects this, compared with Scotland as a whole.</b></p> <p>Ideas such as:</p> <ul style="list-style-type: none"><li>• The percentage employment in hotels and catering/tourist services in Aviemore is greater than in Scotland as a whole. (1 mark)</li><li>• There are 24% employed in hotel and catering in Aviemore compared to 6% in Scotland. (1 mark)</li><li>• There are 4x the percentage of people employed in hotel and catering in Aviemore compared to Scotland. (1 mark)</li></ul> <table><tr><th>Employment Sectors</th><th>Aviemore</th><th>Scotland</th></tr><tr><td>Agriculture, Forestry and Fishing</td><td>3% to 5%</td><td>1% to 3%</td></tr><tr><td>Manufacturing and Processing</td><td>5% to 7%</td><td>12% to 14%</td></tr><tr><td>Retail</td><td>11% to 13%</td><td>14% to 16%</td></tr><tr><td>Hotels and Catering</td><td>24% to 26%</td><td>5% to 7%</td></tr><tr><td>Transport</td><td>4% to 6%</td><td>6% to 8%</td></tr><tr><td>Education and Health Services</td><td>15% to 17%</td><td>19% to 21%</td></tr><tr><td>Tourist Services</td><td>10% to 12%</td><td>4% to 6%</td></tr></table> <p>3 @ 1 mark</p>	Employment Sectors	Aviemore	Scotland	Agriculture, Forestry and Fishing	3% to 5%	1% to 3%	Manufacturing and Processing	5% to 7%	12% to 14%	Retail	11% to 13%	14% to 16%	Hotels and Catering	24% to 26%	5% to 7%	Transport	4% to 6%	6% to 8%	Education and Health Services	15% to 17%	19% to 21%	Tourist Services	10% to 12%	4% to 6%	[3]	<p><b>Annotate with ticks where mark awarded.</b> Focus of the answer must be tourism.</p> <p>No credit for 'there are more tourist jobs in Aviemore'.</p> <p>No credit for reference to 'Other' employment sector.</p> <p>Max 2 marks for no comparison with Scotland as a whole.</p> <p>For the use of statistics credit candidates quoting figures within the range given in the table.</p>
Employment Sectors	Aviemore	Scotland																									
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	(c)	Study Fig. 3, which shows how two different people feel about the Scottish Highlands.		
	(i)	<p>You will have studied a location in the UK which is 'your place'.</p> <p>Name 'your place'</p> <p>For 'your place', name and describe <u>three</u> different leisure facilities or cultural activities which are available for local residents and visitors.</p> <ul style="list-style-type: none"> <li>Named example with description. e.g. Within Buxton there are the Pavilion Gardens where people can play crazy golf. (1 mark) e.g. In Exeter there is a cathedral which is a historic building in the centre of the city. (1 mark)</li> </ul> <p>3 @ 1 mark</p>	[3]	<p>Annotate with ticks where mark awarded.</p> <p>Must be <b>three different</b> leisure activities – not three examples of the same.</p> <p>Credit list eg cinema/pubs/swimming pool etc at MAX 1.</p> <p>Credit the activities people can do at the named location as part of their description.</p>



Question	Expected Answers	Mark	Rationale/Additional Guidance
(ii)	<p><b>Describe how you feel about living in 'your place'. Give reasons for your answer.</b></p> <p><b>Explain, using examples, why other groups of people may not feel the same as you about 'your place'.</b></p> <p><b>Levels marking</b>  <b>0 marks</b> No evidence submitted or response does not address the question.</p> <p><b>Level 1 [1–2 marks]</b>            Demonstrates limited understanding with simple statements relating to how candidate and/or others (unspecified) will feel not backed up by reasoning or candidate explains why people may have different feelings about a place. Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p><b>Level 2 [3–4 marks]</b>            Demonstrates sound understanding with statements relating to how candidate and/or other identifiable group(s) will feel backed up by reasoning or candidates explains why identified people may have different feelings about a place. Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 3 [5–6 marks]</b>            Demonstrates thorough understanding with detailed and appropriate reasoning relating to how candidate and other named groups (more than one) will feel or candidate explains why these named groups feel differently about a place. Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated very clearly.</p>	<b>[6]</b>	<p><b>Annotate with levels</b>            The focus of the question is 'feelings' – Level 1 (2 marks max) for candidates writing just advantages/disadvantages. Other groups feelings must differ from the candidate's own. Candidate may explain how other peoples life experiences influence their feelings. Candidate does not need to gain level 1 marks to achieve level 2.</p> <p>Level 1 - e.g. I like Camden Town because there is a lot to do.            1 @ L1 = 1 mark / 2 @ L1 = 2 marks. Multiple level 1 responses 2 marks maximum.</p> <p>Level 2 – e.g. I like Camden Town because there is a busy market where I can shop for clothes, others don't like it because it is always busy with lots of people.            1 @ L2 = 3 marks / 2 @ L2 = 4 marks / 1 @ L3 = 4 marks</p> <p>Level 3 – place specific examples and more than one named group e.g. I like visiting Camden Town because there is a busy market at Camden Lock where I can shop for clothes. Residents in the area don't like all the traffic congestion that visitors cause.</p> <p>1 @ L2 + 1 @ L3 = 5 marks / 2 @ L3 = 6 marks</p>
<b>Total</b>		<b>[16]</b>	

Question	Expected Answers	Mark	Rationale/Additional Guidance
2 (a)	<p><b>Study Photographs E, F, G and H in the separate Insert. These photographs were taken in non-UK places.</b></p> <p><b>Choose <u>one</u> of the photographs which you think was taken in an LEDC. Using evidence from the photograph you choose, give reasons to justify your choice.</b></p> <p><b>Levels marking</b>  <b>0 marks</b> No evidence submitted or response does not address the question</p> <p><b>Level 1 [1–2 marks]</b>  Chooses an appropriate photograph. Demonstrates with simple statements limited understanding of evidence which justifies choice of photograph as an LEDC. Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p><b>Level 2 [3–4 marks]</b>  Chooses an appropriate photograph. Demonstrates with developed statements sound understanding of evidence which justifies choice of photograph as an LEDC. Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 3 [5–6 marks]</b>  Chooses an appropriate photograph. Demonstrates with clear and detailed statements thorough understanding of evidence which fully justifies choice of photograph as an LEDC. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	[6]	<p><b>Annotate with levels</b></p> <p>No credit for evidence not in the photograph e.g. electricity cables.</p> <p>Candidates may have chosen <b>any</b> of the four photographs but examiners should credit only <b>one</b> photograph. If more than one photo is written about credit the one that generates the most marks.</p> <p>Justification given must be characteristics of an LEDC.</p> <p>Candidate does not need to gain level 1 marks to achieve level 2.</p> <p>Level 1 - e.g. this is an LEDC as the houses are made out of wood.  1 @ L1 = 1 mark / 2 @ L1 = 2 marks. Multiple level 1 responses 2 marks maximum.</p> <p>Level 2 – e.g. This is an LEDC as the houses appear to be self made from materials that are easily attainable e.g. wood.  1 @ L2 = 3 marks / 2 @ L2 = 4 marks / 1 @ L3 = 4 marks</p> <p>Level 3 – This is an LEDC as the houses appear to be self made from materials that are easily and cheaply attainable e.g. wood. This is important as people in this area may be largely self sufficient  1 @ L2 + 1 @ L3 = 5 marks / 2 @ L3 = 6</p>

Question	Expected Answers	Mark	Rationale/Additional Guidance
(b) (i)	<p><b>Name and locate the non-UK place which you have studied.</b></p> <p>Candidate must name and locate. Location may be country or region or position. e.g. Mumbai is in India, Mumbai is in Maharashtra, Mumbai is coastal,</p> <p>1 mark</p>	[1]	<p><b>No annotation</b> No mark for name of non-UK place.</p>
(ii)	<p><b>How strong are the links between 'your place' in the UK and your non-UK place?</b></p> <p>Credit marks for reference to up to 2 two links appropriate to places chosen such as:</p> <ul style="list-style-type: none"> <li>• eg (Hounslow and Dhaka)</li> <li>• people have migrated from Dhaka to Hounslow</li> <li>• some trainers/sports goods for sale in Hounslow have been made in Dhaka</li> <li>• there are direct flights from Heathrow to Bangladesh etc.</li> </ul> <p>One mark reserved for evaluative statement referring to strength of links.</p> <p>3 @ 1 mark</p>	[3]	<p><b>Annotate with ticks where mark awarded.</b></p> <p>Links must be <b>links not similarities</b>. Internet links between communities gives connectivity (1 mark) e.g. people in my place may phone call centres in Mumbai. (1 mark)</p>



Question	Expected Answers	Mark	Rationale/Additional Guidance
(iii)	<p><b>To what extent is 'your place' in the UK different from your non-UK place?</b></p> <p><b>Levels marking</b></p> <p><b>0 marks</b> No evidence submitted or response does not address the question.</p> <p><b>Level 1 [1–2 marks]</b> One or more brief statements made describing similarities and/or differences with no attempt to evaluate. Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinders communication.</p> <p><b>Level 2 [3–4 marks]</b> One or more developed statements made describing similarities and/or differences. Candidate may develop statements through the use of statistics. Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 3 [5–6 marks]</b> A comprehensive answer where both similarities and/or differences are described in detail with appropriate explanation. Candidate must link to place specific references or valid statistics. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	<b>[6]</b>	<p><b>Annotate with levels</b></p> <p>Question asks to what extent? – examiners should credit candidates who write about similarities if the places aren't very different.</p> <p>Level 1 (2 marks max) for comparing non UK place with UK as a whole.</p> <p>Candidate does not need to gain level 1 marks to achieve level 2.</p> <p>Level 1 - e.g. Mumbai is in an LEDC, Swindon is in an MEDC. 1 @ L1 = 1 mark / 2 @ L1 = 2 marks. Multiple level 1 responses 2 marks maximum.</p> <p>Level 2 – e.g. In Mumbai many people live in illegally built shanty towns on the outskirts of the city whereas in Swindon people live on planned housing estates. 1 @ L2 = 3 marks / 2 @ L2 = 4 marks / 1 @ L3 = 4 marks</p> <p>Level 3 – In Mumbai millions of people live in illegally built shanty towns (Dharavi) on the outskirts of the city whereas in Swindon people live on planned housing estates. 1 @ L2 + 1 @ L3 = 5 marks / 2 @ L3 = 6 marks</p>
<b>Total</b>		<b>[16]</b>	

Question		Expected Answers	Mark	Rationale/Additional Guidance
3	(a)	<b>Study Fig. 4</b>		
	(i)	<p>Using only evidence from Fig. 4, give <u>three</u> ways in which there are links between the Cairngorms and other places.</p> <p>Ideas such as:</p> <ul style="list-style-type: none"> <li>• reindeer were introduced from Sweden to the Cairngorms</li> <li>• people/Mikel Utsi migrated from Sweden to the Cairngorms</li> <li>• there are road links from Glasgow to the Cairngorms</li> <li>• reindeer meat produced in Cairngorms is sold in UK cities</li> <li>• hair/skin/hide made into clothing and sold in Europe/US</li> <li>• tourists from all over world visit Cairngorms etc.</li> </ul> <p>3 @ 1 mark</p>	[3]	<p>Annotate with ticks where mark awarded.</p> <p>Evidence must be from Fig. 4.</p>
	(ii)	<p><b>The re-introduction of reindeer was a change which has taken place in the Aviemore area since 1952.</b></p> <p><b>Suggest the likely impacts of this change on the area.</b></p> <p>Ideas such as:</p> <ul style="list-style-type: none"> <li>• develops the reputation of Aviemore as a tourist destination.</li> <li>• increases diversity of species in the area</li> <li>• income from sale of meat/skin/hide/hair (2 max on money ideas)</li> <li>• employment in herding (2 max on employment ideas)</li> <li>• availability of reindeer to entertain children at Christmas</li> <li>• use reindeers to transport goods and/or people.</li> <li>• overgrazing of pastures/trees etc.</li> </ul> <p>4 @ 1 mark, 2 @ 2 marks or 1 @ 3 marks + 1.</p>	[4]	<p>Annotate with ticks where mark awarded.</p> <p>1 mark max for lists e.g. more jobs, more money, more tourists etc</p> <p>impacts must be qualified as indicated in the mark scheme, these may include impacts on people or environment. e.g. increased tourism (1 mark) generates more income for hotel owners (2 marks).</p> <p>Candidate may develop an impact up to 3 marks but must mention 2 or more impacts to obtain 4 marks. e.g. increased tourism (1 mark) generates more income for hotel owners (2 marks). This means they can spend money on developing the hotel's facilities. (3 marks).</p>

Question		Expected Answers	Mark	Rationale/Additional Guidance
	(b)	(i) Describe <u>one</u> change which has occurred recently in 'your place' or your non-UK place. For example: <ul style="list-style-type: none"> <li>• many people have migrated to the area</li> <li>• particularly from Poland (dev)</li> <li>• and obtained jobs working on farms</li> <li>• as part of 'gangs' who harvest flowers/vegetables by hand (dev).</li> </ul> 1 mark & 2	[3]	<b>Annotate with ticks where mark awarded.</b>  Do not credit <b>impacts</b> of the change in this question.  Credit only <b>one</b> change.  1 mark for the change and up to 2 marks for description this may be 2 descriptive points or 1 developed idea.

	(ii)	<p><b>Explain the impacts of the change which you have described in (i) on different groups of people.</b></p> <p><b>Levels marking</b></p> <p><b>0 marks</b> No evidence submitted or response does not address the question</p> <p><b>Level 1 [1–3 marks]</b> Demonstrates limited understanding by making simple statements about impacts on one or more groups of people with no real attempt to explain. Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p><b>Level 2 [4–6 marks]</b> Demonstrates sound understanding by making developed statements about the impacts or by mentioning two or more different named groups of people and attempting to explain them. Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 3 [7–8 marks]</b> Demonstrates thorough understanding by making developed statements explaining the impacts on two or more different named groups of people. Candidates must link to place specific references or valid statistics. Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated very clearly.</p>	[8]	<p><b>Annotate with levels</b></p> <p>Examiners must look at (b)(i). If candidate has not chosen the same 'change' Level 1 (3 marks max).</p> <p>Candidate does not need to gain level 1 marks to achieve level 2.</p> <p>Level 1 - e.g. There are less jobs available for people. 1 @ L1 = 1 mark / 2 @ L1 = 2 marks / 3 @ L1 = 3 marks. Multiple level 1 responses 3 marks maximum.</p> <p>Level 2 – e.g. There are less jobs available for the local people causing many people who live in the area to seek work elsewhere. 1 @ L2 = 4 marks / 2 @ L2 = 5 marks / 3 @ L2 = 6 marks</p> <p>Level 3 – e.g. There are less jobs available for the local people on the farms around Boston as migrants are cheaper to employ causing many people who live in the area to seek work elsewhere. 1 @ L2 + 1 @ L3 = 7 marks / 2 @ L3 = 8 marks</p>
		<b>Total</b>	<b>[18]</b>	

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