

# **Geography A**

General Certificate of Secondary Education **A673/01**

Similarities and Differences (Foundation Tier)

## **Mark Scheme for June 2010**

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Question	Expected Answers	Mark	Rationale/Additional Guidance
1 (a)	<p>Study Fig. 1 in the separate Insert.</p> <p>The statements below describe three features of the location of Aviemore. Circle the correct words to complete each statement.</p> <p>Aviemore is in the <i>Cairngorms National Park / North West Highlands / Southern Uplands</i>. Aviemore is 60 / 120 / 150 km from Aberdeen. Aviemore is south east of <i>Edinburgh / Aberdeen / Inverness</i>.</p> <p>Cairngorms National Park – 120 – Inverness</p> <p>3 @ 1 mark</p>	[3]	No annotation
(b)	<p>Study Fig. 2 below.</p> <p>Complete Fig. 2 using the following information:</p> <p>11% of the working population of Aviemore work in tourist services.</p> <p>Completion of bar graph</p> <p>1 mark</p>	[1]	No annotation Doesn't need to be shaded.
(ii)	<p>State <u>one</u> employment type where:</p> <ul style="list-style-type: none"> <li>the percentage of the working population employed in Aviemore is higher than in Scotland as a whole</li> </ul> <p>Higher – hotels and catering/agriculture, forestry and fishing/tourist services</p> <ul style="list-style-type: none"> <li>the percentage of the working population employed in Aviemore is lower than in Scotland as a whole.</li> </ul> <p>Lower – manufacturing/retail/transport/education/health services/other</p> <p>2 @ 1 mark</p>	[2]	No annotation

Question	Expected Answers	Mark	Rationale/Additional Guidance										
(c)	<p>Study Photographs A, B, C and D in the separate Insert. The photographs show some places where people work in and around Aviemore.</p> <p>Complete the table below to match the letter of each photograph with the correct description.</p> <table><thead><tr><th>Employment type</th><th>Photograph letter</th></tr></thead><tbody><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></tbody></table> <p>2 marks for all correct 1 mark for 2 or 3 correct</p>	Employment type	Photograph letter	Hotel and catering	D	Tourist services	A	Agriculture	C	Manufacturing and processing	B	[2]	No annotation
Employment type	Photograph letter												
Hotel and catering	D												
Tourist services	A												
Agriculture	C												
Manufacturing and processing	B												
(d)	<p>You will have studied a location in the UK which is ‘your place’.</p> <p>Name ‘your place’</p>												
(i)	<p>Describe the employment opportunities in ‘your place’.</p> <p>Credit general references or specific examples:</p> <ul style="list-style-type: none"><li>e.g. Derby</li><li>a major industry is the engineering industry (1)</li><li>which includes Rolls Royce the major employer(1)</li><li>and the Toyota car assembly plant (1)</li><li>Egg, the Internet and telephone bank, has its national base in Derby (1)</li><li>other companies include Bombardier who manufacture train systems and aircraft (1)</li><li>and Alstom who manufacture large power plant boilers and heat exchangers (1).</li></ul> <p>4 @ 1 mark</p>	[4]	Marks indicated by ticks.  1 mark maximum for general introductory statement e.g. good employment  1 mark for generic examples of a similar employment type e.g. bars, restaurants, wine bars etc  1 mark for a list e.g. shops, transport, bars  1 mark reserved for a place specific employment example e.g. fish factory in Grimsby										

Question	Expected Answers	Mark	Rationale/Additional Guidance
(ii)	<p><b>Study Fig. 3 above. Archie Cummings has described how he feels about living in 'his place', the Scottish Highlands.</b></p> <p><b>How do you feel about living in 'your place'?</b></p> <p><b>Give reasons for your feelings.</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> Gives an account of their feelings with simple statements not backed up by reasoning. Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p><b>Level 2 [3–4 marks]</b> Gives an account of their feelings with developed statements backed up by reasoning. 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> Gives an account of their feelings with developed statements and appropriate reasoning which is place specific. Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated very clearly.</p>	[6]	<p>Annotation of levels</p> <p>Level 1 - e.g. My place is boring, there is nothing to do. 1 x L1 = 1 mark / 2 x L1 = 2 marks. Multiple level 1 responses 2 marks maximum</p> <p>Level 2 – e.g. I think where I live is great because I can visit a cinema, lots of shops and a park. 1 x L2 = 3 marks / 2 x L2 = 4 marks / 1 x L3 = 4 marks</p> <p>Level 3 – place specific examples and plural reasons e.g. I think living in Norfolk is great because I can go to the football matches at Carrow Road and at weekends there are frequent trains through Thetford to London to go shopping. 1 x L2 + 1 x L3 = 5 marks / 2 x L3 = 6 marks</p>
	<b>Total</b>	<b>[18]</b>	

Question	Expected Answers	Mark	Rationale/Additional Guidance
2 (a)	Study Photographs E, F, G and H in the separate Insert. These photographs were taken in non-UK areas.		
(i)	Identify the photograph which shows:  an area of high density housing a tourist area an area of high, steep relief.  E F G  3 @ 1 mark	[3]	No annotation
(ii)	Choose one of Photographs E, F, G or H which you think was taken in an LEDC.  Using evidence from the photograph you have chosen, give reasons why you think it shows a place in an LEDC.  Ideas must be based on photographic evidence such as: e.g. (Photograph H) <ul style="list-style-type: none"> <li>buildings appear self built/poorly built</li> <li>building materials are thatch/wood etc</li> <li>area/road in front of buildings is unmade</li> <li>evidence stated to support low level of economic development e.g. clothing</li> <li>products for sale in front of buildings/informal sector etc.</li> </ul> 3 @ 1 mark or development	[3]	Marks indicated by ticks  Do not credit for evidence or knowledge not in the photograph e.g. electricity cables  E.g. The buildings appear poorly built as they are built using thatch and wood and the roofs look like they could leak = 3 marks
(b)	Name the non-UK place which you have studied.  Describe the location of your non-UK place.		
(i)	Any two correct points which <u>describe</u> location of non-UK location selected e.g. (Dhaka) <ul style="list-style-type: none"> <li>In Bangladesh</li> <li>On delta of Ganges river.</li> </ul> 2 @ 1 mark	[2]	No annotation  E.g. Dhaka is in the centre of Bangladesh = 1 mark  E.g. Dhaka is in the continent of Asia = 1 mark

Question	Expected Answers	Mark	Rationale/Additional Guidance
(ii)	<p><b>Describe <u>two</u> links between 'your place' in the UK and your non-UK place.</b></p> <p>Any two links appropriate to places chosen such as: e.g. (Hounslow (west London) and Dhaka)</p> <ul style="list-style-type: none"> <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 Dhaka etc.</li> </ul> <p>2 @ 1 mark</p>	[2]	<p>No annotation</p> <p>Links <b>must be links</b> not similarities between the two locations. Internet links between communities gives connectivity.</p>

	(iii)	<p><b>Describe and explain the differences between ‘your place’ in the UK and your non-UK 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>  One or more simple statements made describing differences with no explanation. Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinders communication.</p> <p><b>Level 2 [3–4 marks]</b>  One or two differences described with appropriate explanation but accept description only, if detailed. 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 differences are described in detail with appropriate explanation. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	[6]	<p>Annotation of levels</p> <p>L2 - 3 marks max for comparing with the UK</p> <p>Level 1 - e.g. Dhaka is in an LEDC and ‘my place’ is in an MEDC  1 x L1 = 1 mark / 2 x L1 = 2 marks. Multiple level 1 responses 2 marks maximum</p> <p>Level 2 – e.g. my place has a temperate climate, Mumbai experiences the monsoon.  1 x L2 = 3 marks / 2 x L2 = 4 marks / 1 x L3 = 4 marks</p> <p>Level 3 – including both comprehensive description and explanation, should be place specific.  1 x L2 + 1 x L3 = 5 marks / 2 x L3 = 6 marks</p>
		<b>Total</b>	<b>[16]</b>	



Question	Expected Answers	Mark	Rationale/Additional Guidance
3	Study Fig. 4		
(a)	<p>Use evidence from Fig. 4 to identify the statement that describes the change which occurred near Aviemore in 1952.</p> <p>People began to graze reindeer again on the mountains.</p> <p>1 mark</p>	[1]	No annotation
(ii)	<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]	No annotation Must be evidence from Fig. 4
(iii)	<p>Identify the likely benefits for the people of the Aviemore area of the re-introduction of reindeer.</p> <p>Ideas such as:</p> <ul style="list-style-type: none"> <li>• money from increased tourism</li> <li>• income from sale of reindeer products</li> <li>• availability of reindeer meat for local consumption</li> <li>• employment in herding</li> <li>• use reindeers to transport goods and/or people</li> <li>• availability of reindeer to entertain children at Christmas etc.</li> </ul> <p>3 @ 1 mark or development</p>	[3]	Marks indicated by ticks Must state benefit to people – so 'more tourists' not a mark unless benefit given

Question	Expected Answers	Mark	Rationale/Additional Guidance
(b)	<p><b>Describe one change which has occurred recently in 'your place' or your non-UK place.</b></p> <p>Any two relevant points describing a recent change such as: e.g. (Boston, Lincs)</p> <ul style="list-style-type: none"> <li>• many eastern European 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> <p>3 @ 1 mark or development</p>	[3]	<p>Marks indicated by ticks</p> <p>1 mark maximum if location being described is not identifiable</p> <p>Should only credit one change not multiple changes</p> <p>No credit for impacts</p>
(i)			

Question	Expected Answers	Mark	Rationale/Additional Guidance
(ii)	<p><b>Describe the <u>impacts</u> of the change which you have described in (i) on people and the environment.</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> Demonstrates limited understanding by making simple statements about impacts on people and/or environment. 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 by making developed statements about the impacts on people and/or environment. 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 by making developed statements about the impacts on people and environment of the change with relevant and appropriate description of the impacts on chosen location. Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated very clearly.</p>		<p>Annotation of levels</p> <p>Should still refer to one change but this may not necessarily be the change from b(i)</p> <p>Level 1 – e.g. Many people have had to move. 1 x L1 = 1 mark / 2 x L1 = 2 marks. Multiple level 1 responses 2 marks maximum</p> <p>Level 2 – e.g. Lakes and ponds were introduced to encourage wildlife such as frogs. 1 x L2 = 3 marks / 2 x L2 = 4 marks / 1 x L3 = 4 marks</p> <p>Level 3 – including both impacts on both people and the environment, should be place specific. 1 x L2 + 1 x L3 = 5 marks / 2 x L3 = 6 marks</p>
		[6]	
	<b>Total</b>	<b>[16]</b>	

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