

## **GCSE**

### **Geography A**

Unit **A731/01**: Contemporary themes in geography (Foundation Tier)

General Certificate of Secondary Education

### **Mark Scheme for June 2014**

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

Annotation	Meaning of annotation
	Tick
	Cross
	Unclear
	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.
	Benefit of doubt
	Effective evaluation
	Level 1
	Level 2
	Level 3
	Level 4
	Not answered question
	Own figure rule
	Noted but no credit given
	Too vague
	Omission

Question			Answer/Indicative content	Mark	Guidance
1	(a)	(i)	A = Australian (✓) B = Sahara (✓)	2	Indicate each correct point with a ✓. Accept Australia/ Saharan.
		(ii)	On and around the Tropics of Cancer and Capricorn (✓).	1	Indicate each correct point with a ✓. No credit can be given if a candidate has ticked two boxes.
		(iii)	Indicative content Reasons could be linked to - dry trade winds (✓) - winds travel over land (✓) so do not pick up moisture (✓) - high pressure (✓) sinking air prevents clouds forming (✓) - atmosphere circulation (✓) causes little or no cloud (✓) - rain shadow location (✓) - cold ocean currents (✓)	2	Indicate each correct point with a ✓.  Do not credit “on/ near the Equator” or “concentrated sun’s rays”.  Allow development marks.
	(b)		Indicative content Rainfall: deserts are very dry/there is little rain (✓) throughout the year (✓). Rainfall is less than 250mm (✓) Occurs in heavy downpours (✓).  Temperature: deserts are very hot all year round/there are no seasonal differences (✓), temperatures may drop below 0°C at night (✓). Hot in the day and cold at night (✓).	4	Indicate each correct point with a ✓.  Credit any relevant points made about rainfall.  Do not credit “hot/very hot” for temperature as this is in the question.  Allow max 3 for an answer which only tackles <b>either</b> temperature <b>or</b> rainfall.  Credit relevant and reasonable temperature figures. The hottest ever desert temperature recorded is 57°C.
	(c)	(i)	erosion (✓)	1	Indicate a correct point with a ✓. Must choose from the list provided.
		(ii)	softer rock (✓)	1	Indicate a correct point with a ✓. Must choose from the list provided.


Question		Answer/Indicative content	Mark	Guidance
	(iii)	butte (✓)	1	Indicate a correct point with a ✓. Must choose from the list provided.
	(d)	Indicative content Exfoliation occurs when rock is repeatedly (✓) heated (✓) and cooled (✓), the layers of rock expand (✓) and contract (✓), layers of rock peel away (✓) and become sand (✓).	3	Indicate each correct point with a ✓. Point mark.

Question	Answer/Indicative content	Mark	Guidance
(e)	<p><b>Level 3 [5 – 6 marks]</b> Thorough, detailed description of the impacts of the different uses by people on hot deserts. The response may include both positive and negative impacts. Written work is legible and spelling, punctuation and grammar are accurate. Meaning is communicated very clearly.</p> <p><b>Level 2 [3 – 4]</b> Sound description of the impacts of the different uses by people on hot deserts, but may lack balance of either groups or positive and negative impacts. Written work is legible and spelling, punctuation and grammar are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 1 [1 – 2]</b> Basic statements that describe uses/impacts of either of the different uses by people on hot deserts. Written work contains mistakes in spelling, punctuation and grammar, which sometimes hinder communication.</p> <p><b>0 marks</b> No response or no response worthy of credit</p>	6	<p>The response should be marked holistically. Use DEV to show where a statement has been developed. Examiners to label the overall level awarded at the end of the response. If the work does not address the question and is given zero marks then annotate the answer with a <span style="border: 1px solid red; padding: 0 2px;">SEEN</span>.</p> <p>If the quality of written communication criteria are not fully met then full marks cannot be awarded.</p> <p>Accept any relevant ideas linked to the economic activity linked to the use of camels (such as tourism) or any economic activity (such as solar panels).</p> <p>Credit statements that assess the extent of the impacts.</p> <p>Max L2 if answer focuses on one group only.</p> <p>For Level 3 impacts must be described in detail e.g. The indigenous tribes operate camel tours for tourists. This brings in money for the tribe that allows them to have a better quality of life as they can afford to pay for health care.</p> <p>Multinational companies have set up oil rigs to drill for oil and gas in the desert. This can have a negative effect as it may release chemicals in to the ground which will kill wildlife and reduce the biodiversity of the area.</p>
	<p> Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 15.</p>	3	

Question		Answer/Indicative content	Mark	Guidance
2	(a)	<p><b>Level 3 [5 – 6 marks]</b> Thorough, developed explanation of one or more specific characteristics shown in the photograph which make this an extreme environment. Clear and developed links can be identified between the specific characteristic and the explanation of how this makes the environment extreme. Written work is legible and spelling, punctuation and grammar are accurate. Meaning is communicated very clearly.</p> <p><b>Level 2 [3 – 4]</b> Simple explanations of one or more characteristics that links the characteristic with how this make the environment extreme. Written work is legible and spelling, punctuation and grammar are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 1 [1 – 2]</b> Basic statements that describe the characteristics of the environment shown but may not explain why these make the environment extreme. Written work contains mistakes in spelling, punctuation and grammar, which sometimes hinder communication.</p> <p><b>0 marks</b> No response or no response worthy of credit</p>	6	<p>The response should be marked holistically. Use DEV to show where a statement has been developed. Examiners to label the overall level awarded at the end of the response. If the work does not address the question and is given zero marks then annotate the answer with a <span style="border: 1px solid red; padding: 0 2px;">SEEN</span>.</p> <p>If the quality of written communication criteria are not fully met then full marks cannot be awarded.</p> <p>Allow ideas that can be implied from the photograph, such as lack of oxygen.</p> <p>For Level 2 and above there need to be clear links between each specific characteristic identified and the explanation of how this makes the environment extreme.</p> <p>A Level 3 example might suggest that the area is very remote and there are few roads. This means that if someone was to slip and injure themselves then it would take a long time for rescuers to reach them and they are at greater risk of dying from their injuries.</p>
		 Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 15.	3	

Question	Answer/Indicative content	Mark	Guidance
(b)	Indicative content - plates move together/ collide/ converge/ destructive plate boundary/ collision boundary (✓) - because of convection currents (✓) - rocks are pushed upwards/ folded (✓) - pressure builds (✓) - sedimentary rocks (✓) - anticline or syncline formed (✓) - appears above sea level (✓)	4	Indicate each correct point with a ✓. Annotate diagram with a <b>SEEN</b> if no marks awarded.  Point mark and allow relevant development marks.  No credit for examples of named plates/ mountain ranges.  Credit a fully annotated diagram as well as text as long as the process is clear but do not double credit information on diagram and in text.
(c)	Indicative content They view mountains as dangerous places (✓) where people could easily get lost (✓) or injured (✓)	2	Indicate each correct point with a ✓. Credit any relevant suggestions.  The question is asking for responses that relate to the thoughts or feelings of people and not a physical description of the mountain.  The weather was very cold – 0 marks People in the mountains might feel cold – 1 marks.  Do not credit direct lifts from the text.
(d)	Indicative content - water (✓) for supply to towns and cities(✓) or to generate hydroelectric power (✓) - wood (✓) for paper products (✓) or building (✓) or fuel (✓) - gems (✓), minerals (✓) such as quartz (✓) used in watches (✓) - wind (✓) for power generation (✓) - ice (✓) to quench thirst (✓) - snow/ ice (✓) to take part in winter sports (✓) - steep slopes (✓) for mountain biking (✓)	2	Indicate each correct point with a ✓.  1 mark for correctly naming resource and one for description of its use.  Credit any relevant suggestions and mountains contain a wide range of resources.  Only credit the first resource in the answer. Use IRR for any further resources.



Question	Answer/Indicative content	Mark	Guidance
(e)	<p><b>Level 3 [5 – 6 marks]</b>            Demonstrates thorough knowledge and understanding of both the positive <b>and</b> negative impacts of tourism on the mountain area studied. Developed statements that are relevant to a mountain environment.            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>            Demonstrates sound knowledge and understanding of either the positive <b>and/ or</b> negative impacts of tourism on the mountain area studied.            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>            Demonstrates limited knowledge and understanding of the impacts of tourism. Limited description of impacts.            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 should be marked holistically. Use DEV to show where a statement has been developed. Examiners to label the overall level awarded at the end of the response. If the work does not address the question and is given zero marks then annotate the answer with a <b>SEEN</b>.</p> <p>If the quality of written communication criteria are not fully met then full marks cannot be awarded.</p> <p>For Level 3, impacts described must be both positive and negative and clearly related to both a named tourist activity and the mountain area studied.</p> <p>Max Level 2 (4 marks) for generic tourism answer related to any tourism example.</p> <p>Max Level 2 (4 marks) for an answer that deals with only positive or negative impacts.</p> <p>The impacts discussed will depend on the type of tourism and the location chosen but might include,            - creation of jobs e.g. ski instructors,            - damage to the environment e.g. visual pollution of cable cars,            - litter left by walkers e.g. on Mount Everest.</p>
	<p> Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 15.</p>	3	

Question			Answer/Indicative content	Mark	Guidance
3	(a)	(i)	A multinational company is a company which operates in many countries (✓) /more than one country (✓)/ globally (✓) / all over the world (✓).	1	Indicate a correct point with a ✓. “All over the place” is too general to be awarded credit.
		(ii)	Indicative content There are more McDonald’s in MEDCs because people have more money (✓) to spend on luxuries such as fast food (✓).  People in MEDCs can afford to spend more on fast food (✓) which means McDonald’s make a larger profit (✓).  People in MEDCs have more money to spend (✓) and people in LEDCs have less money to spend.  People in MEDCs can afford to buy restaurants (franchise) (✓).  MEDCs have a more stable economy (✓).	2	Indicate each correct point with a ✓. Point mark. Credit any relevant suggestion.  Avoid double marking the opposite idea expressed for MEDCs and LEDCs.
		(iii)	Indicative content  In the future incomes in LEDCs may increase with more industrialisation (✓) which increases the demand for luxury items such as fast foods (✓).  To increase the amount of profit that is made (✓).  The population is increasing rapidly (✓) which means McDonald’s will have more customers (✓).  To increase their market share (✓).	2	Indicate each correct point with a ✓. Point mark. Credit any relevant suggestion.  No credit should be awarded for ideas such as providing jobs for locals or cheap labour/ land.


Question	Answer/Indicative content	Mark	Guidance
(b) (i)	<p>Indicative content This will depend on the product chosen.</p> <p>Coffee: produced in tropical countries (✓) such as the Caribbean (✓) with temperatures of 27°C (✓), rainfall of 250mm a year (✓) and moist soil (✓).</p> <p>T-shirts: many cheap clothes are made in LEDCs (✓) because labour is cheap (✓).</p> <p>T-shirts: many cheap clothes are made in LEDCS such as Bangladesh (✓) because of the sweat shops located there (✓).</p> <p>T-shirts: many cheap clothes are made in Bangladesh (✓) because the workers are paid low wages (✓) and are forced to work long hours (✓).</p> <p>Mobile phones: Coltan is mined in the Democratic Republic of Congo (✓) and transported to factories in Shenzhen (✓).</p> <p>50% of the world's mobile phones are made in China (✓) although Apple have production in Brazil (✓) as this reduces transport costs to the American market (✓).</p>	3	<p>Indicate each correct point with a ✓.</p> <p>Point mark.</p> <p>Credit any relevant point up to Max 2 for description of patterns.</p> <p>A least one mark must be reserved for a description of the pattern.</p> <p>At least one mark must be reserved for an explanation of the pattern.</p> <p>If there is an explanation but no description then the mark is limited to 1.</p> <p>Credit Congo as a location.</p> <p>Accept the name of a company as indicative of its products (Nokia)</p> <p>Allow ideas such as design in the USA.</p>

Question	Answer/Indicative content	Mark	Guidance
	<p>(ii) Indicative content This will depend on the product chosen.</p> <p>Bananas: most of the bananas grown are for local people's food (✓) and 20% of all bananas produced are exported (✓) to Europe and other western countries (✓) because they cannot be grown there (✓).</p> <p>T-shirts: many clothes made in countries such as China are sold to big chain stores in MEDCs (✓) as the consumers can afford to buy them (✓).</p> <p>Clothing may be sold in MEDCs (✓) because they have advertising campaigns (✓).</p> <p>Mobile phones: sold all over the world/ mostly in MEDCs (✓) as they have become cheaper (✓) and they have greater wi-fi coverage (✓).</p> <p>Generally countries with the largest populations have the largest number of mobile phones (✓) although Vietnam is in the top ten (✓).</p>	3	<p>Indicate each correct point with a ✓ Point mark. Credit any relevant point up to Max 2 for description of patterns.</p> <p>A least one mark must be reserved for a description of the pattern.</p> <p>At least one mark must be reserved for an explanation of the pattern.</p> <p>If there is an explanation but no description then the mark is limited to 1.</p> <p>Credit Congo as a location.</p>

Question	Answer/Indicative content	Mark	Guidance
(iii)	<p>Indicative content:            Descriptions will depend on the product chosen but are likely to be about pay and working conditions.</p> <p>Bananas: long hours on the plantations (✓) working with agrochemicals which are dangerous (✓) workers include young children (✓), low wages (✓), Fairtrade has increased the wages that workers receive (✓).</p> <p>T-shirts: low wages (✓) e.g. \$3 a day (✓), excessive overtime (✓) no employment contracts (✓), no access to trade unions (✓).</p> <p>Mobile phones: in countries such as China wages are slightly better than in clothes factories (✓). Working conditions are better (✓) as phones need to be made in sterile conditions (✓). Some companies build housing for workers next to the factories (✓) e.g. Foxconn (✓).</p> <p>Coltan miners have to work long hours (✓) in dangerous conditions (✓) for low wages (✓) and no trade unions (✓).</p>	4	<p>Indicate each correct point with a ✓.</p> <p>Point mark. Credit any relevant point.</p>
(c)	<p>Indicative content            As an ethical consumer you would consider a number of factors when buying food products and look for,</p> <ul style="list-style-type: none"> <li>- Fair Trade mark (✓) which shows the growers/farmers get a fair price for the product (✓) e.g. coffee/bananas (✓).</li> <li>- organically produced food (✓) doesn't use artificial pesticides (✓) which is better for the environment (✓) e.g. fruit and vegetables (✓).</li> <li>- free range products (✓) where kinder/more ethical ways of rearing animals are used (✓) e.g. chickens (✓) and be more discerning about the foods bought (✓).</li> </ul>	4	<p>Indicate each correct point with a ✓.</p> <p>Credit any relevant point. Allow developed points.</p> <p>The answer can focus on either why an ethical product would be bought (Fairtrade) or why an unethical product wouldn't be bought (not Fairtrade).</p>

Question			Answer/Indicative content	Mark	Guidance
4	(a)	(i)	increased (✓)	1	Indicate a correct point with a ✓. Do not credit if more than one answer is circled.
		(ii)	<p>Indicative content</p> <p>China uses a lot of energy (✓) in its manufacturing industries (✓) to provide goods for the USA (✓).</p> <p>China uses its energy to manufacture goods (✓) and transport them to the USA (✓).</p> <p>This creates a lot of air pollution (✓) through the use of fossil/ non - renewable fuels (✓) in transporting the goods (✓).</p> <p>Lots of energy is used (✓) transporting goods long distances (✓) using a variety of transport techniques (✓).</p> <p>There is a large amount of energy used (✓) in secondary industry (✓).</p>	2	<p>Indicate each correct point with a ✓.</p> <p>Point mark any relevant ideas linked to the cartoon.</p> <p>Do not credit an increase in energy as this is referred to in 5ai.</p> <p>Pollution is too vague and needs to be qualified.</p>

Question		Answer/Indicative content	Mark	Guidance
	(b) (i)	<p>Indicative content</p> <p>Answers will depend on the energy issues studied, for example:</p> <p>Future shortage of gas supplies in the UK: government has given the go ahead for gas fracking (✓) to go ahead in Lancashire (✓).</p> <p>Rising cost of energy in the home: local councils are investing in energy efficiency initiatives (✓) such as Newcastle's Warm Zone (✓).</p> <p>Finite nature of fossil fuels: national governments are looking for alternative energy sources (✓) such as hydrogen in Iceland (✓).</p> <p>Fracking: schemes are being monitored (✓) to ensure that there are no environmental risks (✓).</p> <p>Need more renewable energy: build more wind farms (✓).</p>	2	<p>Indicate each correct point with a ✓.</p> <p>No mark for stating the energy issue.</p> <p>Credit any relevant management strategies.</p>

Question	Answer/Indicative content	Mark	Guidance
(ii)	<p><b>Level 3 [5 – 6 marks]</b> Demonstrates a thorough understanding of the impacts of the named energy issue for both people <b>and</b> the environment which is clearly related to the future. Answer is balanced and there is good detail specific to the chosen energy issue. 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> Demonstrates an understanding of the impacts of the named energy issue but may lack balance between people and the environment. There is some reference to the future and some specific detail linked to the chosen energy issue. 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> Demonstrates limited understanding of the problems and opportunities with simple statements not backed up by explanation. Candidates may list a number of simple statements and there may be no/little specific reference to the chosen energy issue. Written work contains mistakes in spelling, punctuation and grammar, which sometimes hinders communication. <b>0 marks</b> No response or no response worthy of credit.</p>	6	<p>The response should be marked holistically. Use DEV to show where a statement has been developed. Examiners to label the overall level awarded at the end of the response. If the work does not address the question and is given zero marks then annotate the answer with a <span style="border: 1px solid red; padding: 0 2px;">SEEN</span>.</p> <p>If the quality of written communication criteria are not fully met then full marks cannot be awarded.</p> <p>The issue could be identified on the line in Q4b(i) or a management technique that has been described. So an acceptable answer could be the issue of using too many fossil fuels or an answer regarding the management of this which might be building nuclear power stations.</p> <p>Max L2 3 marks if answer is not related to a specific energy issue.</p> <p>The suggestions made will depend on the energy issue studied, for example:</p> <p><b>Issue</b> UK gas supplies:</p> <p><b>Negatives</b> locals may protest against gas fracking in Lancashire because of fears that the techniques used could create earthquakes. There are also concerns about the pollution of local water supplies. Environmentalists are concerned that this could conflict with campaigns to reduce greenhouse gas emissions.</p> <p><b>Positives</b> The government are keen to develop more national gas supplies in an attempt to reduce costs to householders.</p>
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 15.	3	



Question		Answer/Indicative content	Mark	Guidance
5	(a)	The correct order is conurbation city town village hamlet	2	Maximum of two ✓  1 mark for 1 correct answer 2 marks for 3 correct answers  No mark can be awarded if the same answer is written in more than one box.  Must use the words provided in the question.
	(b)	(i)	1	Indicate a correct point with a ✓.
		(ii)	2	Indicate each correct point with a ✓.  Accept any relevant change identified from the resource.  Allow 1 mark for correctly identifying a change.  Max 1 if no data (a figure read from the graph) is used. .  Some cities such as Paris do not data for 1980 so only one figure from the graph needs to be used.  Must specify millions to award the mark.
		Indicative content  Megacities have increased in size (✓) with Tokyo having a population of around 28 million people in 1980 to around 37 million in 2010 (✓).  Megacities have increased in size (✓) with Tokyo's population increasing by around 9 million people (✓).  Megacities have increased in size (✓) with Tokyo's population increasing from below 30 million to above 30 million (✓).  The population has increased (✓) with cities like Paris not being on the list in 1980 but having over 10 million in 2010 (✓).  There are a greater number of megacities (✓) from 4 in 1980 to 21 in 2010(✓).		

Question	Answer/Indicative content	Mark	Guidance
(iii)	Indicative content Migration from rural areas (✓) in search of work (✓)  Natural increase (✓) due to high birth rates in LEDCS (✓)  Reduced death rate(✓) due to improved health care (✓)	2	Indicate each correct point with a ✓.  Allow 1 mark for suggesting a reason and the second for any relevant development of this idea  Mark the first change that candidates write about.
(c)	Indicative content Answer will depend on candidate's chosen local place:  My local place is similar to Shanghai because it is very built up with skyscraper (✓) such as Capital One (✓). There are also open spaces (✓) such as Victoria Park (✓).  My local place is different to Shanghai because there are no high rise buildings (✓) with the tallest building is the cathedral in Norwich (✓). There are mainly narrow cobbled roads in the centre (✓) such as Elm Hill (✓).  My local place is similar to Shanghai as it has some green parks in the centre (✓). Cambridge has some parks such as Parker's Piece (✓).	4	Indicate each correct point with a ✓ and a DEV for development.  Allow up to <b>two</b> marks for general comparison of similarities and/or differences.  Reserve at least two marks for development of the similarity or difference that they have identified. This might be a named example from their chosen local place.  Their chosen local place must be in the UK and must not be a country.  If the local place is outside the UK then cap at <b>two</b> marks. If it is a country – 0 marks.  No credit for a basic description of their chosen local place with no indication if it similar or different.

Question		Answer/Indicative content	Mark	Guidance
	(d)	Indicative content Lack of amenities (✓) Poor water supply and sanitation (✓) Hard farm work (✓) Lack of employment opportunities (✓) Drought and crop failure (✓) More jobs (✓) Conflict/ civil war (✓) Better quality of life (✓)	4	Indicate each correct point with a ✓.  Credit any relevant reason why people might leave rural areas but do not double credit opposites e.g. lack of amenities, better amenities in cities.  Do not allow terms such as better facilities/ better services/ better opportunities/ better living conditions or better amenities.  The candidate needs to be clear why the migrant is moving so credit ideas such as lack of a jobs or better jobs but not just jobs.  Do not credit opposites.  Consider the first four answers the candidates write only.
	(e)	Indicative content  Difficulty housing large numbers of migrants (✓) leads to the development of shanty towns (✓). Lack of jobs (✓) might lead to an increase in crime rates (✓).	2	Indicate each correct point with a ✓.  Candidates can either suggest two reasons or one reason that is further developed.  Do not credit overpopulation.
6	(a) (i)	The two correct statements are Birth rates have fallen in the last 20 years (✓). There are more people of working age than under 15 years in China (✓).	2	Indicate each correct point with a ✓.  If a candidate has ticked three boxes then only one mark can be awarded. If a candidate has ticked four or five boxes then no marks can be awarded.

Question	Answer/Indicative content	Mark	Guidance
(ii)	<p>Indicative content</p> <p>In the future the number of elderly people will begin to increase (✓). The death rate will decrease (✓).</p> <p>There are fewer young people (✓).</p> <p>The numbers of children being born will go down even more (✓) /The birth rate will decrease (✓).</p> <p>There will be an increase in the number of people living to over 90 years (✓).</p> <p>More retired people/ less people of working age (✓).</p> <p>The single largest age group will be 60-64 years old (✓).</p> <p>Females are likely to live longer than males (✓).</p>	2	<p>Indicate each correct point with a ✓.</p> <p>Accept any relevant points interpreted from the pyramid.</p>
(b)	<p>Indicative content</p> <p>The impacts will depend on the population issue chosen.</p> <p>For example:</p> <p>Italy has an ageing population which means services such as hospitals are under pressure (✓) as more elderly people need medical care (✓).</p> <p>Resources, such as land for farming (✓), may be underused as there are fewer younger people to work (✓)</p> <p>More schools are needed (✓) to provide education (✓).</p> <p>More land is needed (✓) to build hospitals on (✓).</p>	4	<p>Indicate each correct point with a ✓.</p> <p>Max 3 if only services or resources discussed.</p>

Question	Answer/Indicative content	Mark	Guidance
(c)	<p>Indicative content Answer will depend on the example of a population policy chosen.</p> <p>For example China introduced a one child policy(✓) to slow down its population growth (✓). This has been successful in reducing the birth rate (✓) especially in urban areas (✓). As a result of the policy however, there are now more boys in China than girls (✓) .</p> <p>After WWII some countries encouraged immigration (✓) to help rebuild cities (✓). This changed the ethnic composition of the population (✓), increasing the numbers of Turks in West Germany for example (✓).</p>	4	<p>Indicate each correct point with a ✓ .</p> <p>Point mark, allow development marks.</p> <p>Allow 1 or 2 marks for stating and describing the population policy, 1 or 2 for how it has influenced population change and 1 for an additional, relevant idea.</p> <p>Answers may be about a population or an immigration policy.</p> <p>Max 2 for an incorrectly identified policy – Japan 1 child policy.</p>

**Spelling, punctuation and grammar (SPaG) assessment grid**

<b><i>High performance 3 marks</i></b>
Candidates spell, punctuate and use rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.
<b><i>Intermediate performance 2 marks</i></b>
Candidates spell, punctuate and use rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<b><i>Threshold performance 1 mark</i></b>
Candidates spell, punctuate and use rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

0 marks should be awarded when:

- The candidate writes nothing
- The candidate's response bears no relation to the question
- The candidate's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning.

### 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:
- 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.
  - 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.
  - 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 (eg grammar only)	Mark if candidate eligible for two thirds (eg 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

- 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.
- If a script has a **word processor cover sheet AND a scribe cover sheet** attached to it, see point a. above.
- 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.
- 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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