

**General Certificate of Secondary Education**

**Geography A**

Unit A673: *Similarities and Differences*

**Specimen Paper**

# H

**J380**

Time: 1 hour

Candidates answer on the question paper.

**Additional materials:**

Candidate  
Forename

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Candidate  
Surname

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Centre  
Number

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Candidate  
Number

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## INSTRUCTIONS TO CANDIDATES

- Write your name in capital letters, your Centre Number and Candidate Number in the boxes above.
- Use black ink. Pencil may be used for graphs and diagrams only.
- Read each question carefully and make sure you know what you have to do before starting your answer.
- Answer **all** the questions.
- Do not write in the bar codes.
- Do not write outside the box bordering each page.
- Write your answer to each question in the space provided.

## INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [ ] at the end of each question or part question.
- The total number of marks for this paper is **50**.
- You will be awarded marks in questions 1(c), 2(a), 2(b), 2(c), and 3(b) for the quality of written communication of your answer.

### FOR EXAMINER'S USE

1	
2	
3	
<b>TOTAL</b>	

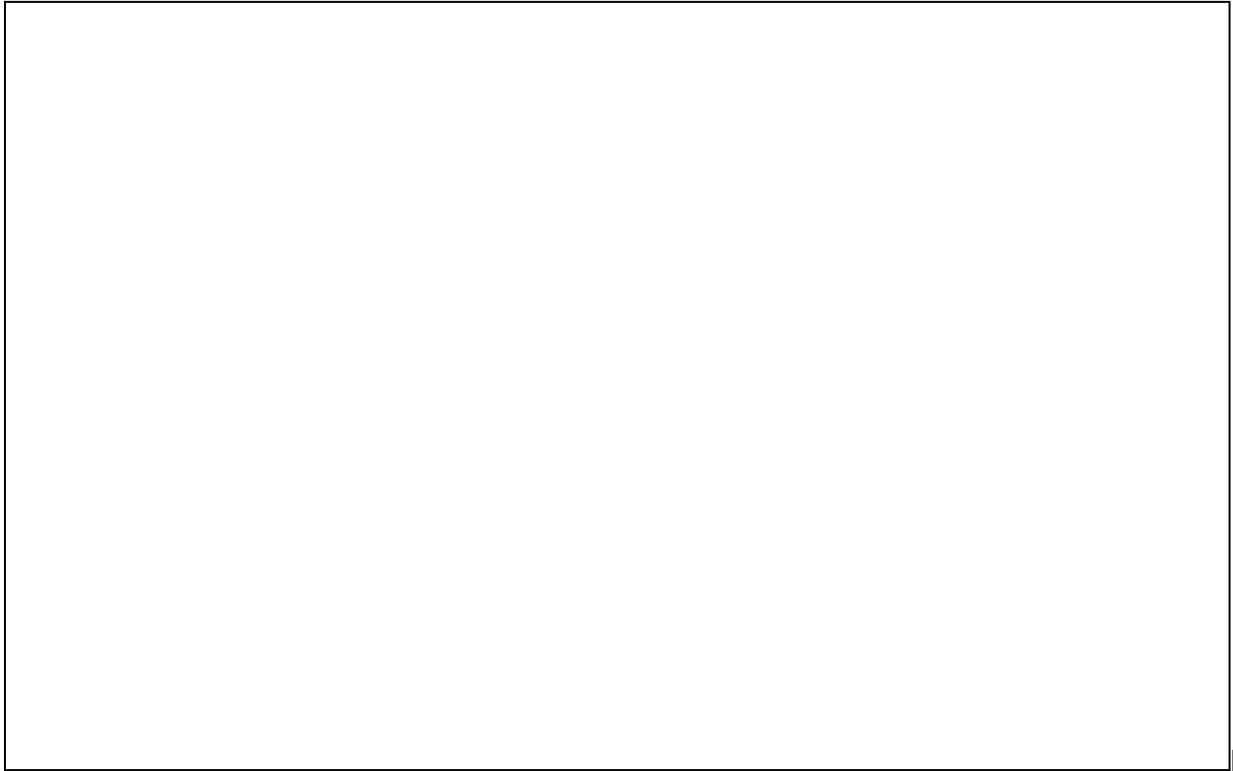
This document consists of **7** printed pages and **1** blank pages.

Answer **all** questions.

- 1** You will have studied a UK location that is 'your place'. The questions in part 1 relate to 'your place'.

Name 'your place' .....

- (a)** Draw a fully labelled (annotated) sketch map to show the location of 'your place' within the UK. Your map should show some of the links between 'your place' and the rest of the UK.



[5]

**(b)** Describe the main features of the landscape and economy of 'your place'.

Landscape.....

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Economy .....

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.....[8]

- (c)** Use examples to explain why different groups of people will have different opinions about living in 'your place'.

.....[6]

2 Name your non-UK location.

.....

(a) Describe and explain the level of development of your non-UK location.

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.....[6]

**(b)** Describe and give examples of the links that exist between 'your place' and your non-UK location. You should comment on the quality of these links.

.....[6]

**(c)** Some places may be linked because people migrate between them.

A migrant is considering moving from your non-UK location to 'your place'.

Suggest the likely benefits and problems of this for 'your place' and your non-UK location.

.....[8]

**3** For a change (other than migration) which is happening (or has recently happened) in either 'your place' or your non-UK location:

**(a)** Describe the change and explain why it occurred.

[5]

**(b)** To what extent has the change benefited people and the local environment?

[6]

**Paper Total [50]**

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Unit A673: *Similarities and Differences*

*Higher*

**Specimen Mark Scheme**

The maximum mark for this paper is 50.

Question Number	Answer	Max Mark
1(a)	<p><b>You will have studied a UK location that is ‘your place’. The questions in part 1 relate to ‘your place’.</b></p> <p><b>Draw a fully labelled (annotated) sketch map to show the location of ‘your place’ within the UK.</b></p> <p><b>Your map should show some of the links between ‘your place’ and the rest of the UK.</b></p> <p>Point marking.</p> <p>Reward correct and relevant locational annotation on sketch map.</p> <p>eg Details of county/region, transport features linking location with rest of country, relief features, rivers, context of location – major towns, national parks nearby etc</p>	[5]
1(b)	<p><b>Describe the main features of the landscape and economy of ‘your place’.</b></p> <p>Point marking.</p> <p>Reward correct and relevant information relating to each of landscape and economy.</p> <p>4 + 4 or Max 6 marks on <b>each</b> of landscape and economy.</p> <p>Landscape could include reference to features of natural and built landscape of ‘your place’ and surrounding area.</p> <p>Economy should refer to main primary, secondary and tertiary activities of place.</p>	[8]
1(c)	<p><b>Use examples to explain why different groups of people will have different opinions about living in ‘your place’.</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 of possible differing views with an attempt at explanation. Basic statements (e.g. pensioners think it is too noisy and fear crime). 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 of the possible differing views with clear explanations. Basic statements with limited development (e.g. Old people concerned about crime because there are many young people hanging around the shopping centre – feel unsafe). 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 of the possible differing views with clear and detailed explanations. Developed statements relating to more than one group (e.g. Old people concerned about crime/personal safety – lack of facilities mean young people hang around in town centre – old people feel vulnerable – fear of crime). Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated very clearly.</p>	[6]

Question Number	Answer	Max Mark
2		
2(a)	<p><b>Describe and explain the level of development of your non-UK location.</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 with simple statements limited understanding of level of development of non UK location no attempt at explanation. Basic statements e.g. it's poor, most people are farmers, people are starving.. Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p><b>Level 2 [3-4 marks]</b> Demonstrates with developed statements sound understanding of the level of development with some explanations. Eg statements such as, levels of GNP are low as many people are subsistence farmers, many people are starving as rapid population growth has put pressure on the land etc.. 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 of the level of development with clear and detailed explanations. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	[6]
2(b)	<p><b>Describe and give examples of the links that exist between 'your place' and your non-UK location. You should comment on the quality of these links.</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 of links. Basic statements e.g. there are links because of what we eat and the people that migrate here OR 1 developed idea.</p> <p>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 of the links. Up to two developed ideas e.g. we are linked because French players come to play at Gloucester Rugby club, this sometimes means that French people come to our town. 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 of the links with clear and detailed explanations along with references to quality of the links.. At least two developed ideas e.g. we are linked because French players come to play at Gloucester Rugby club, this sometimes means that French people come and watch the matches and make links here/we have many migrants from Poland/Lithuania who work in the local tourism industry/in agriculture locally. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	[6]

Question Number	Answer	Max Mark
2(c)	<p><b>Some places may be linked because people migrate between them. A migrant is considering moving from your non-UK location to 'your place'.</b></p> <p><b>Suggest the likely benefits and problems of this for 'your place' and your non-UK location.</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 of benefits and problems with an attempt at explanation. 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 of the benefits and problems with clear explanations. Developed answer of benefits and problems for one location but not the other. 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 of the benefits and problems for both your place and non UK location with clear and detailed explanations of both. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	[8]
3  3(a)	<p><b>For a change (other than migration) which is happening (or has recently happened) in either 'your place' or your non-UK location: Describe the change and explain why it occurred.</b></p> <p>Point marking</p> <p>1 mark for simple description of change with reference to location i.e. 'your place' or non-UK location.</p> <p>2 marks for developed description of change e.g. a housing estate has been built on farmland surrounding 'your place'. (+1 for extra development – max 3)</p> <p>1 mark for simple explanation of change</p> <p>2 marks for developed explanation of change linked to description (i.e. housing built on outskirts of town this is due to increased demand for housing ✓ which is a result of the building of a nearby airport/ science park/ leisure park ✓)</p> <p>Max 3 for explanation.</p> <p>(2 + 3 or 3 + 2 max)</p>	[5]

Question Number	Answer	Max Mark
3(b)	<p><b>To what extent has the change benefited people and the local environment?</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 of benefits and problems with an attempt at explanation. 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 of the extent or not of benefits of change with clear explanations. Developed answer with explanation of extent of perceived benefit for either people or environment but not both. 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 of the benefits with clear and detailed evaluation of the extent change has or hasn't benefited people and the environment (i.e. major industrial plant opened nearby has benefited local economy and people and made place more prosperous, has not benefited environment with local woodland lost and new road links/traffic). Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	[6]
	Paper Total	[50]

**Assessment Objectives Grid (includes QWC)**

<b>Question</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>Total</b>
<b>1(a)</b>	3	2		<b>5</b>
<b>1(b)</b>	8			<b>8</b>
<b>1(c)</b>	4		2	<b>6</b>
<b>2(a)</b>	2	4		<b>6</b>
<b>2(b)</b>	2	2	2	<b>6</b>
<b>2(c)</b>	3	2	3	<b>8</b>
<b>3(a)</b>	2	2	1	<b>5</b>
<b>3(b)</b>	2	2	2	<b>6</b>
<b>Totals</b>	<b>26</b>	<b>14</b>	<b>10</b>	<b>50</b>

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