

**GCSE**

**Geography A**

Unit **A731/02**: Contemporary themes in geography (Higher Tier)

General Certificate of Secondary Education

**Mark Scheme for June 2014**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.
















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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.


© OCR 2014


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= Arabian (✓) B= Kalahari (✓)	2	2 x 1 mark Named regions within deserts accepted
	(ii)	On and around the Tropic of Cancer and Capricorn(✓)	1	More than one box ticked = 0 marks.
	(b)	Indicative content:  -Tropics are located in high pressure zones(✓)where the air is sinking leading to dry conditions(DEV) -Location is influenced by trade-winds(✓), which bring warm air lacking in moisture (DEV) -In the rain shadow of mountain ranges(✓) as the air descends the air warms and moisture is evaporated(DEV) -Affected by cold ocean currents(✓) as wind blowing to the land over cold water is cold and can carry little moisture(DEV)	2	1 mark for reason ✓, 1 mark for development of ideas DEV.  Credit first reason only
	(c)	Indicative content:  e.g Sahara – -Average rainfall less than 250mm a year(✓) -Temperatures can exceed 50°C in July(✓) -Prevailing north-easterly winds(✓)  Kalahari -under 175mm rainfall a year(✓) -summer temperatures range from 20-45°C(✓) -over 4000hours of sunshine annually(✓)	3	3 x 1 mark  Max 2 marks if desert not named but statistics accurate and support statements. Credit to 1 mark Max a written statement if no statistics are used in the response, e.g. The desert is <u>very</u> dry. Max 2 marks on one aspect of the climate. Credit diurnal patterns. No credit for 'hot' / 'dry'


Question		Answer/Indicative content	Mark	Guidance
	(d) (i)	<p>Indicative content:</p> <p>References to</p> <ul style="list-style-type: none"> <li>- Sand particles collected by the wind rub against rocks like sandpaper (✓) softer rock is easily worn away whereas harder rock is more resistant (DEV)</li> <li>- Water in times of flood washes away sand particles(✓)</li> <li>- Sun causes repeated expansion/ contraction of rock surface (✓)</li> <li>- water seeping into cracks in the rock freezes at night and thaws in the day causing the rock to shatter(✓)</li> </ul>	4	<p>1 mark for each point of explanation (✓) additional marks for the development of ideas (DEV).</p> <p>Candidates are asked to <u>explain the processes</u> only credit <u>one</u> named relevant process, further marks awarded for explanations of the process/ processes.</p> <p>Credit process and development relevant to the landscape shown in fig 1a</p> <p>No credit for the name of the feature</p> <p>No credit for creation of sand dunes</p> <p>1 mark max for a description of the resulting feature of the landscape.</p>
	(ii)	<p><b>Level 3 [5 – 6 marks]</b></p> <p>Comprehensive assessment of impacts of different groups of people using named examples. Accurate place specific and developed statements are used to assess positive and/or negative impacts.</p> <p>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></p> <p>Sound description of impacts of different named groups of people. Developed statements which describe some of the positive and / or negative impacts.</p> <p>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></p> <p>Basic statements that describe the uses of a desert area / impact of people on a desert area. Little or no reference to a specific named group or example.</p> <p>Written work contains mistakes in spelling, punctuation and grammar, which sometimes hinders communication.</p> <p><b>0 marks</b></p> <p>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. Examiners should highlight named groups of people.</p> <p>For Level 3, location and specific detail assessing the impacts required e.g. Aboriginals in the Australian desert have welcomed tourists visiting Uluru as they are able to earn money by selling souvenirs, this is very positive as the extra income has enabled them to improve their quality of life. However tourists have had a negative impact by being disrespectful to the culture of the aboriginal people by climbing the sacred rock.</p> <p>If the quality of written communication criteria is not fully met then full marks must not be awarded.</p> <p>Candidate refers only to uses of the desert max L1-2 marks</p> <p>Impacts on the environment may include the human environment</p>

Question		Answer/Indicative content	Mark	Guidance
		 Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 20.	3	
2	(a)	<p><b>Level 3 [5 – 6 marks]</b> Comprehensive explanation of the challenges people face with direct references to both altitude and accessibility. Uses examples and accurate place specific developed statements to explain level of challenge. 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> Sound explanation of the challenges people face related to altitude and/or accessibility using developed statements. Some reference to named mountain environment. 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> Basic statements that describe the conditions for people relating to altitude and/or accessibility in any mountain environment. 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 is to be marked holistically. Examiners to label overall level awarded at the end of the response.</p> <p>For L3 - 6marks, location and place specific detail of the example studied are required</p> <p>e.g. The altitude of the Himalayas is very challenging as with mountains such as Everest being over 8000m high. Climbers need oxygen to help them breathe.</p> <p>If the quality of written communication criteria is not fully met then full marks must not be awarded.</p>
	(b)	<p>Indicative content:</p> <p>Sedimentary rock is formed on the sea floor(✓) Plates move towards each other/collide/converge (✓) due to convection currents in the mantle (✓). This leads to a build-up of pressure (✓) and upward movement/crumpling/folding of plates (✓) .Eventually the sedimentary rock appears above sea level as a range of mountains (✓) with a series of anticlines and synclines (✓).</p>	4	<p>4 x 1 mark</p> <p>Credit labelled diagram. Arrows indicating the correct movement of plates may be credited.</p> <p>Do not double credit the same information in the diagram and text.</p> <p>Annotate diagram (SEEN) if no further marks are awarded.</p> <p>No credit for names of plates/ mountain ranges.</p>

Question	Answer/Indicative content	Mark	Guidance
(c)	<p>Indicative content:</p> <p>It portrays the mountain as a dangerous place(✓) as they seem worried about their safety(✓) / use the phrase 'take care' (✓)</p>	2	<p>2 x 1 mark</p> <p>One mark for suggestion, second mark for explanation based on the extract</p>
(d)	<p><b>Level 3 [5 – 6 marks]</b>            Demonstrates comprehensive knowledge and understanding with developed statements about why people value mountain areas. Clearly developed explanation with relevant place specific detail.            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 the use of the mountain area studied. Some explanation of the value of mountain environments to people with reference to a named area.            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 use of the mountain area studied.            Limited description of the value of mountains with no reference to a named area.            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 is to be marked holistically. Examiners to label overall level awarded at the end of the response.</p> <p>For L3 - 6 marks, responses must include detailed knowledge of mountain area that has been studied.</p> <p>e.g. (Andes). <b>Deep valleys and rivers of the Andes give it huge potential as a region to produce hydroelectric power such as the Yuncan dam in northeast Peru. The narrow valleys are ideal to dam and the steep relief increases water velocities allowing electricity generation. Providing a valuable resource for local people.</b></p> <p>If the quality of written communication criteria is not fully met then full marks must not be awarded.</p>
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 20.	3	


Question		Answer/Indicative content	Mark	Guidance
3	(a)	A multinational company is a company that operates in many countries/more than one country.	1	One mark for accurate definition. No credit for just 'in different places'.
	(b)	Indicative content:  Highest number of restaurants is found in North America/USA (✓) Europe has many countries with more than 20 restaurants(✓) No restaurants at all found in central Africa(✓)	2	2 x 1 mark One mark for each accurate point of description. Accept accurate statistics For 2 marks response must refer to more than one location. No credit for 'spread all over the world'. No credit for explanations.
	(c)	Indicative content: (Mobile Phone) Some of Nokia's production is in the DRC (✓) this is where coltan is mined (DEV) Many phones are assembled in China(✓), where labour costs are lower than in some other parts of the world(DEV)  Indicative content: (Coffee) Coffee is grown in mainly tropical countries(✓) as the climate is suitable for coffee plantations(DEV) Most processing plants are in MEDCs(✓) as they have greater resources to develop the machinery required(DEV)  Indicative content: (Jeans) Cotton used in the pockets of the jeans is grown in Pakistan(✓) as there is a long growing season and hot climate(DEV) The different parts of the Jeans are put together in Tunisia(✓) where labour costs are low (DEV).	4	2 x 2 marks 1 mark for each description(✓) 1 mark for each explanation (DEV).  Accept company name as indicative of the product.  Response must relate to production. This may include extraction of raw materials through to manufacturing including research and development. Do not credit tertiary sales.



Question	Answer/Indicative content	Mark	Guidance
(d)	<p><b>Level 3 [5 – 6 marks]</b> Demonstrates comprehensive knowledge and understanding with developed, comparative statements assessing the variety of employment conditions for a named product. Clear reference to specific detail and evaluative statement which considers extent to which employment conditions vary. 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 with developed statements about the variety of employment conditions for a named product. Some evidence of detail. 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 with simple statements about employment conditions for a product. Limited description with little or no detail. 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 is to be marked holistically. Examiners to label overall level awarded at the end of the response.</p> <p>For L3, 6 marks, responses must include detailed knowledge of different working conditions. Coltan miners in the DRC have very poor working conditions with little safety equipment using torches from the local market and no helmets. The designers of the iPhone on the other hand work in highly favourable conditions in Silicon Valley, California where they have light airy offices, receive high wages and access to private leisure facilities such as volleyball and basketball courts.</p> <p>If the quality of written communication criteria is not fully met then full marks must not be awarded</p> <p>Candidate's response may extend to conditions for retailers of the product.</p> <p>Max L2 – 4 marks for a different product to that mentioned in 3(c)</p>
	<p> Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 20.</p>	3	

Question		Answer/Indicative content	Mark	Guidance	
	(e)	<p>Indicative content:</p> <p>Ethical consumers will consider the conditions in which a product has been produced. (✓).            In buying food a consumer might look for fair trade products (✓) as they guarantee improved working conditions for the producers (DEV) or they might look to avoid product with high food miles (✓). Consumers might avoid purchasing GM products (✓).</p>	4	<p>4 x 1 mark            1 mark reserve for accurate definition. (✓)</p> <p>Further marks awarded for each accurate point of explanation or development of explanation (DEV)</p> <p>Accept vegetarianism as an example of ethical consumerism relating to decisions about food purchases.</p>	
4	(a)	(i)	<p>Indicative content:</p> <p>China's energy use has risen(✓) from 20,000 TWh in 2005 reaching around 34,000 TWh in 2013. (✓)</p>	2	<p>2 x 1 mark            One mark for description of the trend second mark for use of accurate data.            Candidates must use units (TWh).            Data must reflect change over time.            Tolerance 33,000 TWh – 34,000 TWh.            Increase by 13,000 TWh – 14,000 TWh.            Credit 'now' for 2013.            Accept accurate intermediate statistics e.g. 2010 30,500 TWh.</p>
		(ii)	<p>Indicative content:</p> <p>China's manufacturing industry produces high levels of carbon emissions (✓)Energy is used to transport goods to U.S shopping centres (✓)</p> <p>Energy is used in China for manufacturing (✓)            And in the process of exporting to the U.S.A. (✓)</p>	2	<p>2 x 1 mark            Credit simple message about energy used in China for manufacturing goods and/ or transporting goods to USA.            Credit for link to carbon emissions/air pollution.            No credit for 'pollution'.</p>

Question	Answer/Indicative content	Mark	Guidance
(b)	<p>Indicative content:</p> <p><b>Level 3 [5 – 6 marks]</b>            Demonstrates comprehensive knowledge and understanding with developed statements assessing both opportunities for people and environmental problems. Clear reference to specific detail and evaluative statement which considers extent of problems and opportunities. 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 with developed statements about opportunities and /or problems. Some evidence of detail related to the energy issue stated. 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 with simple statements about opportunities and/or problems created by named issue. 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 is to be marked holistically. Examiners to label overall level awarded at the end of the response.</p> <p>For Level 3, responses must include specific knowledge of the issue that has been studied. Accept any reasonable energy issue at any scale</p> <p>eg Fracking of shale gas could help UK create jobs with companies such as Cuadrilla who want to develop fracking operations near Blackpool. This could create a multiplier effect in the local economy.</p> <p>eg Development of wind farms by Coronation Power in the hills above Todmorden will bring employment opportunities and a source of renewable energy but local residents have been concerned about the visual pollution that can be created.</p> <p>If the quality of written communication criteria is not fully met then full marks must not be awarded.</p> <p>Evaluation may include positive and negative impacts on people and the environment.</p>

Question		Answer/Indicative content	Mark	Guidance
4	(c)	<p><b>Level 3 [5 – 6 marks]</b> Demonstrates comprehensive knowledge and understanding through developed statements about management at both a local and a national scale. Clear reference to specific detail relating to the chosen energy issue and evaluative statements about the level of success of the chosen management strategies. 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 with developed statements about management of the issue at local and/or national scale. Some evidence of detail related to management strategy. 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 with simple statements about management of an energy issue at a local and/ or national scale. Limited detail specific to chosen issue. 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 is to be marked holistically. Examiners to label overall level awarded at the end of the response</p> <p>For Level 3, responses must include detailed knowledge of management specific to the issue that has been studied.</p> <p>eg National government can affect the level of fracking as following an earthquake near Blackpool in 2011, fracking was stopped until a survey had been completed to assess if it was safe.</p> <p>Eg Calderdale Council authorities approved five 125m high wind turbines on Todmorden Moor however this has been very controversial due the opposition of local residents who were against the scheme.</p> <p>If the quality of written communication criteria is not fully met then full marks must not be awarded.</p> <p>Max L2 – 4 marks for a different energy issue to that stated in 4(b)</p>
		 Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 20.	3	
5	(a)	Rural (✓) Decreases (✓)	2	2 x 1 mark
	(b)	(i) Indicative Content:	1	One mark for accurate definition that must include reference to figure of 10 million.

Question	Answer/Indicative content	Mark	Guidance
	A mega city is a city with a total population in excess of 10 million people (✓)		
(ii)	<p>Indicative Content:</p> <p>Many more mega-cities in Asia(✓) In 2010 there were some in Africa when previously there had been none. (✓)</p>	2	<p>2 x 1 mark One mark for each accurately identified change. No credit for changes in number of cities. No credit for just listing names of cities.</p>
(iii)	<p>Indicative Content:</p> <p>Mega cities in LEDCs have high birth rates which has led to an increase in population(✓)/as women have more traditional roles and marry at younger age than in MEDCs. (DEV)</p> <p>Mega cities increase in population as increasing numbers of people move to urban areas in LEDCs(✓)/ as they believe they will have a greater chance of work there. (DEV)</p> <p>Death rates have reduced in Mega cities leading to an increased overall population (✓) as health care has improved. (DEV)</p>	4	<p>2 x 2 marks One mark for stating each reason. (✓) Second mark for development of explanation.(DEV)</p>
(c)	<p><b>Level 3 [5 – 6 marks]</b> Demonstrates comprehensive knowledge and understanding with developed statements comparing land use. Comprehensive reference to named examples from chosen local place and use of comparative language. Written work is legible and spelling, punctuation and grammar are accurate. Meaning is communicated very clearly.</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, responses must include detailed knowledge of land use in local place</p> <p>eg Whilst Shanghai appears very built up, the Yorkshire Dales are much more rural with greater agricultural land use. Shanghai appears to have a dense road network whilst the Yorkshire Dales contains many narrow winding lanes and</p>

Question		Answer/Indicative content	Mark	Guidance
		<p><b>Level 2 [3 – 4 marks]</b>            Demonstrates sound knowledge and understanding with developed statements comparing the land use in both locations. Some reference to place specific detail about local place.            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 with simple, generic statements about land use in chosen local place . May contain simple comparisons.            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>		<p>few major roads such as the A684.            If the quality of written communication criteria is not fully met then full marks must not be awarded.</p> <p>Max L2 – 4 marks for a non-UK chosen local place</p>
6	(a)	(i)	2	<p>2 x 1 mark            One mark for each accurate change identified.</p> <p>Do not accept reference to birth rate/death rate.</p> <p>Response must identify a change.</p>
		(ii)	4	<p>2 x 2 marks</p> <p>Credit first two reasons only.            1 mark for each explanation(✓) second mark for development of explanation (DEV)            No marks for restating the change            Credit one child policy.</p> <p>Accept explanation of 2050 structure even if not identified as a change in 6(a)(i).</p>

Question		Answer/Indicative content	Mark	Guidance
	(b) (i)	<p>Indicative content</p> <p>Migrants earn higher wages than in their own country(✓) so can afford more luxuries(DEV) Locals benefit from a more varied diet(✓) as there is a greater range of food choice in their local shops (DEV)</p> <p>Ageing population. Increase in taxation to pay for pensions (✓) results in less disposable income for families (DEV). More family support structures (✓), can allow both parents to work and reduce childcare costs (DEV)</p>	4	<p>2 x 2 marks</p> <p>One mark for each impact stated. (✓) Second mark for reason.(DEV) Must clearly relate to people's quality of life. Credit is for the development of the impact</p> <p>Candidates must write about a single issue.</p>
	(b) (ii)	<p><b>Level 3 [5 – 6 marks]</b> Demonstrates thorough knowledge and understanding with developed statements about impact of government policies on chosen issue. Clear reference to specific detail about chosen issue. Makes evaluative statement about level of impact. 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 the relationship of government policy to chosen issue. Some evidence of detail about chosen 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 knowledge and understanding of government policy relating to the chosen issue. Written work contains mistakes in spelling, punctuation and grammar, which sometimes hinders communication.</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, responses must include detailed knowledge of government policy specific to the issue that has been studied.</p> <p>eg (migration) UK government policy has had a major impact on migration levels through the introduction of a migration cap. Since 2010, the government has announced a cap of 21,700 on the number of skilled workers who come from outside the EU.</p> <p>If the quality of written communication criteria is not fully met then full marks must not be awarded.</p> <p>Max L2 – 4 marks for a different population issue to that stated in 6(bi).</p> <p>Credit Candidates speculating on future government policy.</p>

Question	Answer/Indicative content	Mark	Guidance
	<b>0 marks</b> No response or no response worthy of credit.		Candidate must make reference to the impact of a government policy. Where no policy is mentioned Max L1 – 2 marks.



### 1. 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:
- i. 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.
  - ii. 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.
  - iii. 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

- b. 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.
- c. If a script has a **word processor cover sheet AND a scribe cover sheet** attached to it, see point a. above.
- d. 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.
- e. If the script has a **transcript, Oral Language Modifier, Sign Language Interpreter or a Practical Assistant cover sheet**, award SPaG as normal.

## APPENDIX 1

## 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.
<b><i>0 marks</i></b>
The use of zero (0) marks. 0 marks should be awarded when <ul style="list-style-type: none"><li>- The candidate writes nothing;</li><li>- The candidate's response bears no relation to the question;</li><li>- The candidate's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning.</li></ul>

**OCR (Oxford Cambridge and RSA Examinations)**  
1 Hills Road  
Cambridge  
CB1 2EU

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

**Oxford Cambridge and RSA Examinations**  
is a Company Limited by Guarantee  
Registered in England  
Registered Office; 1 Hills Road, Cambridge, CB1 2EU  
Registered Company Number: 3484466  
OCR is an exempt Charity

**OCR (Oxford Cambridge and RSA Examinations)**  
Head office  
Telephone: 01223 552552  
Facsimile: 01223 552553

© OCR 2014

