

GCSE

Geography B

Unit **B563/01**: Key Geographical Themes (Foundation Tier)

General Certificate of Secondary Education

Mark Scheme for June 2017

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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.

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Annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning
	Blank Page – this annotation must 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. Use for additional pages where candidate's response does not have an annotation or did not gain any credit.
	Unclear
	Use to indicate incorrect content for case study response (with red colour highlighter)
	Use DEV within a case study answer to show creditable detail/development
	Use DEV within a three/four mark answer to show valid detail/development of a basic idea
	Use green highlighter within case study answer to show creditable detail located in the wrong section of the case study page
	Use J within a case study answer if only one basic valid idea for bottom of Level 1
	Annotate end of answer with L1 for overall level.
	Annotate end of answer with L2 for overall level.
	Annotate end of answer with L3 for overall level.
	Use PLC to indicate place specific detail for Level 3
	Correct point. Place tick where credit given or point awarded within the answer.
	Omission mark. Use to indicate something missing from response

Question	Answer	Marks	Guidance
1a) i)	1 mark for River Derwent	1	1 x 1
1a) ii)	1 mark for 373 metres	1	1 x 1
1a) iii)	1 mark for 2.5 sq km	1	1 x 1
1b) i)	Effects of river flooding could include: Residential property flooded ✓ need to live elsewhere (dev) Places of work flooded ✓ unable to work (dev) Stress/emotional impact ✓ damage to property (dev) Insurance issues ✓ due to damage to property (dev) Access issues ✓ roads/transport links disrupted (dev) Unable to work / go to school ✓ transport links disrupted (dev) Utilities disrupted/destroyed ✓ e.g. power cuts (dev) Risk of water borne diseases ✓ contaminated water (dev)	4	4 x 1 or up to 3 marks for a well developed explanation of one idea At least two effects needed for full marks. Credit detail about an effect, cause of effect or consequences for people in Cockermouth. (dev) Credit relevant OS map/photo evidence such as effects on farmland (dev), named transport routes (dev)
1b) ii)	Reasons for flooding in centre of Cockermouth could include: Rivers meet in Cockermouth ✓ maximum discharge (dev) Cockermouth at end of a river network ✓ excess discharge channelled there (dev) High/steep relief in catchment around Cockermouth ✓ excess discharge transferred quickly as surface flow to Cockermouth (dev) Low lying land in Cockermouth ✓ excess water spreads over land (dev) Flat land/floodplain in Cockermouth ✓ excess water spreads over land (dev) Road bridges in Cockermouth ✓ could become blocked with flood debris (dev) cause discharge to exceed channel (dev) Built up area ✓ impermeable surfaces/lack of infiltration (dev)	4	2 x 2 1 mark for valid reason, second mark for explanation Max 2 marks for each explained reason Reasons must be linked to OS map evidence No credit for general causes of river flooding such as: heavy rainfall, saturated soil, rock type, lack of flood defences No credit for simply stating that there is a river in Cockermouth

	Any valid named process ✓ on outside bend as river flow is faster (dev) so more energy to erode (dev)		
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Question	Answer	Marks	Guidance
1(e)	<p>Case Study: one type of coastal landform.</p> <p>Indicative content <i>Coastal landform could be stated on the first line or on the diagram or within the text or clearly recognisable in the sketch</i></p> <p><i>Credit if sketch shows a coastal landscape or sequence of change (from crack to stump), provided one landform is clearly stated or shown in the response as a valid coastal landform.</i></p> <p><i>Valid type of coastal landform needed</i> <i>Specification Content = cliffs, headland, cave, arch, stack, beach, spit.</i> <i>Accept other valid coastal landforms such as wave cut platform, stump, bar, tombolo.</i></p> <p><i>Sketch must look like the stated landform.</i> <i>Accept sketch maps.</i></p> <p><i>Characteristic features in sketch will show shape/structure of landform.</i> <i>Dev within the sketch could include labels for size/relief, rock type and/or other relevant features e.g. recurved end, blowhole, beach ridge.</i></p> <p><i>Credit ideas about landform features if given in text section.</i></p> <p><i>Explanation of how process(es) of erosion and/or deposition may change the landform, must be coherently linked to the example given. Detail could include specific named processes and how</i></p>	9	<p>Case study will be marked using three levels</p> <p>Award mark at top of level if answer consistently meets all the criteria for the level</p> <p>Award mark at middle of level if answer meets the criteria with some omissions, errors or inconsistency</p> <p>Award mark at the bottom of level if answer only just meets the criteria with several omissions, errors or inconsistency</p> <p>Annotate end of answer with L3, L2 or L1 for overall level Use J within answer if only one basic valid idea for Level 1 Use DEV within answer to show creditable detail/development Use PLC to indicate place specific details for Level 3</p> <p>Level 3 Valid example and sketch needed for top of Level 3 Top of level will have an accurate coastal landform sketch showing detail for the features, and detail about how natural processes may change the landform, with some valid place specific information linked to the coastal landform.</p> <p>Detailed response lacking place specific detail = bottom of L3</p> <p>Level 2 Valid example and sketch needed for top of Level 2 Top of level will have an accurate coastal landform sketch showing a valid feature, and a valid idea about how natural processes may change the landform, with valid detail for either the features or ideas about natural processes.</p>

	<p><i>they operate, and/or clear reference to how the landform may be changed over time. Credit process ideas if labelled on sketch.</i></p> <p><i>Valid PLC could include: the name of the landform, coastal location, rock type, beach materials, data such as height of cliff/length of beach.</i></p> <p>Level 3 (7-9 marks) Demonstrates good knowledge and understanding of the features of a type of coastal landform and the processes which change the landform.</p> <p>Level 2 (4-6 marks) Demonstrates sound knowledge and understanding of the features of a type of coastal landform and the processes which change the landform. With valid detail for either the features or processes.</p> <p>Level 1 (1-3 marks) Demonstrates limited knowledge of a coastal landform with basic ideas about the features or a process.</p>		<p>Bottom of level will have an basic sketch, with a valid feature and a valid natural coastal process idea or</p> <p>A basic sketch with added detail but no valid process ideas or</p> <p>A basic sketch with process ideas but no valid features added to sketch</p> <p>Level 1 Valid example and sketch needed for top of Level 1 Top of level will have a basic sketch with a stated landform or basic process idea</p> <p>Bottom of level will have a stated coastal landform with no further information; or a basic coastal landform sketch with no further information; or a basic natural coastal process idea with no sketch.</p>
	Spelling, punctuation and grammar (SPaG) are assessed Using the separate marking grid on page 15	SPaG 3	
Question	Answer	Marks	Guidance
2a) i)	1 mark for 138,866	1	1 x 1
2a) ii)	1 mark Philippines	1	1 x 1
2b)	1 mark for Near to the Tropic of Cancer	1	1 x 1
2c)	Possible reasons for many deaths could include: Higher/stronger wind speeds ✓ more property destroyed, deaths by flying debris (dev) Higher storm surge ✓ more deaths by drowning (dev) Higher population density ✓ more people to be killed (dev)	4	4 x 1 for basic ideas or up to 3 marks for a well developed explanation of one reason Full marks for four valid ideas without any explanation

	<p>Less sturdy/secure dwellings ✓ more property destroyed, deaths by flying debris (dev)</p> <p>Limited emergency services ✓ injured / trapped people die (dev)</p> <p>Limited preparedness for tropical storms ✓ people more vulnerable to impact (dev)</p> <p>Limited monitoring of tropical storms ✓ people not prepared or aware of dangers (dev)</p> <p>Limited aid/relief after tropical storm ✓ people die of hunger, lack of clean water, disease, lack of shelter (dev)</p> <p>Coastal locations ✓ exposure to stronger winds and/tidal surge (dev)</p>		No credit for they are LEDCs unless linked to other valid ideas
Question	Answer	Marks	Guidance
2d)	<p>Conditions needed for tropical storms to form are:</p> <p>High sea temperatures ✓ over 26°C (dev) evaporation (dev)</p> <p>Forms over oceans/seas ✓ deep water (dev), at least 60 metres deep (dev)</p> <p>Meeting of trade winds / rotation of Earth ✓ Coriolis Effect (dev)</p> <p>High air temperatures ✓</p> <p>Rapid condensation ✓</p> <p>Low wind shear ✓</p>	4	<p>4 x 1 for basic ideas or up to 3 marks for detailed coverage of one condition</p> <p>1 mark for each valid condition</p> <p>(dev) for detail about condition such as number data</p> <p>At least two conditions needed for full marks</p>
2e)	<p>Reasons to explain why people continue to live in places which have tropical storms could include:</p> <p>Poverty ✓ people cannot afford to move to safer locations (dev)</p> <p>Family/community ✓ born and brought up in the place and do not want to move (dev)</p> <p>Economic activity ✓ may work in tourism/farm the land/have a business/job may not be able to or want to move (dev)</p> <p>Perception ✓ may believe they are safe from the impact of</p>	4	<p>4 x 1 for basic ideas or up to 3 marks for a well developed explanation of one reason</p> <p>(dev) for detail about reason and/or explanation of why people continue to live in places which have tropical storms</p> <p>At least two reasons needed for full marks</p> <p>No credit for cheap to live there</p>

	<p>future tropical storms (dev)</p> <p>Frequency of tropical storms ✓ no personal experience or recollection of dangers (dev)</p> <p>Protection ✓ may be shelters/safe places to go to in the event of a tropical storm (dev)</p> <p>Early warning systems and emergency services ✓ feel safe from future impact (dev)</p> <p>Have protected their own property ✓ feel safe from future impact (dev)</p>		
2f)	<p>1 mark for definition of drought, such as no rain, less rain than normal/expected (or similar)</p> <p>1 mark for definition of severe, such as over a long period of time or leading to possible loss of human life or migration from drought area or significant impact on quality of life such as water rationing, crop failure, water supplies depleted</p>	2	<p>2 x 1</p> <p>Mark can be given for definition of severe if drought not defined</p>
Question	Answer	Marks	Guidance
2g)	<p>Ideas about how human activities could make drought worse could include:</p> <p>Swimming pools = clean water used to fill pools/luxury item ✓ less water available for drinking/more urgent needs (dev)</p> <p>Waste of water during a drought (dev)</p> <p>Irrigation = water used to grow crops ✓ increases evaporation (dev) increased salination (dev) less water available for drinking/more urgent needs (dev)</p> <p>Waste of water during a drought (dev)</p> <p>Overgrazing = livestock eating vegetation ✓ leading to soil erosion (dev) drought related famine exacerbated (dev)</p>	4	<p>2 x 2 or up to 3 marks for one well developed explanation</p> <p>(dev) for detail about how the human activity exacerbates drought, can be linked to causes or consequences</p>

	<p>Deforestation = loss of trees ✓ less evapotranspiration (dev) leading to even less rainfall (dev) less water for human use (dev)</p> <p>Credit MEDC context of water restrictions linked to above factors for dev</p>		
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Question	Answer	Marks	Guidance
2h)	<p>Case Study: a tectonic hazard event in an MEDC place</p> <p>Indicative content</p> <p><i>MEDC place can be a country, region or settlement</i></p> <p><i>Type = earthquake or tsunami or volcanic eruption</i></p> <p><i>Impact could include loss of life/injury; loss of homes/destruction of property; destruction of infrastructure; impact on economic activities; problems faced by people after the hazard event such as homelessness, access to services</i></p> <p><i>Hazard reduction methods must be coherently linked to the type of hazard given and the context of the MEDC place and could include:</i></p> <p><i>For volcanic eruptions, methods of monitoring volcanic activity; prediction of eruption events; evacuation planning.</i></p> <p><i>For earthquakes, earthquake resistant buildings, earthquake awareness such as emergency drills and home survival kits.</i></p> <p><i>Accept well trained emergency services and relief planning</i></p>	9	<p>Case study will be marked using three levels</p> <p>Award mark at top of level if answer consistently meets all the criteria for the level</p> <p>Award mark at middle of level if answer meets the criteria with some omissions, errors or inconsistency</p> <p>Award mark at the bottom of level if answer only just meets the criteria with several omissions, errors or inconsistency</p> <p>Annotate end of answer with L3, L2 or L1 for overall level Use J within answer if only one basic valid idea for Level 1 Use DEV within answer to show creditable detail/development Use PLC to indicate place specific detail for Level 3</p> <p>Level 3 Valid named MEDC place and tectonic hazard needed for top of Level 3 Top of level will have a detailed information about the impact of a tectonic hazard in an MEDC place and detail about the methods used to reduce the impact of the hazard, with place specific detail (such as credible data about the impact).</p> <p>Detailed response lacking place specific detail = bottom of L3</p>

	<p><i>for both types of hazard.</i></p> <p><i>Credible place specific information could include accurate hazard impact data such as death toll, costs of damage/repairs and/or additional place names linked to the MEDC example.</i></p> <p>Level 3 (7-9 marks) Demonstrates good knowledge and understanding of the impact of a tectonic hazard in an MEDC place and methods used to reduce the impact of the hazard.</p> <p>Level 2 (4-6 marks) Demonstrates sound knowledge and understanding of the impact of a tectonic hazard in an MEDC place and a method used to reduce the impact of the hazard. With valid detail for either the impact or methods used.</p> <p>Level 1 (1-3 marks) Demonstrates limited knowledge of a tectonic hazard in an MEDC place with a basic idea about the impact of the hazard or a method used to reduce the impact.</p>		<p>Level 2 Valid named MEDC place and tectonic hazard needed for top of Level 2 Top of level will have basic information about the impact of a tectonic hazard in an MEDC place and a valid idea about a method used to reduce the impact of the hazard, with detail for either the impact or the methods used.</p> <p>Bottom of level will have basic information about the impact of a tectonic hazard in an MEDC place and a valid idea about a method used to reduce the impact of the hazard or ...</p> <p>Detail about the impact of the hazard with no valid information about the methods used or ...</p> <p>Detail about the hazard reduction methods with no valid information about the impact of the hazard.</p> <p>Level 1 Valid named MEDC place and tectonic hazard needed for top of Level 1 Top of level will have a valid named example with a basic idea about the impact of the hazard or a method used to reduce the impact.</p> <p>Bottom of level will have a valid MEDC place name or a valid type of tectonic hazard or a basic idea about the impact of a tectonic hazard or a basic idea about a tectonic hazard reduction method.</p>
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 15	SPaG 3	

Question	Answer	Marks	Guidance
3a) i)	1 mark for Zambia	1	1 x 1
3a) ii)	1 mark for 21,100 (unit of currency not needed)	1	1 x 1
3a) iii)	1 mark for six	1	1 x 1
3b) i)	Valid indicator is either expected number of years of schooling or adult literacy rate Accept a valid definition of what is measured such as: years a child expects to attend school (dev) or % of adults can read and write (dev) or that a higher score indicates a developed education system (dev)	2	2 x 1 1 mark for valid indicator, 2 nd mark for explanation (dev)
3b) ii)	Valid indicator is either life expectancy or under 5 mortality rate Accept a valid definition of what is measured such as: Average age a person is expected to live (dev) or number of children that die before the age of 5 (dev) or that high life expectancy or low infant mortality indicates developed health care (dev)	2	2 x 1 1 mark for valid indicator, 2 nd mark for explanation (dev)
3c)	Improvements to family's quality of life could include: milk from cow ✓ better diet (dev) better health (dev) manure ✓ as fertiliser (dev) increased crop yields (dev) sale of surplus crops ✓ higher income (dev) education for	4	4 x 1 for basic ideas, up to 4 marks for detailed coverage of one idea (dev) for quality of life ideas coherently linked to specific features of the project

	children (dev)		Maximum 2 marks for valid quality of life ideas without clear reference to features of the project
3d)	<p>Valid sustainability features could include:</p> <p>Environmental – fertility of soil improved by manure ✓ for future use (dev)</p> <p>Economic – calves are produced ✓ for future use/sale (dev)</p> <p>Social – family control the project ✓ can pass on knowledge and skills to others in their community (dev)</p> <p>Improved career prospects ✓ improved access to education (dev)</p> <p>Improved diet ✓ health of family improved for future (dev)</p> <p>New cow at the end of the year ✓</p> <p>Project can continue into the future and/or expand (dev)</p> <p>1 mark for simple statements such as: the cycle continues or it does no harm to the environment.</p>	4	<p>2 x 2</p> <p>1 mark for valid sustainability feature, 2nd mark for explanation of why this is sustainable</p> <p>Two valid ideas needed for full marks</p> <p>Must be clear ideas about future operation/success of project</p> <p>No credit for quality of life ideas unless clearly linked to the future sustainability of the project or its benefits</p>
Question	Answer	Marks	Guidance
3e)	<p>Valid problems could include:</p> <p>Cow could die ✓ cow is stolen ✓ no benefits for family (dev)</p> <p>Overgrazing by cow ✓ causes soil erosion (dev)</p> <p>Small scale of project ✓ limited contribution to overall economic development of LEDC (dev) such as GDP (dev)</p> <p>Dependent on MEDC based NGO ✓ may be limited by donations (dev) or priorities of NGO (dev)</p> <p>Cow becomes ill ✓ family cannot afford vet's fees (dev)</p> <p>Long term aid ✓ family have to wait for benefits (dev)</p>	2	<p>2 x 1</p> <p>1 mark for a valid problem, 2nd mark for explanation (dev)</p> <p>No credit for a second valid problem if no explanation of first.</p>
3f)	Benefits for MEDCs giving aid could include:	4	2 x 2

	<p>Aid linked to trade ✓ LEDC may buy related goods/services (dev) LEDC becomes dependent on MEDC (dev)</p> <p>Links to other types of economic activities ✓ such as infrastructure development (dev) access to natural resources (dev) access to consumer markets within LEDC (dev)</p> <p>Linked to economic activities in MEDC ✓ such as jobs (dev)</p> <p>Image/reputation/prestige ✓ MEDC seen to be doing good (dev)</p> <p>Strategic benefits ✓ political/military influence in LEDC/region (dev)</p> <p>LEDC pays back loans with interest ✓ MEDC profits (dev)</p> <p>Benefits for LEDCs receiving aid could include:</p> <p>Emergency/food aid ✓ saves lives (dev) helps recovery after a disaster (dev)</p> <p>Investment in water supply ✓ improved health (dev)</p> <p>Investment in health care ✓ improved health (dev)</p> <p>Investment in education ✓ improved literacy (dev) better job prospects (dev)</p> <p>Investment in farming ✓ improved diet (dev) higher income (dev)</p> <p>Investment in infrastructure ✓ increased trade (dev) higher income (dev)</p> <p>Investment in industry ✓ increased income (dev) multiplier effect (dev)</p> <p>Environmental schemes such as tree planting ✓ reduced soil erosion (dev) increased income (dev)</p>		<p>1 mark for a valid benefit, 2nd mark for explanation (dev)</p> <p>Two valid ideas needed for full marks</p>
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Qu	Answer	Marks	Guidance
3(g)	<p>Case Study: an example of a multi-national company (MNC) Indicative content <i>Example must be a valid named MNC with operations in a valid named LEDC or MEDC</i> <i>Valid reasons for MNC operation in an LEDC/MEDC could include:</i> <i>Low labour costs to increase profit margins</i> <i>Access to natural resources at low cost</i> <i>Tax breaks offered by LEDC/MEDC to attract investment</i> <i>Access to emerging consumer markets</i> <i>Less stringent environmental regulations</i></p> <p><i>Valid good points of the MNC for the LEDC/MEDC could include:</i> <i>Jobs created, wages spent in local economy</i> <i>Investment in infrastructure such as improved roads</i> <i>Multiplier effect such as local suppliers to MNC operation or further MNC investment</i> <i>Tax revenue for LEDC/MEDC</i> <i>MNC goods/services for LEDC/MEDC consumers</i></p> <p>No credit for bad points of MNC for LEDC/MEDC</p> <p><i>Valid place specific information could include: credible information about the MNC operations such as products, services; accurate data about the MNC such as jobs created, profits; valid named places within the LEDC/MEDC</i></p> <p>Level 3 (7-9 marks) Demonstrates good knowledge and understanding of an MNC with detailed information about its LEDC/MEDC location factors and the good points of the MNC for the LEDC/MEDC.</p> <p>Level 2 (4-6 marks) Demonstrates sound knowledge and understanding of an MNC with information about why it operates in an LEDC/MEDC and a</p>	9	<p>Case study will be marked using three levels</p> <p>Award mark at top of level if answer consistently meets all the criteria for the level</p> <p>Award mark at middle of level if answer meets the criteria with some omissions, errors or inconsistency</p> <p>Award mark at the bottom of level if answer only just meets the criteria with several omissions, errors or inconsistency</p> <p>Annotate end of answer with L3, L2 or L1 for overall level Use J within answer if only one basic valid idea for Level 1 Use DEV within answer to show creditable detail/development Use PLC to indicate place specific detail for Level 3</p> <p>Level 3 Valid named MNC + LEDC/MEDC needed for top of Level 3 Top of level will have detail about the location factors for an MNC in an LEDC/MEDC, and the good points for the LEDC/MEDC, with place specific detail (such as relevant place names or accurate data).</p> <p>Detailed response lacking place specific detail = bottom of L3</p> <p>Level 2 Valid named MNC + LEDC/MEDC needed for top of Level 2 Top of level will have a valid location factor and a valid good point, with detail for either the location factors or good points</p> <p>Bottom of level will have a valid location factor and a valid good point or</p> <p>Some detail for location factors without any valid good point</p>

	<p>good point for the LEDC/<i>MEDC</i>. With valid detail for either the LEDC/<i>MEDC</i> location factors or good point for the LEDC/<i>MEDC</i>.</p> <p>Level 1 (1-3 marks) Demonstrates limited knowledge and understanding of an MNC with a basic idea about a LEDC/<i>MEDC</i> location factor or a good point for the LEDC/<i>MEDC</i>.</p>		<p>or</p> <p>Some detail for good points without any valid location factor</p> <p>Level 1 Valid named MNC + LEDC/<i>MEDC</i> needed for top of Level 1</p> <p>Top of level will have a valid location factor or good point</p> <p>Bottom of level will only have ... a named MNC or a named LEDC/<i>MEDC</i> or a valid MNC location factor or a valid MNC good point</p>
	<p>Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 15</p>	<p>SPaG 3</p>	

Spelling, punctuation and grammar (SPaG) assessment grid

<i>High performance 3 marks</i>
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.
<i>Intermediate performance 2 marks</i>
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.
<i>Threshold performance 1 mark</i>
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.

The use of 0 (zero) marks.

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.

Candidate has been supported by a scribe

Maximum of 1 mark if candidate has only written one sentence.

Awarding Spelling, Punctuation and Grammar to scripts with a coversheet

1. 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:
 - a. 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.
 - b. 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.
 - c. 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

2. If a script has a word processor cover sheet attached to it the candidate can still access SPaG marks (see point 1 above) unless the cover sheet states that the checking functionality is enabled, in which case no SPaG marks are available.

3. If a script has a word processor cover sheet AND a scribe cover sheet attached to it, see point 1 above.

4. 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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