Mark Scheme (Results)

Summer 2013

GCSE Geography (5GA1F) Paper 01
Geographical Skills - Foundation

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.

- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.

- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.

- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.

- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.

- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.

- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.

- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Placing a mark within a level mark band

- The instructions below tell you how to reward responses within a level. Follow these unless there is an instruction given within a level. However, where a level has specific guidance about how to place an answer within a level, **always** follow that guidance.

- **2 mark bands**
  Start with the presumption that the mark will be the higher of the two.
  An answer which is poorly supported gets the lower mark.

- **3 mark bands**
  Start with a presumption that the mark will be the middle of the three.
  An answer which is poorly supported gets the lower mark.
  An answer which is well supported gets the higher mark.

- **4 mark bands**
  Start with a presumption that the mark will be the upper middle mark of the four.
  An answer which is poorly supported gets a lower mark.
  An answer which is well supported and shows depth or breadth of coverage gets the higher mark.

- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

  i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

  ii) select and use a form and style of writing appropriate to purpose and to complex subject matter

  iii) organise information clearly and coherently, using specialist vocabulary when appropriate.

Spelling, Punctuation and Grammar Marking Guidance

- The spelling, punctuation and grammar assessment criteria are common to GCSE English Literature, GCSE History, GCSE Geography and GCSE Religious Studies.

- All candidates, whichever subject they are being assessed on, must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.

- Spelling, punctuation and grammar marking criteria should be applied positively. Candidates must be rewarded for what they have demonstrated rather than penalised for errors.

- Examiners should mark according to the marking criteria. All marks on the marking criteria should be used appropriately.

- All the marks on the marking criteria are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the marking criteria.

- Examiners should be prepared to award zero marks if the candidate's response is not worthy of credit according to the marking criteria.

- When examiners are in doubt regarding the application of the marking criteria to a candidate's response, the team leader must be consulted.

- Crossed out work should be marked unless the candidate has replaced it with an alternative response.

- Handwriting may make it difficult to see if spelling, punctuation and grammar are correct. Examiners must make every effort to assess spelling, punctuation and grammar fairly and if they genuinely cannot make an assessment, the team leader must be consulted.

- Specialist terms do not always require the use of complex terminology but the vocabulary used should appropriate to the subject and the question.

- Work by candidates with an amanuensis, scribe or typed script should be assessed for spelling, punctuation and grammar.

- Examiners are advised to consider the marking criteria in the following way:
  o How well does the response communicate the meaning?
  o What range of specialist terms is used?
  o How accurate is the spelling, punctuation and grammar?

Question Number	Answer	Mark
1(a) (i)	One mark per correct answer: | Letter on photograph	Instruction	Space for answer
A	Valley name.	Nant Ffrancon
B	Road number.	A5
C	Name of building.	Ty Gwyn | Note - do not penalise incorrect spelling as long as the word is recognisable.	**3** **ePen:** **1+1+1**

Question Number	Answer	Mark
1(a) (ii)	☒ **C** National Trust	**1** **ePen:**

Question Number	Answer	Mark
1(a) (iii)	**middle** **0.5 km** **flat** **steep** **1044m** Note - units not required for credit.	**5** **ePen:** **1+1+1+1+1**

Question Number	Answer	Mark
1(b) (i)		letter	Feature
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J	River **OR** Afon **OR** Nant Peris Also accept flood plain. Note name of river need not be correct for credit.
K	Road **OR** A4086 **OR** Parking **OR** Picnic Site **OR** Pub
L	Camp site **OR** Post Office **OR** P **OR** Parking | Note - could credit the same response in K and L.	**3** **ePen:** **1+1+1**

Question Number	Answer	Mark
1(b) (ii)	It should be marked approximately 2.4 cm along the cross-section (1.2km). Height of 620 m. Allow +-2mm on cross section (2.2-2.5 cm). "R" should be on, or very close to the cross section line. Dot / spot / cross / X is acceptable, rather than an "R".	**1** **ePen:**

Question Number	Answer	Mark
1(b) (iii)	☒ **B** Marchlyn Mawr	**1** **ePen:**

Question Number	Answer	Mark
1(c)	☒ **C** 4 km	**1** **ePen: comp**

Question Number	Answer	Mark
2 (a) (i)	One mark per correctly drawn arrow. Arrows to be drawn to *approximately* the correct length but width must be correct within 25 tourists (~1mm). e.g. Snowdon Railway should be slightly thinner Llanberis Path. Rhyd Ddu and Pyg Track should be similar. Notes: No need for arrows to be shaded for labelled. - Arrows should be identifiable as linked to a particular path / railway line but need not be on the path line. - Rhyd Ddu must look narrower than Snowdon Mountain Railway. - Arrows must point the correct direction (towards the summit).	**2** **ePen:** 1+1

Question Number	Answer	Mark
2 (a) (ii)	☒ **D** Llanberis Path	**1** **ePen: comp**

Question Number	Answer	Mark
2 (a) (iii)	☒ **A** Rhyd Ddu Path and Pyg Track	**1** **ePen: comp**

Question Number	Answer	Reject	Mark
2 (a) (iv)	It shows two pieces of information (1). It is an accurate representation (of numbers of tourists as the lines are measured out with a scale).(1) proportional (1) It shows direction (1) as well as amount.(1) Easy to read / see (data) / make interpretations (1) Can make comparisons between routes / locations (1). It shows locations / patterns (where people walk / travel) (1) No credit for development as 2x different reasons. Can get 2 marks from one section, if clearly two advantages in	Quick to draw Easy to draw See how data changes over time More accurate than other graphs	**2** **ePen: comp** **1+1**

Question Number	Answer	Mark
2 (a) (v)	A lot of people go on the train (1) because it is easier than walking. (1) The train may also offer good views (1) accessible. (1) etc Most people walk from Llanberis (1) because it is the biggest settlement in the area. (1) Least people walk the Snowdon Ranger Path track (1) because it has a long steep drag to the summit. (1) e.g. Quite a lot of people, 250 per hour (1), start from Pen-y-pass and have the option of a lower (Miners Track) or higher (Pyg Track) route. (1) Large number of people are using tracks from the north (1) less from other directions (1). Max 2 without either an overview of pattern **OR** reasonable explanation(s) **OR** explicit data, i.e. numbers of people. Note: The instruction outline allows candidates to get reward for description and development (i.e. through comparison, summaries by looking at pattern). Another route allows candidates to get reward for plausible explanations, through development.	**4** **ePen: comp** **1+1+1+1** **(1+1)+(1+1)** **(1+1+1)+1**

Question Number	Answer	Mark
3 (a) (i)	☒ **D** Everyone can use it for an agreed cost.	**1** **ePen:**

Question Number	Answer	Reject	Mark
3 (a) (ii)	For public transport expect: trams, buses, urban trains, underground etc. On public transport you pay a fare to travel a set route. However candidates are not required to write about public transport, since the focus of the question is about improvement of urban areas. Easier / quicker / faster / more convenient for people to get around large urban areas (1) and so encourages more take-up of public transport (1). Can reduce congestion (1) due to less vehicles on the road (1) and less pollution e.g. CO_2 / atmospheric / water (1). Reduces noise pollution (1). Encourage more visitors / tourists (1) therefore increase spending in urban areas / boost the economy (1). Less vehicles may lead to less accidents (1). May create more jobs (1) which benefits the local community (1). Note: 1) Park and ride can be classified as public transport since it is shared and runs to timetable over a fixed route. 2) Do **not** have to mention a particular type of public transport, e.g. bus, for access to the full range of marks.	Cheaper (not linked to improving urban areas).	**4** **ePen:** (1+1) + (1+1)

Question Number	Answer		Mark
3 (a) (iii)	Could be park and ride or congestion charging, "Boris Bikes" or other ways. There must be a clear link to traffic management. One mark for stating the type of management for example park and ride (1). People park their cars on the outskirts of the urban area (1) and take a bus into the city centre (1) Dedicated direct buses from park and ride to city centre (1) Coordinated traffic lights to reduce congestion Real named location (1).	Less road works as a way of managing traffic. No credit for reason / explanation or benefits.	**3** **ePen:** **(**1+1+1)

Question Number	Answer	Reject	Mark
3 (b)	Expect context to be deforestation (linkage to specification), but credit other types of resource extraction if relevant (e.g. oil, agriculture). Number of ideas may be given, e.g. Protect woodlands from further exploitation (1) logging permits (1) therefore making them more sustainable (1) Remove logging roads (1) Replanting of woodland (1) Companies help pay for clean-up (1) Patrols / surveillance to protect forested areas from illegal logging (1) For example, In 2001 Givaudan used non-destructive operations in the forest (1), shared the profits with local communities (1) through conservation and development initiatives. (1). Credit incineration of waste (1) and burying of waste (1). Credit development of an example if appropriate. NOTE: Example should be interpreted as either a located example, or as an example of management.	Answers which only discuss impacts, without reference to management.	**4** **ePen:** (1+1) + (1+1)

Question Number	Answer	Mark
4 (a) (i)	☒ **C** Cattle produce methane gas ☒ **E** Cattle contribute to the greenhouse effect	**2** **ePen: comp**

Question Number	Answer	Mark
4 (a) (ii)	**sun** **planet** **ash** **reduces** **global**	**5** **ePen: comp**

Question Number	Indicative content
*4 (b) **QWC** **i-ii-iii**	There are a number of ideas and effects: The vast majority of the world's glaciers are retreating, some more quickly than others. This is thought by some to be due to the increase in temperatures caused by climate change. Research has shown that 90 per cent of the glaciers in Antarctica are retreating. The melting of the glaciers at the poles could also affect ocean water movement. It is believed that melting ice in the Arctic could cause the Gulf Stream to be diverted further south. This will lead to colder temperatures in western Europe; matching the temperatures found across the Atlantic in Labrador at the present time. Temperatures are frequently below 0°C in the winter with averages of 8–10°C in July, which is 10°C cooler than the average UK summer temperature. Other examples: - In Kenya droughts now happen every three years instead of every ten years. In 2006 Kenya suffered its worst drought for 80 years. Many farmers lost all of their cattle. - A Greenpeace report predicts that the Great Barrier Reef in Australia will be dead within 30 years due to rising sea temperatures (bleaching). - Due to rising sea levels, the Tuvalu islands in the Pacific Ocean have started to evacuate its population to New Zealand, with 75 people moving away each year. - More extreme weather, e.g. parts of UK, plus link to stronger hurricanes etc. - Changes in agriculture and farming patterns, possible loss of agricultural productivity. Increases in food and commodity prices; shortages etc. Note: Examples can be located, i.e. places OR examples of negative effects, e.g. sea level rise. In both instances, good examples (top of L3) will be supported by factual information. There is an overlap between people and the environment. This is intended to form a steer for candidates in answering the question.

Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1–2	A short list of ideas with perhaps one or two briefly described. May only be partially linked to negative effects of climate change. Examples either not appropriate, unclear or absent. Tends to be very basic use of geographical terminology.
Level 2	3–4	Correctly describes at least one negative effect of climate change. For top of level there must be two different effects described. Generally clearly communicated but with limited use of geographical terminology.
Level 3	5–6	Explanations of at least one negative effect of climate change (people and environment). Examples will be supported by factual information (and/or location). For top of band expect two explanations. Well communicated with good use of geographical terminology.
SPaG Level 0	0	Errors severely hinder the meaning of the response or candidate does not spell, punctuate or use the rules of grammar within the context of the demands of the question.
SPaG Level 1	1	*Threshold performance* Candidate spells, punctuates and uses the 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.
SPaG Level 2	2-3	*Intermediate performance* Candidate spells, punctuates and uses the 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.
SPaG Level 3	4	*High performance* Candidate spells, punctuates and uses the 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.