Mark Scheme (Results)

Summer 2014

Pearson Edexcel GCSE in Geography A (5GA1H)

Unit 1: Geographical Skills and Challenges (Higher)

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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:
  - How well does the response communicate the meaning?
  - What range of specialist terms is used?
  - How accurate is the spelling, punctuation and grammar?

Question Number	Acceptable Answer	Reject	Mark
1(a)(i)	Direction: west or south west or north west Accept W, SW, WSW, NW (1 mark) Evidence: sea in distance (1) settlement or town on horizon / distance (1) Burnham / Highbridge (1) accept other features if valid, e.g. church with tower, coniferous wood	sloping land Cluster of houses	**2** **1+1**

Question Number	Acceptable Answer	Reject	Mark
1(a)(ii)	angular (1) with many junctions (1) at right angles / grid (iron) / crossroads (1) straight (1) run parallel (1) box-like (1) Also accept: run N-S or E-W, "not curved", "rounded".	curved long linear lines	**2** **1+1**

Question Number	Acceptable Answer	Reject	Mark
1(b)	Situation is defined as the relationship of a place relative to its surroundings and other places. Burtle is distant / remote /rural / isolated (1) poor connections to other locations (1) small roads (1) 8km to the east of Puriton (1), 10 km SE Highbridge etc. (1) north of South Drain / Huntspill (1) Landuse: agriculture / farmland (1), some scattered woodland (1) village development (1) minor roads (1) houses (s), disused railway track (1) heath / moor (1) pond / lake (1) bridleway / footpath (1), nature reserve Max 3 marks for either description of situation or land-use only.	Comments related to site of Burtle itself, e.g. relief, topography, drainage etc. Buildings within the village itself, e.g. pub	**4** **(1+1)** **1+(1+1+1)**

Question Number	Acceptable Answer	Reject	Mark
1(c)	East Hunspill is a linear settlement or synonym, e.g. ribbon, long line (1), along a road with buildings either side (1) Wedmore is a nucleated settlement or synonym, e.g. circular, compact, clustered, centralised (1) clustered together around the crossroads or church / place of worship (1) Must use comparative language to get max 3, e.g. "is more nucleated", "whereas....".	Reasons why the settlements are different shapes / sizes. Dispersed	**3** **1+1+1** **(1+1)+1**

Question Number	Acceptable Answer	Mark
1(d)	5.2 Accept 5.0-5.4	**1**

Question Number	Answer	Mark
1(e)		**2** **1+1**

Grid Square	Example of tourism feature
393474	Campsite / caravan site (1)
First three digits: 301 302 Or 303 Last three digits: 486 487 OR 488 In any combination (1)	Information Centre

Question Number	Acceptable Answer	Reject	Mark
2(a)	People in the age group 51-65 are the biggest group of dog walkers compared to over 65's (1) Over 65s are the biggest group visiting friends compared to 51-65 (1) People between 51-65 are least likely to be visiting friends compared to / whereas over 65 (1) 51-65 account for the biggest proportion of dog walkers compared to over 65 (1) There is no relationship (1) 1 mark per valid statement. Must use comparative language plus data which compares for 3 marks. Credit data (1 max) if used to support a comparison. Data can be used with manipulation, e.g. twice as many.	Comments about biggest categories without any relationship	**3** **1+1+1** **1+(1+1)**

Question Number	Acceptable Answer	Reject	Mark
2(b)	Only done on one day / snapshot-sample (1) therefore may be unreliable (1) Limited sample size (1) can affect outcomes / conclusions / accuracy (1) Broad age categories (1) may generalise data (1) limited range of activities in data (1). Accept poor / good weather as affecting outcomes (1) Could be doing two activities at once (1) Response must be developed.	Excuses as to why it may not have worked, e.g. problems with operator, recording sheet.	**2** **(1+1)**

Question Number	Indicative content

3	Internet:
	   • Past records in written archive, newspapers etc
	   • Other local records
	   • BBC news, YouTube may also be useful archive
	
	GIS
	   • Environment Agency flood risk maps from website
	   • Other layers of information such as deprivation maps (which may be linked to impacts – poorer communities more vulnerable as lower insurance cover).
	   • Use software: Google Earth, ArcGIS, AEGIS etc to get answers – use of layers
	
	Credit other sensible suggestions.

Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	Very basic and not clearly developed ideas, e.g. use websites. Very limited range, likely to lift heavily from resource. Will probably focus on either GIS or internet, but not both. Explanation absent or very weak. Very basic use of geographical terminology.
Level 2	3-4	Explains some ideas generally linked to internet and GIS. Likely to be lacking in depth and / or range. Partially linked to flood risk and / or impacts. Max 4 if only Internet OR GIS. Some use of geographical terminology.
Level 3	5-6	Clearly explained, realistic ideas on how they would be used. Reasonable balance between internet and GIS, well linked to flood risk and impacts. Clear use of geographical terminology.

Question Number	Acceptable Answer	Reject	Mark
4(a)(i)	Business as usual: similar increase predicted (1) gradual increase (1) Better management prediction: Less steep increase (1) compared to past recorded increases (1) Max 2 marks if only one future rate described. Must use data for max 3. Use of data can add credit / and or comparison. Note – no need to use units.	An explanation of the differences or causes.	**3** **1+1+1** **(1+1)+1**

Question Number	Acceptable Answer	Reject	Mark
4(a)(ii)	There are a number of possible human activities, e.g. • burning of fossil fuels (1) increases CO_2 in the atmosphere (1) which is a greenhouse gas (1) leading to the (enhanced) greenhouse effect. • intensification of agriculture (1) has led lead to more methane concentrations (1) a powerful green house gas (1) • deforestation (1) leading to more CO_2 in the atmosphere (1) which causes greenhouse effect (1) • industrialisation (1) has led to more global manufacturing (1) • people becoming richer (1)using more energy (1) e.g. more cars ownership/use of consumer goods (1) Accept other reasonable ideas, including a rise in temperatures. Note response must link cause to climate change.	volcano impacts of climate change / increasing greenhouse emissions	**3** **(1+1+1)**

Question Number	Acceptable Answer	Reject	Mark
4(b)	Government could be national, local authority or local. There are a number of examples that can be used, e.g. in the UK: FITs, Green Deal, renewables obligations, recycling / LA21, housing and community grants, various taxation schemes (i.e. air passenger duty, road fuel etc). Accept any other valid ideas, which may be linked to local transport, e.g. congestion charging. A single response / policy must be developed to get 2 marks. Note has to be country level (not global).	Campaigns which are not government, e.g. "Live simply"	**2** **(1+1)**

Question Number	Acceptable Answer	Reject	Mark
4(c)	Various pieces of evidence can be cited, expect the link to low lying land (and height), proximity to rivers / drains. All of these can be legitimately linked to increasing risk. Much of the area is at risk, especially in the south, especially in the area of Huntspill Moor. There are some areas of higher ground such as Brent Knoll and the area around Blackford. Some candidates may also use Figure 3b to get evidence. Specific evidence from the map (e.g. located places, grid references, contour lines etc) required for max 4.	Causes of sea level rise Explicit reference to coastal flooding	**4** **(1+1+1)+1** **(1+1)+(1+1)**

Question Number	Acceptable Answer	Reject	Mark
5(a)	Lots of potential policy ideas (and actions) e.g. lowering energy / electricity consumption in the office (1) car sharing (1) various paper recycling schemes (1) not printing emails etc (1) teleconferencing meetings to save travel (1) encourage cycle-to-work (1), allow employees to work from home (1) Must be two or more policies for max 4, otherwise 3.	Rio etc (global scale policies)	**4** **1+1+(1+1)** **(1+1+1)+1** **(1+1)+(1+1)**

Question Number	Indicative content	
5(b) QWC i-ii-iii	The term **sustainable transport** came into use as a logical follow-on from sustainable development, and is used to describe modes of transport, and systems of transport planning, which are consistent with wider concerns of sustainability. In particular sustainable transport aims to be: • affordable, operates fairly and efficiently, offers a choice of transport mode, and supports a competitive economy, as well as balanced regional development. • low emission and low impact, possibly using renewable energy sources wherever possible. There are a range of sustainable transport management schemes that can be discussed: Park and Ride Car Sharing / car pooling Electric car schemes and charging points Subsidises for hybrid vehicles (buses and cars) Congestion charging Boris Bikes and specialist bike hire schemes Schemes to promote walking for people and pedestrians Tram systems and urban trains Various urban planning initiatives to reduce the dominance of cars in urban areas. Examples can be HIC or LIC If not urban or not located then restrict to L1 only.	
Level	Mark	Descriptor
Level 0	0	No acceptable response
Level 1	1-3	An attempt to describe or weakly explain some aspects of urban transport and / or sustainability. Case study material maybe present, but is not always relevant to the answer (may not be located). Tends to be basic use of geographical terminology.
Level 2	4-6	One clear explanation of urban transport sustainability. At least one (urban) located case study is developed to illustrate one or more of the explanations. For top of level expect development by either range or depth. Generally clearly communicated but with mixed use of geographical terminology.
Level 3	7-9	Good explanation of urban sustainable transport schemes. Case study is located, well developed with clear supporting details. For top of band, expect two or more explanations combined with a small element of discussion / evaluation. Well communicated with good use of geographical terminology
	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.

SPaG Level 1	1	*Threshold performance* Candidates spell, punctuate and use 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* Candidates spell, punctuate and use 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* Candidates spell, punctuate and use 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.