Mark Scheme (Results)

Summer 2016

Pearson Edexcel GCSE Geography A (5GA1F/01)
Paper 1: Geographical Skills and Challenges

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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	Answer	Mark
1(a) (i)	B Church Stretton	1

Question Number	Answer	Mark
1(a) (ii)	A West	1

Question Number	Answer	Mark
1(a) (iii)	C 2.5km	1

Question Number	Answer	Mark
1(b)	railway the National Trust 4796 visible earthwork	4 **1+1+1+1**

Question Number	Answer	Reject	Mark
1(c)	The piece of land on which a settlement is built is the **settlement site**. There are many reasons why a site might be chosen for the development of a settlement. For Little Stretton candidates will be using map evidence rather than any specific knowledge of the place. Ideas include – defence / protection (1), shelter (1), water supply (1), stream (1) flat land (1) river crossing (1) accessibility (roads can be included in this context) (1) close to woodland (1) Accept other ideas that are relevant.	Roads (with no reference to accessibility / communication)	2 **1+1** **(1+1)**

Question Number	Answer	Mark
2(a)(i)	**X** Viewpoint/hill summit/trig or triangulation point or pillar/ footpath **Y** Car park/parking/road/(visible) earthwork/tumulus **Z** Road or track or path/school/caravan or camp site	**3** **1+1+1**

Question Number	Answer	Mark
2(a)(ii)	Letter **V** / line in correct location. See below for allowable area. Arrow-head not required, or line, or letter.	**1**
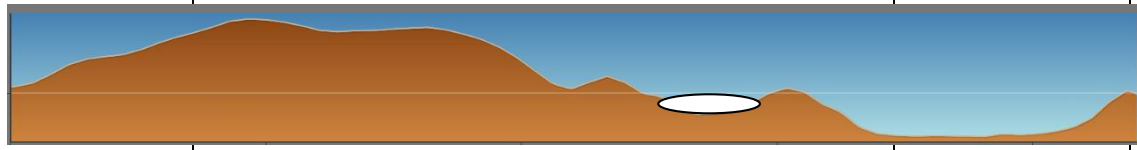
Question Number	Answer	Mark
2(b)(i)	Correct position of sites 5 and 6 1 mark for each Allow a small error of inaccuracy: +/1 one small square on the graph paper only.	**2** **1+1**
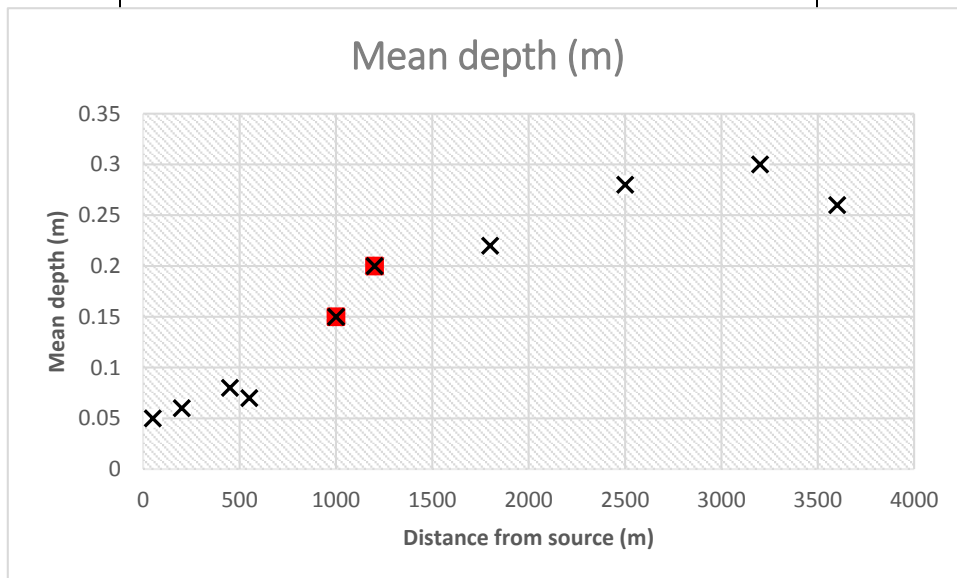
Question Number	Answer	Mark
2(b)(ii)	B you can see the relationship between the two variables	**1**

Question Number	Answer	Reject	Mark
2(b)(ii)	Generally strong (1) Positive (1) Few/no outliers/anomalies (1) Comments about slight fluctuations / variations (1) e.g. site 4 which is lower (1) Site 10 is unusual (1) because the depth is lower than site 9 and the overall trend (1). A statement about / describing relationship, i.e. further away from source, greater average depth (1) credit specific data to support this statement (1)	Weak No-correlation. Description of data not in the context of a relationship.	**3** **1+1+1** **(1+1)+1**

Question Number	Answer	Reject	Mark
3(a)(i)	It's an ageing population / top-heavy or similar (1) Look to be similar numbers of males and females. (1) Age 60+ has the most people in it (1) 0-14 years looks to be the smallest category (1). Accept 30-44 as the smallest category (1) OR 0-14 and 30-44 very similar characteristics (1). Allow (overall) higher percentage of males and females (1). Credit different ideas in the same line.	Comments about either birth rates or death rates	**2** **1+1**

Question Number	Answer	Reject	Mark
3(a)(ii)	Out of date / is not updated very often (1) Is a snapshot of the population on one day (1). Census doesn't count all people / doesn't include everyone (1) Doesn't allow for migration / population flows and changes in an area (1). People fill in the forms incorrectly / don't always tell the truth (1). Can be difficult / complicated to find the data you want online (1). It isn't easy to read / interpret data as its complicated (1) Accept other valid ideas.	Long time to collect the information Inaccurate / unreliable (without reason) Expensive	1

Question Number	Answer	Reject	Mark
3(b)	Find out population from a relevant named website, e.g. Neighbourhood Statistics (1) which would tell you age (1) and income (1). Anything relevant to population, e.g. ethnicity, family size, nature of household, religion, employment, IMD. Accept other relevant sources, e.g. other geo-demographic websites such as Zoopla (1). Credit fieldwork data as additional data sources. Also credit use of a computer to do analysis, e.g. spreadsheet (1) as this could help further research. Max 2 mark for a list of sources OR types of information (e.g. employment rate) without any reference as to how they could be used. Can give credit even if no sources.	Census data (without additional details)	**3** **(1+1)+1** **(1+1+1)**

Question Number	Answer	Mark
4(a) (i)	A southern hemisphere	**1**

Question Number	Answer	Mark
4(a) (ii)	A parts of North America	**1**

Question Number	Answer	Reject	Mark
4(a) (iii)	A number of actions activities may be described, e.g. • Intensification of agriculture / eating more meat/Western lifestyle (1) leading to more methane production (1) • More car ownership (1) leading to more CO_2 gas release (which is a greenhouse gas) (1) • Using more energy, e.g. from fossil fuels (1) releasing more greenhouse gases (1) • Deforestation (1) reduces the number/capacity of trees to absorb CO_2 (1). Note must be different actions. 2+2 marking	"Pollution" without any link to CO_2 or climate change	**4** **(1+1) + (1+1)**

Question Number	Answer	Reject	Mark
4(b) (i)	Release particulate matter/ash into the atmosphere (1), which can block incoming solar radiation (1) through reflection/back-scattering (1). This could lead to cooling (1). Effects on a global scale may be small, but historically could have led to marked cooling, e.g. Little Ice Age (1). Sulphur dioxide is converted into sulphuric acid (1) forming aerosols, (causing more reflection and cooling) (1). Sulphur dioxide is released (1) this indirectly causes cooling. Gas is released from volcanoes may include CO_2, (1) which is a greenhouse gas causing warming (1) (although this is much smaller than human emissions). Note - 1) Max 1 for things emitted by volcano (ash, SO_2, gas, CO_2 etc.). 2) SO_2 is not recognised as a greenhouse gas. 3) There is not additional credit for examples – the question is process focused requiring an explanation. For max 3 marks must link to warming or cooling (climate change).	Other descriptions which are linked to human activity	**3** **1+1+1** **(1+1) + 1**

Question Number	Answer	Mark
4(b) (ii)	scientists gas nitrous global renewable	**5**

Question Number	Answer	Mark
5(a) (i)	B a decrease that varies each year	**1**

Question Number	Answer	Mark
5(a) (ii)	D more people are using the safer buses (BRT)	**1**

Question Number	Answer	Mark
5(a) (iii)	There are a number of different limitations: Expensive to install (1) and takes a long time to construct (1) which means it may not be good value (1) Is very disruptive to install/build (1) Can lead to government corruption (1) as money has been taken and used for private use (1) so only benefits a few people (1) Has not been very successful as not many people have used it (1). Expensive to use (1) so people might be discouraged from using the scheme (1). Allow additional development through some locational detail or supporting data. Name of scheme, however, does not get credit. Beware costs is not a limitation for congestion charge, but is for P&R, Santander Bikes, Rapid Transit Systems. **Note one limitation only.**	**3** **(1+1+1)**

Question Number	Indicative content
*5 (b) **QWC** **i-ii-iii** **exp**	Examples and management initiatives **can be taken from any location**, but many will use textbook examples. Must be in the context of tropical rainforests. <table><tr><td>Madagascar. In 2001 Givaudan, a Swiss company sent a team to Madagascar to survey for new fragrances. It developed 40 aromas that were then sold. The company shared the profits with local communities through conservation and development initiatives, thereby maintaining the forest.</td></tr><tr><td>Bolivia. Another form of management is through carbon credits. LICs can set aside some of their forest and receive carbon credits. Industrialised countries can then buy these credits off the country and in this way the developing country earns money from its forest. The largest carbon credit project in the world is in Bolivia. The project is based in the Noel Kempff National Park, which is an area of 1.5m hectares, and has been an UNESCO World Heritage site since 2000. Bolivia has received £25m by selling the carbon credits of this area. The money has gone straight to the communities who live in the areas as compensation. This means that they are no longer dependent on logging and destroying the forest to farm to earn a living.</td></tr><tr><td>Ecuador. Texaco has agreed to pay $40 million to cover its share for the clean-up of, amongst other things, some 160 of the 600 waste pits created. But the chief of the local Secoya tribe stated that $6 billion was needed to do the job properly. Maxus energy who extracts oil from Yasuni National Park has built an underground pipeline, which has less of an environmental impact. It has provided schools for the local Huaorani and Quichua tribes and invested $60 million in environmental protection.</td></tr></table> Note – do not credit impacts. This is an "explain" question so candidates should be well rewarded, especially at the F-tier for attempting to communicate ideas about why the management approach may have been used. Thereby showing a greater level of understanding.

Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1–2	A short list of ideas with one or two briefly described. May only be partially linked to tropical rainforests / resource extraction. Location either not appropriate or unclear. Tends to be very basic use of geographical terminology.

Level 2	3–4	An attempt to describe at least one management technique. Case study material may be described, but is not always relevant to the answer (must be located and linked to tropical rainforests). For top of level some attempt to give reasons or explanation. Generally clearly communicated but with limited use of geographical terminology.
Level 3	5–6	One clear explanation of an approach to managing forests. Likely to be a located case study which developed to illustrate one or more of the explanations. For top of level must have two or more management techniques, with some explanation linked to at least one. 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.