

**GCSE**

**Geography A**

Unit **A7321/02**: Geographical skills (Higher Tier)

General Certificate of Secondary Education

**Mark Scheme for June 2014**

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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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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
	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.
	Correct response (use only to credit in point marked questions).
	Incorrect response (use only to indicate incorrect in point marked questions).
	Information omitted.
	Unclear.
	Irrelevant.
	Development.
	Two statements are linked.
	To indicate the full extent of a statement which is credited.
	Benefit of doubt given.
	Level one.
	Level two.
	Level three.
	Highlighting an issue eg irrelevant paragraph. Use in conjunction with another stamp eg  or 

Here is the mark scheme for this question paper.

Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
1	(a)	(i)	Grand Union	1	Grand    Union  NB: Need both words for credit.	
1	(a)	(ii)	Eyres Monsell	1	Eyres    Monsell  NB: Need both words for credit.	
1	(a)	(iii)	Westdale	1		
1	(b)	(i)	2 to 2.25 kilometres;  2000 – 2250 metres;  1.3 – 1.4 miles.	1	<b>Units required.</b>	
1	(b)	(ii)	Cosby  Arnesby	2	2 x 1	

Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
1	(b)	(iii)	e.g. 6093  <b>Evidence:</b> Farmland / open land / open space / green space;  Woodland;  Coniferous / non-coniferous;  Isolated buildings / very few buildings;  Village / named village;  'Only a...(farm / footpath) if correct.	1	One mark for correct rural area reference with evidence.  No mark for reference or evidence alone.  No marks if grid reference and evidence do not match.  No marks for 6 figure grid reference.  =  In the Countryside.  <b>= 0 Marks</b> Nothing there; Negative inference (e.g. Not a built up area); Only a ...(farm / footpath) if something else is in the grid square; Not many roads.	


Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
1	(b)	(iv)	<p>e.g. 5999</p> <p><b>Evidence:</b>                      Many houses/ all built up / built up areas / lots of buildings;</p> <p>Roads close to each other / high road density;</p> <p>Building or service typical of an urban area (e.g. <b>lots</b> of schools, <b>lots</b> of places of worship, football stadium, university).</p>	1	<p>One mark for correct urban area reference with evidence.</p> <p>No mark for reference or evidence alone.</p> <p>No marks if grid reference and evidence do not match.</p> <p>No marks for 6 figure grid reference.</p> <p>=  Schools;                      Places of Worship;                      Important Buildings.</p> <p><b>= 0 Marks</b>                      Negative inference (e.g. no open space);                      Main roads;                      Lots of roads;                      Shops;                      Tourist attractions;                      Motorway services;                      Hotels;                      CBD / near the CBD;                      Museum.</p>	


Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
1	(c)	<p>Reference could be made to ideas such as:</p> <p>High density land use / very built up / residential area / little open space;</p> <p>Grid / rectangular pattern / parallel / In a line / straight / linear / perpendicular / right angles to each other / a lot of roads / high density / tightly packed / close together;</p> <p>Redevelopment;</p> <p>Services set up by ethnic groups;</p> <p>Specific number / lots of places of worship;</p> <p>Specific number / lots of doctors surgeries;</p> <p>Specific number / lots of schools / colleges;</p> <p>Close proximity to the CBD / Close proximity to named CBD services (e.g. train station).</p>	4	<p>(1 + 1) x 2</p> <p><b>One mark for each idea with a 2<sup>nd</sup> mark for the map evidence.</b></p> <p>Map evidence should be a named road / service / grid reference. If the idea is 'lots' should refer to more than one example or a grid square with more than one example.</p> <p>= <b>IRRL</b></p> <p>Explanation of the idea.</p> <p><b>= 0 Marks</b></p> <p>Lower quality housing; Council buildings; No open space; One way streets; Trading estates.</p>	


Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
2	(a)	<p>Three distinct time periods:</p> <p>Steady / continuous / gradual / steep* increase to 1951;</p> <p>Decline / reduction between 1951 and 1991;</p> <p>Steep* / very steep rise / increase from 1991 / 2001 to 2011.</p>	3	<p>The question asks about the <b>rate</b> of population growth.</p> <p>'Increase' alone is insufficient for credit – an <b>adjective</b> is required.</p> <p>Allow tolerance on dates as long as the trends and general time periods are correct.</p> <p>Statistics are not required and should not be credited without an interpretation referring to growth rate.</p> <p>*Needs to be a <b>difference</b> between the description of the rate of increase up to 1951 and after 1991 for 2 marks.</p> <p><b>= 0 marks</b>            Fluctuate;            Peaked in 1951;            Overall view of the time period (e.g. increased from 1901 to 2011).</p>	



Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
2	(b)	(i)	<p>Reference should be based on resources provided and should focus on the attractions of Leicester such as:</p> <p>Employment / jobs / work/ start a business / add to the skills base;</p> <p>Education / free education / schools;</p> <p>Health care;</p> <p>Shops;</p> <p>Religious buildings;</p> <p>Housing availability / types of housing / cost / affordability of housing;</p> <p>Live close to families / friends;</p> <p>No language barrier / range of languages spoken.</p>	4	<p>(1 + 1) x 2</p> <p>One mark for a simple idea with a further mark for development.</p> <p>Development <b>must relate to Leicester</b> and <b>must be an explanation</b> of the reason.</p>	


Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
2	(b)	(ii)	<p>Provides workers / cheap labour;</p> <p>Range of restaurants or example;</p> <p>Enhances cultural understanding / diverse cultures / experience new cultures;</p> <p><u>Unique</u> religious buildings or examples;</p> <p>Set up businesses in the area.</p>	2	<p>1 + 1</p> <p>One mark for the idea and one mark for the explanation of <b>why</b> this is a <b>benefit for Leicester</b>.</p> <p>Answer must be derived from the extract and <b>must be benefits for Leicester</b> not migrants.</p> <p>= </p> <p>Different beliefs / diverse; Better / improve economy.</p> <p><b>= 0 marks</b> Boosts income.</p>	

Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
2	(b)	(iii)	<p>Increases unemployment / competition for jobs;</p> <p>Increases demand for housing;</p> <p>Communications / schools / other organisations have to cope with students / people with English as an additional language;</p> <p>Loss of British culture;</p> <p>Tension between cultures / conflict between cultures / racism.</p>	2	<p>1 + 1</p> <p>One mark for the idea and one mark for the explanation of <b>why</b> this is a <b>problem for Leicester</b>.</p> <p>Answer must be derived from the extract and <b>must be problems for Leicester</b> not migrants.</p> <p>= </p> <p>Many / 70 languages spoken without reference to communication; Social diversity.</p> <p><b>=0 marks</b> Benefits (e.g. job seekers allowance/costs government a lot of money); Crime; Busy / overcrowded / lots of traffic / overpopulation; Pressure on schools / hospitals / need to build services / religious buildings as these are not in the extract related to the question.</p>	

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
3	(a)	<p>Shops are higher / taller / more storeys in Fig. 5/CBD;</p> <p>Shops are higher order / more specialist / more expensive / high-end goods in Fig. 5 / CBD;</p> <p>Shops sell comparison goods in Fig. 5 / convenience goods in Fig. 6;</p> <p>Fig. 5 is pedestrianised but Fig. 6 is not;</p> <p>Fig. 5 has more pedestrians / shoppers / is busier than Fig. 6.</p>	3	<p>3 x 1</p> <p>Answers need to be comparative (e.g. busier / more / less or deal with each of Figs 5 and 6).</p> <p>Candidates must refer to the figure they are describing.</p> <p>= </p> <p>More expensive shops; More local shops.</p> <p><b>= 0 marks</b> Examples of shops; More chain stores than independent; Atmosphere is nicer; Looks better; Reference to Christmas decorations; Parking places; Bigger / Smaller.</p>	


Question			Answer/Indicative Content	Marks	Guidance		
					Content	Levels of response	
3	(b)	(i)	<p><b>Frequency of visits:</b> People visit CBD <u>less</u> frequently / Aylestone <u>more</u> frequently.</p> <p><b>Method of transport:</b> People <u>more likely</u> to travel by car to CBD/walk to Aylestone.</p> <p><b>Reasons for visit:</b> People <u>more likely</u> to buy comparison goods / access services in CBD / <u>more likely</u> to buy convenience goods in Aylestone.</p> <p><b>Sphere of influence:</b> Sphere of influence of CBD is <u>larger</u> / <u>smaller</u> sphere of influence for Aylestone.</p>	4	4 x 1	<p><b>A comparison is needed.</b> Interpretation of the graphs is required for comparative statistics for both areas <b>or</b> comparative words need to be used.</p> <p>There must be a <b>conclusion</b> and not repetition of the statistics.</p> <p>Candidates must refer to the figure they are describing.</p> <p><b>= 0 marks</b> Figures without any interpretation.</p>	

Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
3	(b)	(ii)	Some areas will be easier to get to / good transport links / access to shops.	2	1 + 1  Credit one mark for simple reason <b>with evidence from the OS map</b> for second mark.  Map evidence should be a grid reference or an interpretation of the key showing access to:  Roads; Cycle routes; Park and Ride; Train station.	

Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
4	(a)	(i)	<p><b>Ideas such as:</b></p> <p>Large areas of parking;</p> <p>Variety of shops / high-end shops / range of shops / 2 or more different types of shops;</p> <p>Lots of shops within small area / same types of shops as in CBD;</p> <p>Access by public transport / bus stops;</p> <p>Access for disabled people / offers mobility unit &amp; wheelchairs;</p> <p>Family friendly;</p> <p>Modern / spacious retail environment;</p> <p>Big brand name shops / well known shops / large chain stores;</p> <p>Lots of restaurants / places to eat;</p> <p>Access / near to motorway junction;</p> <p>Facilities such as toilets / baby change / cash points / telephone - <b>accept any 2 or more for 1 mark max.</b></p>	2	<p>2 x 1</p> <p>= </p> <p><b>If only one of the following is listed (need 2 for 1 mark)</b></p> <p>Cash points / toilets / baby change;</p> <p>Lots of shops;</p> <p>Many shops / 24 shops;</p> <p>Food shops.</p> <p><b>= 0 marks</b></p> <p>Lists of examples of shops;</p> <p>Names of food outlets;</p> <p>Big / large;</p> <p>Undercover;</p> <p>Pedestrianised.</p>	

Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
4	(a)	(ii)	<p>Less people go to CBD / more people go to Fosse Park / can't compete with Fosse Park / some shops will relocate to Fosse Park;</p> <p>Therefore less profit / less business / less money for shops in CBD; (dev).</p>	2	<p>1 + 1</p> <p><b>One mark for simple idea with 2<sup>nd</sup> mark for reason.</b></p> <p>NB: Reason must focus upon CBD not Fosse Park.</p> <p>NB: Less business must refer to or imply that there is less custom or money being spent in the CBD shops, but 'went out of business' is already in the question.</p> <p><b>= 0 marks</b> Went out of business.</p>	



Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
4	(a)	(iii)	<p><b><u>In favour as:</u></b></p> <p>Jobs may be available;</p> <p>Pleased that shops will be available nearby / wider range of shops to choose from;</p> <p>People don't have to travel as far to high street shops / to get high-end goods.</p> <p><b><u>Against it as:</u></b></p> <p>Concerned over loss of open space / environmental concerns;</p> <p>Possible closure of their local shops;</p> <p>Busier roads / more traffic / noise;</p> <p>Shop owners lose business.</p>	4	<p>(1 + 1) x 2</p> <p><b>First mark for opinion. Second mark for development.</b></p> <p>One mark for a reason why the people of Aylestone may be in favour of Fosse Park with development of this idea needed for the second mark. One mark for a reason why the people of Aylestone may be against Fosse Park with development of this idea needed for the second mark.</p> <p>Focus must be on <b>why</b> people may be for or against Fosse Park.</p> <p>= </p> <p>Fosse Park is nearby;  Increase local economy;  More people around;  People lose their jobs;  Aylestone is busier;  Easily accessible.</p>	

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
4	(b)	<p><b>Description such as:</b></p> <p>South west of Leicester;            Urban fringe / edge / outer suburbs;            Close to River Soar;            East of M1 / motorway;            1 - 2 km from motorway junction / Junction 21;            North of Whetstone;            East of Enderby etc.</p> <p><b>Explanation such as:</b></p> <p>Access;            Cost of land;            Availability of land;            Proximity to customers;            Semi-rural location / pleasant environment etc.</p>	10	<p>The response is to be marked holistically. Examiners to label overall level awarded at the end of the response.</p> <p><b>Level 3</b>            Fosse Park is located 1 kilometre south east of junction 21 of the M1 motorway, 6 kms SSW of the CBD of Leicester. It is between the M1 motorway and the River Soar on the southern edge of Leicester, close to the suburbs of Aylestone and Eyres Monsell. The location is suitable as it is easily accessible from the M1 motorway and from Leicester via the A6460 so that deliveries can easily be made and customers can easily access it. There are large areas of land available, at relatively cheap prices on the edge of the urban area which is important as large areas of land are needed for the development and car parking.</p> <p><b>NB Max Level 1 if there is no description of location with good detail</b></p>	<p><b>Level 3 (8–10 marks)</b>            Describes location with very good detail. Demonstrates a thorough understanding with developed ideas explaining the location.            Very effective use of map evidence. Written work is legible and spelling, punctuation and grammar are accurate. Meaning is communicated very clearly.</p> <p><b>Level 2 (5–7 marks)</b>            Describes location with good detail. Demonstrates a good understanding with developed ideas explaining the location <b>or</b> effective use of map evidence.            Written work is legible and spelling, punctuation and grammar are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 1 (1–4 marks)</b>            Describes location in simple terms <b>and / or</b> explains with simple statements or map evidence alone. Written work contains mistakes in spelling, punctuation and grammar, which sometimes hinder communication.</p> <p><b>0 marks</b>            No evidence submitted or response does not address the question.</p>

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