

Mark Scheme (Results)

Summer 2014

Pearson Edexcel GCSE in
Geography A (5GA1F)

Unit 1: Geographical Skills and
Challenges (Foundation)

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Publications Code xxxxxxxx*

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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 be 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	Mark
1(a)(i)	C 3652	1

Question Number	Acceptable Answer	Mark
1(a)(ii)	D west	1

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

Question Number	Acceptable Answer	Mark
1(c)	low (1) Brue (1) contour (1) flooding (1) west (1)	5 1+1+1+1+1

Question Number	Acceptable Answer	Reject	Mark
1(d)	compact / circular / round (1) nucleated (1) clustered / concentrated (1) built around B3139 (1) built around cross-roads / junctions (1)	linear dispersed small close together	2 1+1

Question Number	Answer	Mark
1(e)	A 5km	1

Question Number	Answer	Mark
1(f)	3947- Camping / camp / caravan site (1) 4041: Nature Reserve (1)	2 1+1

Question Number	Acceptable Answer	Reject	Mark
2(a) (i)	Dog walking most popular (1) Visiting friends least popular (1). Other activities had "middling" popularity (1). Reserve 2 nd mark for both comparison between activities and use of data. Note use of data on its own is not rewarded separately.	Comments about age	2

Question Number	Acceptable Answer	Mark
2(a) (ii)	Correct completion of line on graph (1) correct shading so that it can be distinguished from other categories (1).	2 1+1

Question Number	Answer	Mark
2(b)	It was only carried out on one day.	1

Question Number	Indicative content
3	<p>Internet:</p> <ul style="list-style-type: none"> • Past records in written archive, newspapers • Other local records • BBC news, YouTube may also be useful archive <p>GIS</p> <ul style="list-style-type: none"> • 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 <p>Credit other sensible suggestions. Note there does not have to be an equal balance of of Internet and GIS to access L3.</p>

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 ignore resource. Will probably focus on either GIS or internet, but not both. Very basic use of geographical terminology.
Level 2	3-4	Describes some ideas generally linked to internet and GIS. Likely to be lacking in depth and / or range. May be partially linked to resource. Max 4 if only Internet OR GIS. Some use of geographical terminology.
Level 3	5-6	Clearly outlined, realistic ideas on how they would be used. Reasonable balance between internet and GIS, well linked to flood risk and impacts. Likely to make use of resource. Clear use of geographical terminology.

Question Number	Acceptable Answer	Mark
4(a)(i)	(List 1) C increase at a similar rate from before (List 2) D carry on slowly increasing	2 1+1

Question Number	Acceptable Answer	Mark
4(a)(ii)	A methane	1

Question Number	Acceptable Answer	Reject	Mark
4(a)(iii)	<p>There are a number of possible causes e.g.</p> <ul style="list-style-type: none"> • burning of fossil fuels (1) increases CO₂ in the atmosphere (1) • intensification of agriculture (1) has led to more methane concentrations(1) • deforestation (1) leading to more CO₂ in the atmosphere (1) • industrialisation (1) has led to more global manufacturing (1) • people becoming richer (1) using more energy (transport or electricity) (1) <p>Note response must link cause to increase in greenhouse gas for 2 marks.</p>	volcano nitrogen oxygen plus, named greenhouses gases impacts	2 (1+1)

Question Number	Acceptable Answer	Mark
4(b)	governments (1) local (1) energy (1) emissions (1) atmosphere (1)	5 1+1+1+1+1

Question Number	Acceptable Answer	Mark
4(c)(i)	D 3644 E 3046	2 1+1

Question Number	Acceptable Answer	Mark
4(c)(ii)	<p>A number of pieces of evidence, e.g. straight channels / ditches / river / drains / embankments etc</p> <p>There must be at least partial description / expansion of the evidence or feature for 1 mark, e.g. there are man-made levees (1) at grid reference.....(1) levees at grid reference.....(1)</p> <p>Also allow coastal defences such as sea walls etc as an aspect of water level management.</p> <p>Note for credit evidence must be clearly from OS map and not generic, e.g. named location, unique feature (such as particular river) or grid reference (1).</p> <p>Allow reference to anywhere on the map (doesn't have to be east of Burnham)</p>	<p>2</p> <p>1+1</p>

Question Number	Acceptable Answer	Reject	Mark
4(d)	<p><u>Environment:</u></p> <ul style="list-style-type: none"> • Low-lying land close to the sea will be flooded (1) such as London / another named location (1) • Saltwater damaging coastal agriculture (1) • Rising rates of coastal erosion (1) • Animal habitats / environments are being lost (1) • Loss of farmland / productivity / crops (1) <p><u>People:</u></p> <ul style="list-style-type: none"> • People will lose their homes (1) • Jobs/employment will be affected (1) • Insurance costs will rise (1) • More chance of loss of life (1) 	Causes of sea level rise	<p>3</p> <p>1+1+1</p> <p>(1+1)+1</p> <p>(1+1+1)</p>

Question Number	Acceptable Answer	Reject	Mark
5(a)	<p>This is a describe question so candidates must at least write a partial sentence to complete the command instruction. Do not accept single word answers.</p> <p>Lots of potential policy ideas (and actions) e.g. lowering energy / electricity consumption in the office (1) using less water (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)</p> <p>Accept sustainable business plans as an idea also.</p> <p>Accept other valid ideas.</p> <p>Note – sustainability may be economic as well as environmental.</p>	Rio etc (global scale policies)	<p>2</p> <p>1+1</p>

Question Number	Indicative content	
5(b) QWC i-ii-iii	<p>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.</p> <p>In particular sustainable transport aims to be:</p> <ul style="list-style-type: none"> • 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. <p>There are a range of sustainable transport management schemes that can be explained:</p> <p>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 in urban areas Tram systems and urban trains Various urban planning initiatives to reduce the dominance of cars in urban areas.</p> <p>Examples can be HIC or LIC. Note examples can be treated as both schemes and / or locations.</p>	
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 urban transport and / or sustainability. 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 approach to urban transport sustainability. Case study material may be described, but is not always relevant to the answer (must be located and urban). 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 sustainable urban transport. Likely to be a located case study which developed to illustrate one or more of the explanations. For top of level expect development by either range or depth. 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	<i>Threshold performance</i> 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	<i>Intermediate performance</i> 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	<i>High performance</i> 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.

