Mark Scheme (Results)

January 2013

GCSE Geography A (5GA1F)
Paper 01 Geographical Skills (F)

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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.

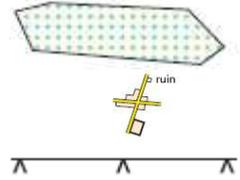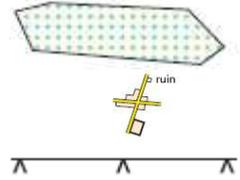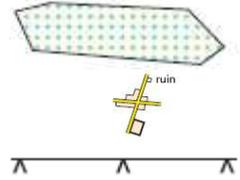# Spelling, Punctuation and Grammar Marking Guidance

- 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?
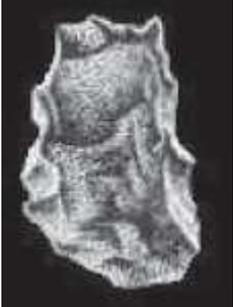 o How accurate is the spelling, punctuation and grammar?

Question Number	Correct Answer	Acceptable answer	Mark
1(a)i	Current or former place of worship (church) with tower	Remains of church, St Mary's church, church, church with tower	**1**

Question Number	Correct Answer	Acceptable answer	Mark
1(a)ii	Cliff	Outcrop, clifftop	**1**

Question Number	Correct Answer	Acceptable answer	Mark
1(a)iii	Visitors centre	Remains of church, St Mary's church, church, church with tower	**1**

Question Number	Answer	Mark
1(b) (i)	St Nicholas at Wade is sited on **flat** land above the floodplain of the River **Wantsum**. The 20m contour line goes around the village. The centre of the village does rise slightly to a spot height of **24m**.	**3** **1+1+1**

Question Number	Answer	Mark
1(b) (ii)	St Nicholas at Wade is a nucleated settlement (1) clustered together around the crossroads or church (1) Monkton is a linear settlement or synonym, e.g. ribbon, long line (1) Along a road with buildings either side (1) Monkton is about 1.5 kms long(1) Makes comparison clear as in comparative size/length/shape (1) Max 2 without a comparative statement / implied comparison.	**3** **1+1+1** **1+(1+1)**

Question Number	Answer	Mark
1(c)	⊠ **B** 4km	**1**

Question Number	Answer			Mark
1(d)	Any from:			**4**
				1+1+1+1
	Grid square	Name of land feature	Symbol	
	1864	Non coniferous woodland / deciduous (East Blean Wood)		
	1661	Orchard Buildings Electricity transmission or pylons		
	Note to markers – symbol should look *similar*, not exactly the same. Scale / size is not important, nor is colour. Allow symbol and name boxes to be transposed. Allow credit for name of wood in 1864 Whilst expecting a drawing of the symbol, credit can be given an appropriate description of the symbol, e.g. Orchard – green dots in white area			

Question Number	Answer	Mark
2 (a) (i)	Site 1, pebble 3: Must be angular (big) – same / similar to adjacent stone in table. (1) Site 4, pebble 5: Must be rounded and small – same / similar as stone above in column on table. (1)	**2**

Question Number	Answer	Mark
2 (a) (ii)	☒ **D Site 4**	**1**

Question Number	Answer	Mark
2 (a) (iii)	☒ **A 235695**	**1**

Question Number	Answer	Mark
2 (a) (iv)	They get less angular/more rounded (linked to a specific site / location) (1) Any data to support the point, e.g. simple quantification (1)	**2** **1+1**

Question Number	Answer	Reject	Mark
2 (a) (v)	Advantages: • Two pieces of data and/or shape and size can be displayed (1) • It is easy to compare pebbles / shows change (1) • Makes it easy to analyse / interpret (1) • It is easy to compare size / shows change in size with site (1) • An overview that it is visually easy to compare (1) • Easy to understand as they are pictures / images (1). Disadvantages: • the drawings may not be accurately drawn / confusing to see sizes / shapes (1) • the chart would take a long time to draw by hand (1).	Generic e.g. It is clear and it is easy It is difficult	**2** **1+1**

Question Number	Answer	Reject	Mark
2 (b)	Range of acceptable ideas • Putting data into spreadsheet such as (Excel) (1) • Using a computer to draw a graph (1) • Using a computer to draw a profile (1) • Using a computer to edit and annotate photos (1) • Using GIS if used in the correct context e.g. (Google earth) (1) • Using Wordle (1) • Highlighting important ideas in a Word document/using DTP (1) 1 mark for each valid idea, can be developed for additional credit.	Justification of use (easier, quicker, better than)	**3** **1 + 1 +1** **(1+1) + 1** **(1+1+1)**

Question Number	Answer	Mark
3 (a) (i)	Three areas ; One on the southern coast and two others on the west coast of Florida. Allow any shading that looks up to the 2m line, but not 4m.	**1**

Question Number	Answer	Mark
3 (a) (ii)	When fossil fuels such as **coal** are burnt they release **carbon dioxide**. This is one of the gases that cause the greenhouse effect. Another gas which causes the greenhouse effect is **methane.** The amount of this gas in the atmosphere has increased because of the growth of population in **Asia**. This means more **rice** is being grown.	**5** **1+1+1+1+1**

Question Number	Answer	Reject	Mark
3 (a) (iii)	Environment: • 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 (1) People: • People will lose their homes (1) • Jobs/employment will be affected (1) • Insurance costs will rise (1) • More chance of loss of life (1) Both people and environment needed for max marks, otherwise (3)	Causes of sea level rise	**4** **(1+1) + (1 + 1) (1 + 1 + 1) + 1 (1 + 1) + 1 + 1**

Question Number	Answer	Mark
3 (b)	☒ **A**　　　Conferences…. ☒ **D**　　　 LICs and HICs…….	**2** **1+1**

Question Number	Answer	Mark
4 (a) (i)	☒ **C**　1356	**1**

Question Number	Answer	Mark
4 (a) (ii)	☒ **C**　1457	**1**

Question Number	Answer	Reject	Mark
4 (a) (iii)	One mark for each descriptive point linked to distribution: • There are (four) park and rides around Canterbury (1) • Three of the Park and Rides are close to main roads into Canterbury (1) • The one in grid square 1359 is the odd one out / anomaly (1) • They vary in distance from the city centre / dispersed (1) detail of distance (1) • Around the outskirts/ peripheral/ outside/fringes (1) • Park and ride are found in different directions from the town centre (NE, NW, SE, SW) (1). Reserve final mark for explicit map evidence e.g. grid references or names of road numbers.	Number of P&Rs by itself is not enough for credit (not distribution)	**3** **1+1+1** **1+(1+1)**

Question Number	Answer	Reject	Mark
4 (a) (iv)	Types of schemes may include: • Car sharing / special lanes for +2 passengers • Congestion charging • Public transport • Bike rental / bike lanes • Dedicated bus lanes • Discouraging cars through parking prices, • Pedestrianisation • Trams / local railway Identification of correct method – e.g. congestion charging (1) detail / how it works (1) e.g. pay to enter and area / zone Ideas can be developed to include a location, but must be supported by more of how it works. Location on its own is not sufficient development.	Park and Ride	**2** **1+1**

Question Number	Indicative content
*4 (b) **QWC** **i-ii-iii**	Management initiative**s** –therefore more than one must be dealt with Some initiatives are: 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. Bolivia. Another form of management is through carbon credits. LIC's 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 upon logging and destroying the forest to farm to earn a living.

Ecuador.
Texaco have agreed to pay $40 million to cover its share for cleanup 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 extract oil from Yasuni National Park have built an underground pipeline which has less of an environmental impact. They have provided schools for the local Huaorani and Quichua tribes and invested $60 million in environmental protection.

Note – do not credit impacts.

Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1–2	A list of actions with one or two briefly described. Explanation is either not attempted or unclear. Use of geographical terminology tends to be basic.
Level 2	3–4	An attempt to explain one approach to managing the effects of resource extraction. Maybe reference to other approaches, though explanation is minimal or unclear. Case study may be described, but is not relevant to the answer. Generally clearly communicated but with limited use of geographical terminology.
Level 3	5–6	Two or more approaches to managing the effects of resource extraction are explained. A case study is used to illustrate one or more of the 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.

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