Mark Scheme (Results)
Summer 2015

Pearson Edexcel in GCSE Geography A (5GA1F/01)

Unit 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:
  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	Acceptable Answer	Mark
1(a)(i)	**A** nucleated	**1**

Question Number	Acceptable Answer	Mark
1(a)(ii)	**C** 2341	**1**

Question Number	Acceptable Answer	Mark
1(a)(iii)	**B** a golf course	**1**

Question Number	Acceptable Answer	Mark
1(b)(i)	**A** 4km	**1**

Question Number	Acceptable Answer	Mark
1(b)(ii)	**C** 50-60m	**1**

Question Number	Acceptable Answer	Mark
1(c)	widely (1) east (1) west (1) marshes (1)	**4** **1+1+1+1**

Question Number	Acceptable Answer	Reject	Mark
1(d)	Linear / in a line (1) Concentrated in the northern part of the extract (1) Sparse (especially in the south) (1) In a (central) band (1) Close to the A148 road (1) Arc / band / across the map (1) Other scattered amounts found / spread out (1) towards the west (1) Comments relating to deciduous and coniferous (1) Between main roads (A148 & A149) (1) Credit a named / located example of woodland (1) The woodland is found on higher ground(1) Uneven(1) Little woodland in the coastal strip (1) Note there is not a requirement to comment on the distribution of woodland over the whole of the map extract to get 3 marks.	Small nucleated	**3** **1+1+1** **OR** **(1+1)+1**

Question Number	Acceptable Answer	Reject	Mark
2(a) (i)	Basic point (1) and development (1) Away from woodland /exposed location (1) so windy (1) Relatively high (1) at 93m so windier (1) Away from too many houses / properties (1) so not disruptive to community (1) Farmland area (1) so fewer complaints from neighbours/less disruption/additional income for farmer (1) Flat (1) so windier/no obstruction to wind (1)	Close to the sea.	**2** **(1+1)**

Question Number	Acceptable Answer	Mark
2(a)(ii)	Correct completion of shading of first segment with diagonals. Diagonals do not have to slope in the same direction, but must be distinctive from the other parts of the key. Note other area should be left blank, if shaded then no marks.	**1**

Question Number	Answer	Mark
2(a)(iii)	Relates to 2002 – so old (1) Based in Scotland (may not be relevant) (1) Don't know other Qs in survey (1) Limited number of respondents / people interviewed (1) Don't know context of survey (1) Don't know actual Qs asked in survey (1) Local opinions not surveyed (1) Only considering visual effects (1) Accept other reasonable ideas.	**2** **1+1**

Question Number	Answer	Mark
2(b)	Any appropriate suggestion (1) and development or example (1) Applying layers OR Google Maps / ArcGIS (1) such as relief/land use (1) population density (1), settlement / housing (1) amount of wind (1), calculate area / polygon (1), satellite image (1). Accept other reasonable ideas, e.g. flood risk maps since the question is "such as". Note: only **one** idea for credit.	**2 (1+1)**

Question Number	Indicative content
3	Credit general pattern of route to enquiry, i.e. set up question, investigate problem, decide on data collection approaches (possibly including sampling). May discuss the importance of research as well as risk assessments etc. Focus of response is not, however, data presentation, analysis, conclusions. Examples of primary information: • questionnaire surveys • environmental quality surveys • sketches / photographs • land use maps etc Examples of secondary information: • specific research reports from the internet • secondary data, e.g. past student surveys • articles and newspapers • maps • census data etc Credit primary and secondary fieldwork and research which is linked to the context or focus of the geographical enquiry. Note there is no separate credit for stating the question or hypothesis – this just provides a context for the response. If a candidate has used more than one topic example from Figure then this is acceptable.

Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	Very basic and not clearly developed ideas, e.g. use websites, and a survey etc. No depth / range showing partial linkage to the enquiry idea – no specifics of how to do it. Very basic use of geographical terminology.
Level 2	3-4	States some ideas (lists) generally linked to fieldwork / primary **and/or** secondary information, but lacks balance. Limited depth and / or range, moves towards methodology. Limited use of geographical terminology.
Level 3	5-6	Describes ideas on how they would be used linked to their chosen topic / question. Primary **and** secondary, but may not be balanced. Generally clear use of geographical terminology.

Question Number	Acceptable Answer	Mark
4(a)(i)	**A** 82 cm is the upper range of prediction in 2100 **F** 2050 predicted range of rise is 16cm rise is 16cm	**2** **1+1**

Question Number	Acceptable Answer	Mark
4(a)(ii)	Sun (1) ash (1) surface (1) cooler (1)	**4** **1+1+1+1**

Question Number	Acceptable Answer	Mark
4(b)(i)	**C** Glaciers get smaller	**1**

Question Number	Acceptable Answer	Mark
4(b)(ii)	Complexity of the science (1) not sure that people cause climate change (1) Computer models are not accurate (1) and rely on past data (which may not be reliable) (1) Propaganda / vested interests by various groups / stakeholders and individuals (1) There are contrasting definitions /agreements (1) and interpretations that depend on the values of individuals (1), governments and organisations / other stakeholders (1) Makes reference to a difference in attitude (1) One reason people don't care (1) is that individuals can't do anything about climate change on their own (1) Don't believe it's happening (1) Accept other valid reasons, but must be developed. Don't credit candidates simply repeating the Q.	**2** **(1+1)**

Question Number	Acceptable Answer	Mark
4(c)	Intensification of agriculture (1) leads to more cattle production who are a main source of the gas (1) More animals being farmed globally (1) as more western diets (with meat) are adopted (1) population increase (1) development / affluence / GDP increase etc (1). Conversion of forests for agriculture increases the amount of nitrogen in the soil, which inhibits methane oxidation, weakening the ability of the bacteria in the soil to remove effects (1+1). Increase in landfill (1) Rice farming (1)	**2** **(1+1)**

Question Number	Acceptable Answer	Reject	Mark
4(d)	Range of ideas, could be connected with reducing energy consumption (e.g. insulation in houses) (1), using more renewables,(1) lowering transport eco-footprints(1) etc. Particular examples can be credited, e.g. Live Simply Campaign (1), Sustrans (cycling) (1), Park and Ride (1) etc. Must be plausible idea and / or location. Note **one** response only, must be developed. Must be local.	Global response to climate change, e.g. summit etc.	**2** **(1+1)**

Question Number	Acceptable Answer	Mark
5(a)(i)	**A** It decreased in most years	**1**

Question Number	Acceptable Answer	Mark
5(a)(ii)	**A** 2004-2005	**1**

Question Number	Acceptable Answer	Reject	Mark
5(b)	Give mark for idea(1) with development/exemplification (1) Number of effects (physical and socio-economic can be credited), e.g. deforestation (1), loss of biodiversity (1) with many species threatened or stressed (1), impacts of local tribes (1) toxic wastes and oil spillages are discharged into water (1) loss of local traditions (1) people forced from land (1) farmers become dependent on extraction industry (1) Credit other linked ideas and any development / exemplification. Effects can be positive as well as negative. Max. 3 mark if no examples used.	Causes of deforestation Management of deforestation (Global) deforestation reducing oxygen or similar	**4** **(1+1)+(1+1)** **OR** **(1+1+1)+1** **OR** **(1+1)+1+1**

Question Number	Indicative content		
5(c) QWC i-ii-iii 1	Large organisations can use a wide range of policies to make themselves more sustainable. These may be linked to one of the following areas: • Green buildings and design • Energy management systems for buildings • Low carbon policies • Educating partners / visitors / employees / contractors • Car sharing / car pooling • Electric car schemes and charging points • Green purchasing and distribution policies • Low energy manufacturing systems and processes • Recycling/waste management/reduction policies Link to how these impact sustainability, e.g. reducing costs/waste/demands for raw materials. Allow P&R etc, but expect it to be well linked to an organisation e.g. TFL / government etc. Examples / organisations can be HIC or LIC.		
Level	Mark	Descriptor	
Level 0	0	No acceptable response	
Level 1	1-2	A short list of ideas, mostly about sustainability / green ideas. Policies largely absent and / or no large organisation. Basic use of geographical terminology, spelling, punctuation and grammar.	
Level 2	3-4	An attempt to describe at least one sustainable policy. Case study material may be described, but is not always relevant to the answer. Must be linked to a recognisable organisation. Clearly communicated but with limited use of geographical terminology.	
Level 3	5-6	One or more clear sustainable policy is explained, linked to a valid large organisation. Likely to be a located case study which developed to illustrate one or more of the explanations. For top of level expect development through either range or depth. Generally well communicated, with good use of geographical terminology.	
SPaG Level 0	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.