

Mark Scheme (Results)

January 2012

GCSE Geography (5GA1F) Paper 01
GEOGRAPHICAL SKILLS

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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.
- 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.

Question Number	Correct Answer	Reject	Mark
1(a)i)	B Strete		1

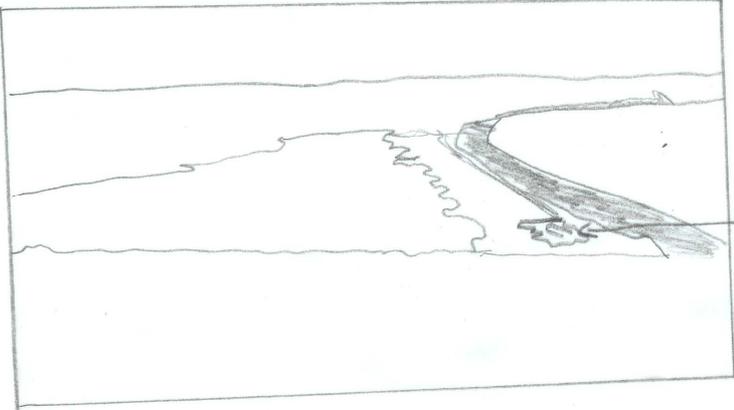
Question Number	Correct Answer	Reject	Mark
ii	C 8446		1

Question Number	Correct Answer	Reject	Mark
iii	A Matthew's Point		1

Question Number	Correct Answers			Reject	Mark
b		River flowing into Slapton Ley	River flowing into Lannacombe Bay		4 1+1 +1+ 1
	Mouth	822442	803372		
	Source	7847	7839		
	Vegetation	Mixed woodland	Grassland		
	Settlement	Colehanger	South Allington		

Question Number	Correct Answer	Reject	Mark
ci	D A379		1

Question Number	Correct Answers		Reject	Mark
cii	2 marks for 3 or 4 correct 1 mark for 1 or 2 correct			2 1+1
	Name of village	Position on route		
	Chillington,	2		
	Kingsbridge,	4		
	West Charleton	3		
	Malborough	6		
	West Alvington	5		
Stokenham	1			

Question Number	Correct Answer	Reject	Mark
d)	<p>The outline of Slapton Ley – usually a squiggly line – roughly parallel to road (1)</p> <p>The beach - expect only to Slapton – roughly parallel to road(1)</p> <p>The car park at Torcross – at south end of road(1)</p> <p>Public convenience – at north end of road (1)</p> <p><i>Do not expect bar(beach) or shoreline to be labelled as such – question does not request it</i></p> <p><i>Allow some latitude for precise position – judge PC and P by position relative to beach and shore line.</i></p> 		<p>4</p> <p>1+1</p> <p>+1+</p> <p>1</p>

Question Number	Correct Answer	Reject	Mark
2ai	<p>1 mark for each correctly shaded category.</p> <p>For Frogmore and Sherford apply these rules</p> <ol style="list-style-type: none"> 1. Black lines should be horizontal or close 2. Should be 7 to 12 black lines (inclusive) 3. Black lines should be narrower than white bands <p>For Chivelstone allow hollow circles. <i>Do not expect cartographical precision for the dots.</i></p> <p><i>If candidate makes an error and annotates to clarify which is the intended 'correct' response then credit accordingly</i></p>	Invention of new categories such as wide black bars or circles of markedly different sizes	2 1+1

Question Number	Correct Answer	Mark
ii	<p>Uneven (1)</p> <p>Densest (allow 'most') in East (1)</p> <p>Lowest in South/south-West (1)</p> <p>Intermediate (or equivalent idea) in north-West (1)</p> <p>Data to support any one descriptive point (1)</p> <p>'Anomaly' seen – Charleton (1)</p> <p>Do NOT allow to 4 unless data is included.</p>	4 1+1 +1+ 1

Question Number	Correct Answer	Mark
iii	<input checked="" type="checkbox"/> B the population density over an area	1

Question Number	Correct Answers	Mark
bi	<p>First mark for it being electronic or computer displayed or equivalent or a named example of same e.g sat nav, google map/earth(1)</p> <p>Second mark for any one of;</p> <p>It is a way of displaying/finding data (in layers) (1).</p> <p>It is a way of using technology to help understanding of the world (1)</p> <p>An example of GIS – Google Earth – Sat Nav software (1)</p> <p><i>Note that there are two ways of crediting the example – one as the initial mark which thus cannot be followed by another example for the second mark or as an example for the student who has already indicated that GIS is electronic/computer generated.</i></p>	2 1+1

Question Number	Correct Answers	Mark
ii	Basic point – to find out something about a place area (1) extension through example of what information is sought (1)	2 1+1

Question Number	Correct Answer	Mark
3(a)i	<input checked="" type="checkbox"/> A sulphur dioxide	1
Question Number	Correct Answer	Mark
ii	<input checked="" type="checkbox"/> B decreased	1
Question Number	Correct Answer	Mark
iii	<input checked="" type="checkbox"/> A elliptical	1
Question Number	Correct Answer	Mark
iv	<input checked="" type="checkbox"/> D ocean currents	1
Question Number	Correct Answer	Mark
v	The population of countries such as China has increased therefore more rice is being grown. There has been an increase in demand for western style diets. This means that more cattle are being reared for meat . Cattle release methane as they digest their food.	5 1+1 +1+ 1+1
Question Number	Correct Answers	Mark
b	Either International body and/or conference identified (1) basic 'what they did' e.g. Kyoto agreement (1) extension of what they did – who/what where extension (1) Or (treating the global scale as referring to the climate change rather than the response) What was done e.g. building flood defences (1) where this happened (1) any extension on impact/problems/costs etc. (1) Or (treats 'response' as a system reaction to outside pressure as in 'sea-level rise' 'impact on coral reefs') What is impact (1) detail about process (1) further development of process/location/problems etc. (1)	3 1+1+1

Question Number	Acceptable Answers	Mark
4(a)(i)	<input checked="" type="checkbox"/> D stomach cancer	1

Question Number	Correct Answers	Mark
4(a)(ii)	<p>Can be information from the diagram or their own case-studies – students are asked to ‘use evidence from Figure 4’ – this might be in the form of the type of resource extraction and not the specific case-studies in the resource</p> <p>In all cases – basic description of what is happening (1) why this damages the environment (1)</p> <p>Some of the resource information is explicit about ‘why’ some not</p> <p>Be watchful of students who describe impacts on people and not the environment</p> <p>Logging in the Cameroon Has opened up the forest to everyone. Animals such as elephants and gorillas are being hunted (1)</p> <p>For second mark here expect link to be made as in ... to everyone (1) so more people are hunting with elephants and gorillas being killed (1) or an extension as in – so threatened with extinction (1)</p> <p>Oil extraction in Ecuador Hydrocarbons are concentrated in the river water (1) Many plants such as the periwinkle are now an endangered species (1)</p> <p>Gold and copper mining in Indonesia The waste material from gold and copper mining in Indonesia is dumped into the River Aghawaghon (1) This pollutes the river and kills animals (1)</p>	2 (1+1)

Question Number	Correct Answer	Reject	Mark
4(a) (iii)	<p>Command is ‘Outline...’</p> <p>Identification of type of resource extraction, detail of damage done/nature of problem etc. - i(1) statement about management e.g. laws, agreements etc. (1) statement of scheme e.g. replanting (1) some detail of scheme – e.g. three for one planting(1) impact of this management/does it work etc? (1) example as outlined below</p> <p>Examples might ‘examples of management’, ‘examples of different types of resource extraction’ or ‘different locations’ in the rainforest.</p> <p>Note – this can be one case study or several</p>		4 1+1 +1+ 1

Question Number	Indicative content	
4b*	<p>The answers to this question will be very varied depending on case-studies used. All ways that a company is being more sustainable should be credited. Large organisations might include governments and NGOs. Students might legitimately include examples of where companies have exhorted and encouraged people to become more thoughtful about their consumer behaviour but beware answers that concentrate on consumer behaviour unrelated to 'large organisations'.</p> <p>Sustainability need not be defined but better answers will 'explain' by making effective links between the 'policy' and its impact on resource use.</p> <ul style="list-style-type: none"> • Increasing recycling • Limiting consumption through greater efficiencies • Seeking out energy savings • Changing patterns of employment and working conditions • Raising environmental consciousness with a work force 	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	Simple descriptive statements about how companies are organising work. Very limited exemplification –maybe a named company. Sustainability not addressed. Limited use of geographical terminology and no structure.
Level 2	3-4	Sound descriptions with some detail. Data/exemplification to support. A limited explanatory statement as in 'this makes it sustainable'. Some geographical terminology and an attempt to construct an answer.
Level 3	5-6	Good descriptions of at least TWO policies. Data and detail is good and helps description. Explanation is focussed on how sustainability is delivered i.e. less resources used because... and this results in lower footprint because of lower CO2 emissions etc . Good geographical terminology and a well constructed answer.

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