

Mark Scheme (Results)

Summer 2015

Pearson Edexcel GCSE Geography A
(5GA1H/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 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)	Nucleated/clustered/square (1) Also accept compact or compacted (1)	1

Question Number	Acceptable Answer	Reject	Mark
1(a)(ii)	golf course or links or golf links	Park Farmland Pasture	1

Question Number	Acceptable Answer	Mark
1(a)(iii)	High point (1) Close to coast / sea (1) Away from people / houses / residents (1) Clear of trees (1) Close to sea/ good visibility from the sea (1) Stable cliffs / away from coastal erosion (1) Historic reasons, e.g. available land (1) Other valid reasons should be accepted, e.g. cheap land. Development not required.	2 1+1

Question Number	Acceptable Answer	Mark
1(b)	4.0 (km) Accept range 3.8-4.2 (inclusive) (km)	1

Question Number	Acceptable Answer	Reject	Mark
1(c)	<ul style="list-style-type: none"> • Cliffs (1), coastline (1), beaches (1) • Wave cut platforms / rock outcrop (1) • Marshes (1) much is low-lying (1) etc. • Low heights (1) up to about 100m (1) • Highest point is Beacon Hill (1) • Gentle gradients (1) stated with figure, e.g. less than 5% or 1 in 20 (doesn't not have to be exact) (1) • Shallow slopes (1) • Only one major river (1) found in the west (1) running over low relief (1) • Sparse drainage / few rivers (1) • Low lying coastal marshes (1) liable to flooding (1) • Coniferous woodland (1) mixed woodland (1) <p>Must have maps evidence for max 4, otherwise 3. Only credit map detail as a maximum of 1 mark.</p> <p>Note no credit for explanation of human landscape features.</p>	Towns, villages, settlements etc.	<p>4</p> <p>1+1+1+1</p> <p>(1+1)+</p> <p>(1+1)</p> <p>(1+1+1)+1</p>

Question Number	Acceptable Answer	Reject	Mark
2(a)	<ul style="list-style-type: none"> Gets lots of wind (1) Exposed location (1) Relatively high (1) Relatively flat (1) Away from woodland (1) Away from too many houses / properties (1) <p>Map evidence using for example a named / located feature or grid reference. This is the required for the second mark.</p>	Close to the sea.	<p>2</p> <p>(1+1)</p>

Question Number	Acceptable Answer	Mark
2(b) (i)	<p>Correct completion of shading of first segment with diagonals.</p> <p>Note other area should be left blank, if shaded then no marks.</p>	1

Question Number	Answer	Mark
2(b) (ii)	<ul style="list-style-type: none"> • Based in Scotland (1) may not be relevant / comparable to Norfolk (1) • Small sample (1) reduces reliability (1) • Respondents may be locals rather than visitors (1) so they don't have knowledge of area to make a judgement (1) • No indication of age / background etc (1) so not sure output is fair (1) • No indication of actual question asked (1) and the nature of questions leading up to this (1) • Data is old (1) over a decade (1) 	<p>4</p> <p>(1+1)+ (1+1)</p>

Question Number	Answer	Mark
2(c)	<p>Example of method (1) developed/explained/specific examples (1)</p> <p>Use of layers (1) to show relief (1) identify the different relevant aspects of the area (1) use polygons to measure areas (1)</p> <p>GIS could be used in a number of ways: e.g. to investigate microclimates / climate / wind (1), local geology (1), relief and shape of the land (1), altitude (1), aspect (1) population distribution / density of people (1), noise footprint (1), road accessibility (1), bird migration routes (1), plant distributions (1), land use (1) etc.</p> <p>Response must contain an explanation for max 3, i.e. how GIS can be used.</p>	<p>3</p> <p>(1+1)+1</p> <p>(1+1+1)</p>

Question Number	Indicative content	
3	<p>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.</p> <p>Examples of primary information:</p> <ul style="list-style-type: none"> • questionnaire surveys • environmental quality surveys • sketches / photographs • land use maps <p>etc.</p> <p>Examples of secondary information:</p> <ul style="list-style-type: none"> • specific research reports from the internet • secondary data, e.g. past student surveys • articles and newspapers • maps • census data <p>etc.</p> <p>Credit primary and secondary fieldwork and research which is linked to the context or focus of the geographical enquiry.</p> <p>Note there is no separate credit for stating the question or hypothesis – this just provides a context for the response</p>	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	States some ideas (lists) generally linked to fieldwork / primary or secondary information, but lacks balance. No depth and / or range. Limited use of geographical terminology.
Level 2	3-4	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.
Level 3	5-6	Describes in detail ideas on how they would be used well linked to their chosen topic / question. Primary and secondary well developed, mostly balanced. Reward for use of OS map. Clear use of geographical terminology.

Question Number	Acceptable Answer	Mark
4(a)(i)	<p>Sea level will rise between 22-38 cm in 2050 (1) 22cm is the lower range in 2050 (1) 82 maximum prediction in 2100 (1) 45 cm is lowest prediction in 2100 (1) 37cm range in 2100 (1) 16 is the range in 2050 (1)</p> <p>Need to refer to both time periods (2050 and 2100) for maximum of 2 marks. Credit other relevant descriptions, using the Figure and data for 2 marks.</p>	<p>2 1+1</p>

Question Number	Acceptable Answer	Reject	Mark
4(a)(ii)	<p>Natural causes of climate change may be those linked to volcanic eruptions (1) where they release particulate matter / ash into the atmosphere which can block incoming solar radiation (1) through reflection / back-scattering (1). This could lead to cooling (1). Effects on a global scale may be small, but historically could have led to marked cooling, e.g. Little Ice Age (1).</p> <p>Other causes can be linked to sunspot cycles (1) and changes in the radiation output of the Sun over time (1), plus eccentricity of Earth's orbit (1), Milankovitch cycles (1).</p> <p>Accept methane (natural wildfires, oceans, wetlands).</p> <p>Note – can be a 3+1 credit for max.</p>	<p>Anthropogenic causes of climate change, e.g. CO2 from fossil fuels etc.</p> <p>Methane from agriculture, e.g. cows, rice</p>	<p>4 (1+1)+ (1+1) OR (1+1 +1) +1</p>

Question Number	Acceptable Answer	Mark
4(b)(i)	<p>A number of negative effects (linked to people):</p> <ul style="list-style-type: none"> • Retreating of glaciers may cause changes in the Earth's climate system and shifting of Gulf Stream (1) which affects climates for people negatively (1) • May have a knock-on: increases in food and commodity prices (1); shortages (1) etc. • Global water shortages / unpredictable rainfall supplies for both people (1) and ecosystems causes stress (food) (1). • May cause spring and summer localised flooding (1) which adversely affects people (1) • Changes in agriculture and farming patterns (1), possible loss of agricultural productivity (1). • Loss of local freshwater supply (1), e.g. Pakistan, Nepal (1) etc. <p>Credit other sensible ideas.</p>	<p>4</p> <p>(1+1)+ (1+1)</p> <p>OR</p> <p>(1+1 +1) +1</p>

Question Number	Acceptable	Reject	Mark
4(b)(ii)	<p>e.g. target setting at an international climate conference (1) such as South Africa 2011 (1). This meant that countries agreed to use less fossil fuels etc. (1)</p> <p>Note one response only so idea must be developed.</p>	<p>Local response to climate change, e.g. recycling</p>	<p>3</p> <p>(1+1 +1)</p>

Question Number	Acceptable Answer	Reject	Mark
5(a)	<p>Description (1) and supporting evidence (1)</p> <ul style="list-style-type: none"> • Slowing rate / amount in recent years (1) especially 2009-2012 (1) • Fastest rate / amount was in the 2004-2008 periods (1) • Credit other manipulation of data, e.g. 2008 was less than half the rate of 2004 (1) etc. <p>If no data then restrict to maximum 2.</p>	<p>Explanations of the causes of deforestation or impacts</p>	<p>3</p> <p>1+1+1 (1+1)+1</p>

Question Number	Indicative content	
5(b) QWC i-ii-iii	<p>Large organisations can use a wide range of policies to make themselves more sustainable. These may be linked to one of the following areas for example:</p> <ul style="list-style-type: none"> • Green buildings and design • Energy management systems for buildings • Low carbon policies • Educating guests / visitors / employees • Car sharing / car pooling • Electric car schemes and charging points • Green purchasing and distribution policies • Low energy manufacturing systems and processes • Recycling and waste management policies <p>Allow P&R but expect it to be well linked to an organisation e.g. TFL / government etc. Examples / organisations can be HIC or LIC.</p>	
Level	Mark	Descriptor
Level 0	0	No acceptable response
Level 1	1-3	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 2	4-6	One clear sustainable policy is explained, linked to a valid large organisation. Likely to be a located case study 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.
Level 3	7-9	Two or more sustainable policies are explained, linked to one or more named large organisations. For top of level expect development by either range or depth as well as some examination (i.e. evaluative comments). Very 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	<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.

