

**GCSE**

**Geography A**

Unit **A732/02**: Geographical skills (Higher Tier)

General Certificate of Secondary Education

**Mark Scheme for June 2017**

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All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning
	Correct response (use only to credit in point marked questions).
	Incorrect response (use only to indicate incorrect in point marked questions).
	Information omitted
	Unclear
	Irrelevant (this can also be used to indicate unused additional pages)
	Development
	Two statements are linked
	To indicate the full extent of a statement which is credited
	Highlighting an issue e.g. irrelevant paragraph. Use in conjunction with another stamp e.g.  or 
	Level one
	Level two
	Level three
	Blank Page

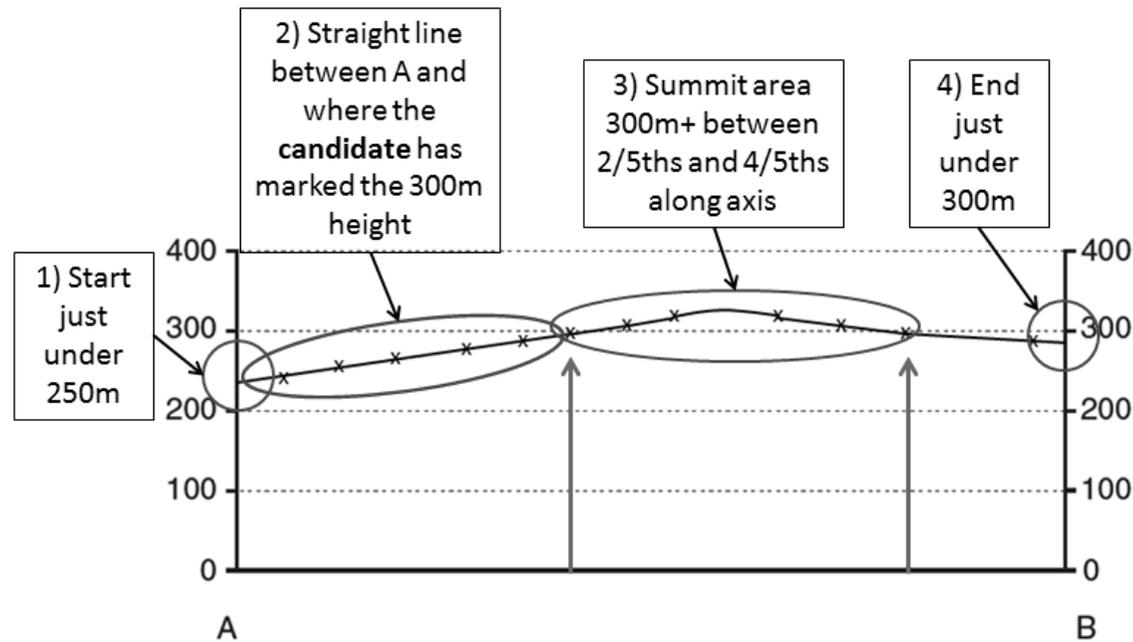
Question			Answer/Indicative content	Mark	Guidance
1	(a)	(i)	Hedon Haven	1	
1	(a)	(ii)	School	1	<b>=0</b> Sch
1	(a)	(iii)	(Church) with spire / minaret / dome	1	
1	(a)	(iv)	1.2 (kms)	1	Accept answers between 1.1km and 1.3km
1	(a)	(v)	Only acceptable grid references: 157268 157269 157270 158268 158269 158270	1	
2	(a)	(i)	Flat land /Gentle Slope;  Low land /at sea level/ less than 10m above sea level / Just above sea level;  On the coast /next to the estuary / next to River (Humber) / near the sea;	2	2 x 1  <b>=0</b> Mud / on the mud / next to mud Edge of the city / not near houses Near water Reference to buildings

Question			Answer/Indicative content	Mark	Guidance
2	(a)	(ii)	<p>✓ Near / alongside the River (Humber) / near estuary / near Salt End Jetties / near sea;  <b>DEV</b> where there is deep water / so oil tankers/ ships can easily reach the refinery / to allow water for cooling / processing;</p> <p>✓ It is close to the city/Hull;  <b>DEV</b> where workers will be available/ workers can commute easily / there will be a market for products;</p> <p>✓ It has roads/railway lines / good transport links;  <b>DEV</b> so products can be transported/ accessed by workforce / to transport petrol;</p> <p>✓ Large area of land / flat land;  <b>DEV</b> meaning space for buildings / easy to build / room to expand;</p> <p>✓ Outskirts of residential area (housing) / there is open space / rural area;  <b>DEV</b> so less air/noise/visual pollution for residents / to fit in with planning permission / to reduce risk from explosions</p>	4	<p>2 x 2</p> <p>Answer must be derived from OS extract. One mark for a simple idea with a further mark for development.</p> <p>Developments listed could be used as simple statements for one mark.</p> <p><b>= 0</b>  Near docks  Near water  On the road / railway 'for the oil' – must be products / petrol  Cheaper land</p> <p>  = Transport / Access  Easy for people to get there</p>
2	(b)	(i)	Linear / straight / grid pattern / grid iron / right angles to each other	1	<b>= 0</b> Uniform

Question			Answer/Indicative content	Mark	Cul-de-sacs Guidance
2	(b)	(ii)	<p><b>Level 3 [5-6 marks]</b> Suggests likely <b>advantages</b> and <b>disadvantages</b> of living in the area shown, supported by some <b>relevant detailed map evidence</b> and demonstrates an understanding with <b>developed</b> ideas.</p> <p>(NB Answers at the top of Level 3 will be balanced and include both advantages and disadvantages which are developed.)</p> <p><b>Level 2 [3-4 marks]</b> Suggests likely <b>advantages</b> and <b>disadvantages</b> of living in the area shown, and demonstrates an understanding with <b>developed</b> ideas. <b>Relevant detailed map evidence</b> can be accepted as a development.</p> <p>(NB Answers at the top of Level 2 will be balanced, including both advantages and disadvantages each with a developed explanation <i>or</i> relevant detailed map evidence.</p> <p><b>Level 1 [1-2 marks]</b> Suggests <b>advantages</b> and/or <b>disadvantages</b> with simple statements.</p> <p><b>0 marks</b> No evidence submitted or response does not address the question.</p>	6	<p>The response is to be marked holistically. Examiners to label overall level awarded at the end of the response.</p> <p><b><u>Content Guidance</u></b> <b>Advantages such as:</b> Low cost of housing/cheap; Community spirit; Availability of local services/access to school/college/hospitals/place of worship/church/stadium; Proximity to CBD/workplaces/shops; Able to park outside house/parking on road; Near a park; Cycle route/road access/park and ride;</p> <p><b>Problems such as:</b> Lack of off street parking/no driveways; Need for refurbishment/they are old/need of modernisation; High traffic levels/dangerous roads/accidents/congested/busy roads/people park outside; Lack of open space/gardens; Sources of noise/atmospheric pollution; Narrow roads due to parking along road;</p> <p><b>= 0</b> Quiet area/peaceful/noisy/ busy / close to main road / small roads / houses close together / flooding / polluted / No shops / No space/cramped / no parking space</p> <p><b>RELEVANT DETAILED MAP EVIDENCE</b> should be either:</p> <ul style="list-style-type: none"> <li>- A 6 figure grid reference for a specific feature e.g. school, hospital, stadium</li> <li>- A named road e.g. A1105</li> <li>- Specific detailed map information e.g. There are 3 places of worship / correct distances to a feature</li> </ul>

Question		Answer/Indicative content	Mark	Guidance
3	(a)	<p>Worst areas are in the north/Midlands/centre;</p> <p>Best areas are in south / south eastern areas;</p> <p>At least 2 contrasting named regions as a comparison.</p> <p>Best areas are more clustered / grouped together / Worst areas are spread out;</p> <p>Anomaly/exception is Aberdeen / only 1 best area in North;</p>	3	<p>3 x 1</p> <p><b>= 0</b></p> <p>Simple listing examples of cities from the key</p> <p>South East – this is a named region and cannot be credited on its own and must be linked with a comparative region</p>
3	(b)	<p>Loss of employment in the docks / decline of the docks / lack of ships using the docks;</p> <p>Due to mechanisation/ use of fork lift trucks/ containerisation/ use of cranes/ more technology / less goods imported;</p> <p>Loss of employment in fishing industry;</p> <p>Due to reduction in fish/cod /no fish left /not much fish left/ people catching less fish /only 70 000 tonnes left;</p> <p>Iceland increasing fishing limit/Iceland banned foreign vessels;</p> <p>Establishment of EU quotas on fish caught;</p> <p>Loss of business in fish processors / net makers /workers in the transport industry/ transport companies/ market sellers/ fishmongers / equipment makers/suppliers /people who unload fish from boats;</p>	4	<p>4 x 1 or 2 x 2</p> <p>Accept simple ideas up to MAX 4 or development of points.</p> <p></p> <p>There are 70 000 tonnes left</p> <p>Because of EU regulations</p> <p>Loss of jobs in the supply chain</p>

Question			Answer/Indicative content	Mark	Guidance
4	(a)	(i)	Coal / Gas high (over 25%) in both years; Wind / Other sources low (under 10%) in both years; Other / Nuclear (Similar amount); Coal/gas higher than nuclear/wind; Nuclear higher than wind/other.	1	One mark for a similarity from <b>2003 to 2013 only</b> = 0 Differences Highest / Lowest reference as these are not similarities
4	(a)	(ii)	Increased / doubled; From 4/5% to 7/8% / by 2-4%	2	2 x 1 % sign not needed for mark
4	(b)	(i)	See guidance below on where to award marks on the graph	4	1 mark for each correct section of the cross section as shown on the diagram. No Line = 0



Question			Answer/Indicative content	Mark	Guidance
4	(b)	(ii)	<p><b>Level 3 [5-6 marks]</b>  <b>Describes</b> and <b>suggests reasons</b> for location of wind turbines in area shown with <b>developed</b> statements.</p> <p><b>Level 2 [3-4 marks]</b>  <b>Describes</b> and <b>suggests reasons</b> for location of wind turbines in area shown with <b>at least one developed</b> statement.</p> <p><b>Level 1 [1-2 marks]</b>                      Briefly <b>describes</b> and/or <b>suggests</b> reasons for location of wind turbines in area shown with simple statements.</p> <p><b>0 marks</b>                      No evidence submitted or response does not address the question.</p>	6	<p>The response is to be marked holistically. Examiners to label overall level awarded at the end of the response.</p> <p><b>Content Guidance</b>                      Highest area of land/on a hill/high up;                      Areas most exposed to wind/there is most wind/it is not sheltered;                      Areas away from settlements/farm buildings/isolated/remote;                      Access to roads/village for servicing/for maintenance;                      Avoids SSSI;</p> <p><b>Note:</b>                      A candidate can get to the top of Level 2 with one developed statement and some simple statements.                      Candidates must have two developed statements to get Level 3.</p>

4	(c)	(i)	<p>(Spread) around the UK;</p> <p>Most are in the North Sea / to/on the east (of UK);</p> <p>Other zones are off the west / south coasts / between Wales and Ireland / <b>others</b> in the Irish Sea;</p> <p>None to the NW of UK / NW of Scotland / North/NW of Ireland;</p> <p>Accurate use of scale to reference distance from the coast e.g. Most within 30km of the coastline</p>	2	<p>2 x 1</p> <p>NB The question is about distribution so no credit for reference to named individual zones</p> <p></p> <p>=</p> <p>Off the coast</p> <p>Near to/ away from the coast</p> <p>In the sea/offshore</p> <p>Close to shore</p> <p>Across the UK</p>

Question			Answer/Indicative content	Mark	Guidance
4	(c)	(ii)	 Hull is on the East coast / adjacent to the North Sea / relatively central to all zones in the North Sea / Close to Hornsea, Dogger Bank and Norfolk / Near wind farms / zones where most turbines will be needed;  <div style="border: 1px solid black; padding: 2px; display: inline-block;">DEV</div> so cost of transportation will be low/ time to access will be reduced/ quick access to wind farms/ease of access to wind farms	2	1 + 1  Answer must be derived from Fig. 6.  One mark for a simple idea with a further mark for development.  = 0 Windy Flat land Creates Jobs  <div style="border: 1px solid black; padding: 2px; display: inline-block;">^</div> Near the sea Near coast There are lots of wind farms Easy Access On the East

Question	Answer/Indicative content	Mark	Guidance
4 (d)	<p><b>Level 3 [7-8 marks]</b></p> <p><b>Evaluates</b> the <b>extent</b> to which <b>different groups of people</b> are likely to support the development of Greenport Hull, supporting the answer with <b>relevant map evidence</b> and demonstrating an understanding with <b>developed</b> ideas.</p> <p>Written work is legible and spelling, punctuation and grammar are accurate. Meaning is communicated very clearly.</p> <p><b>Level 2 [4-6 marks]</b></p> <p><b>Explains</b> why <b>people</b> are likely to support the development of Greenport Hull and demonstrates an understanding with <b>at least one developed</b> idea or with use of <b>relevant map evidence</b>.</p> <p>Written work is legible and spelling, punctuation and grammar are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 1 [1-3 marks]</b></p> <p><b>Explains</b> with <b>simple statements</b> why people are likely to support the development of Greenport Hull.</p> <p>Written work contains mistakes in spelling, punctuation and grammar, which sometimes hinder communication</p> <p><b>0 marks</b> No evidence submitted or response does not address the question.</p>	8	<p>The response is to be marked holistically. Examiners to label overall level awarded at the end of the response.</p> <p>Content is likely to focus on issues such as:</p> <ul style="list-style-type: none"> <li>Economic use of derelict area</li> <li>Use of brownfield site/no need to use greenfield land</li> <li>Creation of employment;</li> <li>Multiplier effect;</li> <li>Stimulus to local economy;</li> <li>Noise/vibrations/danger from traffic;</li> <li>Congestion on local roads</li> <li>Passing trade for retailers;</li> <li>Visual impact;</li> <li>Noise from construction/when in use</li> <li>Loss of potential site for other amenities/housing development etc;</li> </ul> <p><b>= IRRL</b></p> <p>Impacts on developers – focus is on those that live in the area</p> <p>Any reference to advantages of wind as a method of generating electricity.</p> <p>References to natural environment/habitats eg fish, woodland.</p> <p><b>Note – Use of the Resources</b> Copy of sentences from resource on page 10 can only be credited as a simple statement</p>

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