

Mark Scheme (Results)

Summer 2013

GCSE Geography (5GA1H) Paper 01
Geographical Skills - Higher

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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	Answer	Mark												
1(a) (i)	One mark per correct answer.	3 ePen:												
	<table border="1"> <thead> <tr> <th>Letter on photograph</th> <th>Instruction</th> <th>Space for answer</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>Valley name</td> <td>Nant Ffrancon</td> </tr> <tr> <td>B</td> <td>Road number</td> <td>A5</td> </tr> <tr> <td>C</td> <td>Name of building</td> <td>Ty Gwyn</td> </tr> </tbody> </table>		Letter on photograph	Instruction	Space for answer	A	Valley name	Nant Ffrancon	B	Road number	A5	C	Name of building	Ty Gwyn
	Letter on photograph		Instruction	Space for answer										
	A		Valley name	Nant Ffrancon										
	B		Road number	A5										
C	Name of building	Ty Gwyn												
Note - do not penalise incorrect spelling as long as the word is recognisable.														

Question Number	Answer	Mark
1(a) (ii)	National Trust	1 ePen:

Question Number	Answer	Reject	Mark
1(a) (iii)	<p>Long valley (1) ~4km (1) straight (1) It has a wide (1) flat bottom (1) which is about 0.5km (1) runs north-south (1). The sides are steep (1) they rise to 1044m (1) on one side. The other side rises to 821m (1), or 947m (1). Valley sides rise to east and west (1) Glacial trough / U-shaped (1) Contour lines are close together (1).</p> <p>Max 2 without clear evidence or data (resource booklet or OS map). Evidence can implied, e.g. "long valley" or runs north-south is map evidence.</p>	<p>High ground.</p> <p>Height of valley (not linked to shape).</p> <p>V-shaped valley.</p> <p>Reasons for the shape of the valley.</p> <p>Valley is flat (has to be flat bottomed).</p>	<p>4</p> <p>ePen:</p> <p>1+1+1+1 (1+1)+(1+1) (1+1+1)+1</p>

Question Number	Answer	Mark								
1(b) (i)	<table border="1"> <thead> <tr> <th>letter</th> <th>Feature</th> </tr> </thead> <tbody> <tr> <td>J</td> <td>River OR Afon OR Nant Peris Also accept flood plain. Note name of river need not be correct for credit.</td> </tr> <tr> <td>K</td> <td>Road OR A4086 OR Parking OR Picnic Site OR Pub</td> </tr> <tr> <td>L</td> <td>Camp site OR Post Office OR P or Parking</td> </tr> </tbody> </table> <p>Note - could credit the same response in K and L.</p>	letter	Feature	J	River OR Afon OR Nant Peris Also accept flood plain. Note name of river need not be correct for credit.	K	Road OR A4086 OR Parking OR Picnic Site OR Pub	L	Camp site OR Post Office OR P or Parking	3 ePen:
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Question Number	Answer	Mark
1(b) (ii)	<p>It should be marked approximately 2.4 cm along the cross-section (1.2km). Height of 620 m.</p> <p>Allow +2mm on cross section (2.2-2.5 cm). "R" should be on, or very close to the cross section line.</p> <p>Dot / spot / cross / X is acceptable, rather than an "R".</p>	1 ePen:

Question Number	Answer	Mark
1(b) (iii)	Marchlyn Mawr or Marchlyn Mawr reservoir	1 ePen:

Question Number	Answer	Reject	Mark
1(b) (iv)	National Park or National Park boundary	Boundary (on its own)	1 ePen:

Question Number	Answer	Reject	Mark
1(c)	4 4.0	3.8	1 ePen:

Question Number	Answer	Mark
2 (a) (i)	<p>One mark per correctly drawn arrow.</p> <p>Arrows to be drawn to <i>approximately</i> the correct length but width must be correct within 25 tourists (~1mm). e.g. Snowdon Path should be slightly thinner Llanberis Path. Rhyd Ddu and Pyg Track should be similar.</p> <p>Notes:</p> <ul style="list-style-type: none"> • No need for arrows to be shaded for labelled. • Arrows should be identifiable as linked to a particular path / railway line but need not be on the path line. • Rhyd Ddu must look narrower than Snowdon Mountain Railway. • Arrows must point the correct direction (towards the summit). 	<p>2</p> <p>ePen: comp</p> <p>1+1</p>

Question Number	Answer	Mark
2 (a) (ii)	<p>Rhyd Ddu or Rhyd Ddu Path and Pyg Track</p> <p>Need both correct for mark.</p> <p>(either way round)</p>	<p>1</p> <p>ePen:</p>

Question Number	Answer	Reject	Mark
2 (a) (iii)	<p>It shows two / multiple pieces of information (or implied) (1) e.g.– number of tourists (1) and location of routes (1) direction of travel (1). It is an accurate representation of numbers of tourists (1) as the lines are measured out with a scale (1). Visually easy to understand / interpret which direction people are travelling (1) don't have to read numbers to get idea of flows (1). Can easily compare (1) different areas / flows / patterns (1).</p> <p>Note one advantage only.</p>	<p>Easy to draw.</p> <p>Easy to read.</p>	<p>2</p> <p>ePen:</p> <p>(1+1)</p>

Question Number	Answer	Mark
2 (a) (iv)	<p>1 mark per idea.</p> <p>A lot of people go on the train because it is easier than walking. (1) The train may offer good views (1) accessible. (1)</p> <p>Most people walk from Llanberis because it is the biggest settlement in the area. (1)</p> <p>Llanberis path is less steep than some of the others (1)</p> <p>Least people walk the Snowdon Ranger Path track because it has a long steep drag to the summit. (1)</p> <p>Quite a lot of people, 250 per hour, start from Pen-y-pass and have the option of a lower (Miners Track) or higher (Pyg Track) route. (1).</p> <p>Walking may be cheaper than using the train (1). Summer weather in August may account for high numbers (1). School holidays may be a factor (1)</p> <p>Location of car parks (1) and accessibility (1).</p> <p>Development can come from using explicit map evidence, e.g. grid reference, name of road (A4085).</p> <p>Max 2 marks for description of data, without clear reasons.</p>	<p>5</p> <p>ePen:</p> <p>1+1+1+1+1 (1+1)+(1+1+1) (1+1+1)+1+1</p>

Question Number	Answer	Reject	Mark
3 (a) (i)	<p>For public transport expect: trams, buses, urban trains, underground etc. On public transport you pay a fare to travel a set route.</p> <p>Easier / quicker / faster / more convenient for people to get around large urban areas (1) and so encourages more take-up of public transport (1).</p> <p>Can reduce congestion (1) due to less vehicles on the road (1) and less pollution e.g. CO₂ / atmospheric / water (1).</p> <p>Reduces noise pollution (1). Encourage more visitors / tourists (1) therefore increase spending in urban areas / boost the economy (1). Less vehicles may lead to less accidents (1).</p> <p>May create more jobs (1) which benefits the local community (1).</p> <p>Note</p> <ol style="list-style-type: none"> 1) Park and ride can be classified as public transport since it is shared and runs to timetable over a fixed route. 2) Do not have to mention a particular type of public transport, e.g. bus, for access to the full range of marks. <p>Credit other sensible ideas. Needs developed idea for max 4 (cannot simply list).</p> <p>Use of a relevant example can count towards development of an idea.</p>	<p>Schemes, Boris Bikes, congestion charging etc.</p> <p>Less pollution (type of pollution to be qualified).</p> <p>Cheaper (as not about improving urban areas).</p>	<p>4</p> <p>ePen:</p> <p>(1+1)+(1+1) (1+1+1)+1</p>

Question Number	Answer	Reject	Mark
3 (a) (ii)	<p>Could be park and ride or congestion charge, "Boris Bikes" or other ways. There must be a clear link to traffic / transport management. Essentially schemes (rather than a single mode of public transport).</p> <p>One mark for stating the type of management, e.g. park and ride (1). People park their cars on the outskirts of the urban area (1). and take a bus into the city centre. (1) this reduces traffic congestion / emissions etc (1) Dedicated direct buses from park and ride to city centre. (1)</p> <p>Real named location (1 - max 1 mark) – is development.</p> <p>Credit other sensible ideas. Needs developed into some explanation for max 4 (cannot simply list).</p>	<p>General comments about public transport</p> <p>Trams, buses etc which are forms of public transport (unless linked to a P&R scheme for example).</p> <p>No marks for description of how scheme works.</p>	<p>4</p> <p>ePen:</p> <p>(1+1)+(1+1) (1+1+1)+1</p>

Question Number	Answer	Reject	Mark
3 (b)	<p>Expect context to be management of impacts of deforestation (linkage to specification), but credit other types management linked to other resource extraction if relevant.</p> <p>Number of ideas may be given, e.g. Protect woodlands from further exploitation (1) logging permits (1) Remove logging roads (1) Replanting of woodland (1) Companies help pay for clean-up (1) Patrols / surveillance to protect forested areas (1) from illegal logging (1) For example, In 2001 Givaudan, a Swiss company, sent a team to Madagascar to survey for new fragrances. (1). It developed 40 aromas that were then sold. (1). The company shared the profits with local communities (1) through conservation and development initiatives. (1)</p> <p>Needs developed idea(s) for 3 or more marks. Cannot simply list (max 2).</p>	Problems / descriptions of resource extraction, rather than management.	5 ePen: (1+1)+(1+1)+1 (1+1+1)+(1+1) (1+1+1+1)+1

Question Number	Answer	Mark
4 (a) (i)	Cattle produce methane gas (belching and flatulence which is a greenhouse gas) (1). Traps heat energy causing warming (1). Greenhouses gases can both absorb and emit infrared radiation (1) Contribution to greenhouse effect is 4-9% (1)	2 ePen: (1+1)

Question Number	Answer	Reject	Mark
4 (a) (ii)	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). Sulphur dioxide is converted into sulphuric acid (1) forming aerosols, (causing more reflection and cooling) (1). Sulphur dioxide is released (1) this indirectly causes cooling. Gas is released from volcanoes (1) May release CO ₂ which is a greenhouse gas causing warming (1). Note 1) Max 1 for things emitted by volcano (ash, SO ₂ , gas, CO ₂ etc). 2) SO ₂ if not recognised as a greenhouse gas. 3) There is not additional credit for examples – the question is process focused requiring an explanation.	Volcanoes cause warming, unless linked to CO ₂	4 ePen: (1+1)+(1+1) (1+1+1)+1

Question Number	Indicative content
<p>* 4 (b) QWC i-ii-iii</p>	<p>There are a number of ideas and effects: The vast majority of the world's glaciers are retreating, some more quickly than others. This is thought by some to be due to the increase in temperatures caused by climate change. Research has shown that 90 per cent of the glaciers in Antarctica are retreating. The melting of the glaciers at the poles could also affect ocean water movement. It is believed that melting ice in the Arctic could cause the Gulf Stream to be diverted further south. This will lead to colder temperatures in western Europe; matching the temperatures found across the Atlantic in Labrador at the present time. Temperatures are frequently below 0°C in the winter with averages of 8–10°C in July, which is 10°C cooler than the average UK summer temperature.</p> <p>Other examples:</p> <ul style="list-style-type: none"> • In Kenya droughts now happen every three years instead of every ten years. In 2006 Kenya suffered its worst drought for 80 years. Many farmers lost all of their cattle. • A Greenpeace report predicts that the Great Barrier Reef in Australia will be dead within 30 years due to rising sea temperatures (bleaching). • Due to rising sea levels, the Tuvalu islands in the Pacific Ocean has started to evacuate its population to New Zealand, with 75 people moving away each year. • More extreme weather, e.g. parts of UK, plus link to stronger hurricanes etc. • Changes in agriculture and farming patterns, possible loss of agricultural productivity. Increases in food and commodity prices; shortages etc. <p>Note: Examples can be located, i.e. places OR examples of negative effects, e.g. sea level rise. In both instances, good examples (L3) will be supported by factual information.</p>

Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1–2	A short list of ideas with one or two briefly described. May only be partially linked to negative effects of climate change. Examples either not appropriate, unclear or absent. Tends to be very basic use of geographical terminology.
Level 2	3–4	Describe at least one negative effect of climate change. For top of level there must be evidence of a reason or explanation. Generally clearly communicated but with limited use of geographical terminology.
Level 3	5–6	Explanations of at least two negative effects of climate change. Examples will be well supported by factual information (and/or location). For top of level expect development by either range or depth. 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	<i>Threshold performance</i> 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	<i>Intermediate performance</i> 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	<i>High performance</i> 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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