



Pearson

# **Mark Scheme (Results)**

Summer 2017

Pearson Edexcel GCSE in  
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.

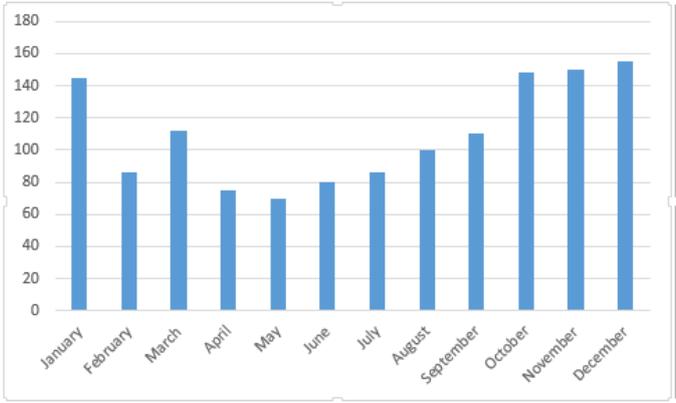
Question Number	Answer	Mark
<b>1(a) (i)</b>	C B8021  <b>Rationale</b> All other roads are incorrect based on the evidence in the photograph.	<b>1</b>

Question Number	Answer	Mark
<b>1(a) (ii)</b>	B North west  <b>Rationale</b> All other directions are incorrect based on the evidence presented in the OS map.	<b>1</b>

Question Number	Answer	Mark
<b>1(a) (iii)</b>	B 4.5 km  <b>Rationale</b> All other distances are incorrect based on the correct road distance on the OS map.	<b>1</b>

Question Number	Answer	Mark
<b>1(b)</b>	flat 244 water few	<b>4</b>  <b>1+1+1+1</b>

Question Number	Answer	Mark																						
1(c)	<table border="1" data-bbox="336 356 1027 1305"> <thead> <tr> <th data-bbox="336 356 683 427">Feature</th> <th data-bbox="683 356 1027 427">Six-figure grid reference</th> </tr> </thead> <tbody> <tr> <td data-bbox="336 427 683 465">Museum (Mus)</td> <td data-bbox="683 427 1027 465">803 770</td> </tr> <tr> <td data-bbox="336 465 683 539">Camp / Caravan site</td> <td data-bbox="683 465 1027 539">797 773</td> </tr> <tr> <td data-bbox="336 539 683 577">Picnic site</td> <td data-bbox="683 539 1027 577">807 761</td> </tr> <tr> <td data-bbox="336 577 683 683">Tourist Information / TIC</td> <td data-bbox="683 577 1027 683">803 767</td> </tr> <tr> <td data-bbox="336 683 683 721">Viewpoint</td> <td data-bbox="683 683 1027 721">805 759</td> </tr> <tr> <td data-bbox="336 721 683 875">Hotel</td> <td data-bbox="683 721 1027 875">806 764 (note over an area so can some variation in GR)</td> </tr> <tr> <td data-bbox="336 875 683 981">Parking</td> <td data-bbox="683 875 1027 981">805 776 805 775 806 756</td> </tr> <tr> <td data-bbox="336 981 683 1126">Golf course</td> <td data-bbox="683 981 1027 1126">805 754 (note over an area so can some variation in GR)</td> </tr> <tr> <td data-bbox="336 1126 683 1232">Leisure Centre / Sports / Recreation</td> <td data-bbox="683 1126 1027 1232">803 771</td> </tr> <tr> <td data-bbox="336 1232 683 1305">Public House / Pub</td> <td data-bbox="683 1232 1027 1305">805 768</td> </tr> </tbody> </table> <p data-bbox="336 1379 967 1447">Accept other examples as appropriate e.g. 'blue' and non-'blue' attractions.</p> <p data-bbox="336 1487 1043 1592">Note – both feature and grid reference must be correct (with 100 m, i.e. 3<sup>rd</sup> and 6<sup>th</sup> digit +/-1) for mark.</p> <p data-bbox="336 1630 1038 1736">Where there are arrows the grid reference should be aimed at the tip of the arrow not the symbol.</p>	Feature	Six-figure grid reference	Museum (Mus)	803 770	Camp / Caravan site	797 773	Picnic site	807 761	Tourist Information / TIC	803 767	Viewpoint	805 759	Hotel	806 764 (note over an area so can some variation in GR)	Parking	805 776 805 775 806 756	Golf course	805 754 (note over an area so can some variation in GR)	Leisure Centre / Sports / Recreation	803 771	Public House / Pub	805 768	1
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<b>2(a)</b>	<p>1 mark for each bar in the correct location – Jan and May (only) see below:</p>  <p>Accuracy: +/- 2 mm on scale or 1 small square on the gridded paper.</p> <p>Shading not required.</p>	<b>2 (1+1)</b>

Question Number	Answer	Mark
<b>2(b)(i)</b>	<p>D More than 3500</p> <p><b>Rationale</b> All other distractors are incorrect based on the evidence presented on the map, Figure 2c.</p>	<b>1</b>

Question Number	Answer	Mark
<b>2(b)(ii)</b>	<p>Examiners should be looking for an overall description, using data (figures), e.g.</p> <ul style="list-style-type: none"> <li>• Wester Ross has much higher rainfall compared to most of GB / other areas shown on the map (1).</li> <li>• The east of the map / England is the driest place at 600-800 mm (1).</li> <li>• Wales and the south west are comparatively wet (1) with between more than 3000 (max) and 800 mm in the driest places (1).</li> <li>• Gradually rainfall increases from south-east to north-west (1).</li> <li>• Overall, Scotland is wetter than England (1).</li> <li>• Eastern England has 600 – 800mm.</li> </ul> <p>Accept SE as being driest.</p> <p>Max mark of 2 for answers without use of explicit data.</p> <p>Data use can include descriptive comparative statements e.g. Place X has 2 times as much rainfall than Place Y.</p> <p>Example max mark answer: Wales and the south west are relatively wet. (1) The east of the UK is much drier (1). Overall Scotland is very wet with some places more than 3500mm of rain (1). Overview of pattern for 3<sup>rd</sup> mark.</p>	<p><b>3</b></p> <p><b>1+1+1</b> <b>or</b> <b>(1+1)+1</b></p>

Question Number	Answer	Mark
<b>2(c)(i)</b>	D Geographical Information System  <b>Rationale</b> All other distractors are incorrect.	<b>1</b>

Question Number	Answer	Reject	Mark
<b>2(c)(ii)</b>	Planners, geographers, scientists, government employees / local authority, business people, schools, police, estate agents, charities, house developers, etc.  Accept any reasonable group.	Geologists	<b>1</b>

Question Number	Answer	Reject	Mark
<b>2(c)(iii)</b>	A range of ideas, but mainly: Allows comparisons between different areas (1) so that the user can easily spot differences (1). Use of contrasting colours / colours gradient allows user to spot overall patterns (1) and detect unusual areas (1). Layering of GIS shows different land-uses, e.g. roads (1) which shows geographical relationships (1).  Simple answers such as easy to read / interpret, etc. just reward 1 maximum without further specific development, which may be a partial explanation.  Layering of GIS shows relationship between data e.g. GIS.	Easy to draw Its easy	<b>2</b> <b>(1+1)</b>

Question Number	Answer	Mark
<b>3(a)</b>	<p>Photos can be out of date (1) so therefore the information is unreliable (1).            Images can be misleading (1) as at different times of day places can be very different (1) or different seasons (1).            The photos in Figure 3 don't include a scale (1).            Photos can show a restricted view of places (1), i.e. 'through a narrow lens', so not representative (1).            Purpose of photograph is not clear / confusing (1) so there is no clear geographical context (1).            Pictures can be poor quality – blurred, etc. (1) which leads to a confusing interpretation (1)            Taking pictures at night is difficult without specialist equipment (1) so creates grainy resolution (1).</p> <p>Not easy/ vague/ limited/ unclear/hard to see max (1) but must be linked to a reason.</p> <p>Accept other valid ideas.</p> <p>Can reward 3 max on any one disadvantage.</p>	<p><b>4</b></p> <p><b>(1+1)+(1+1)</b>  <b>or</b>  <b>(1+1+1)+1</b></p>

Question Number	Answer	Mark
<b>3(b)</b>	<p>Contemporary / up-to-date (1) when compared to other sources e.g. book (1) so it may be more topical (1).            Can get a more personal opinion (1) as it is unedited / blogged (1) which can be useful instead of interviews (1).            TV / Internet can give a local perspective (1) which is not available from other sources such as articles (1) or national websites, etc. (1)            TV for example might be more reliable (1) compared to some of the YouTube for example (1).</p> <p>Accept other valid ideas.</p>	<p><b>3</b></p> <p><b>(1+1+1)</b></p>

Question Number	Answer	Mark
<b>4(a)(i)</b>	D India  <b>Rationale</b> All other distractors are incorrect based on the information shown in Figure 4a.	<b>1</b>

Question Number	Answer	Mark
<b>4(a)(ii)</b>	B saving energy  <b>Rationale</b> All other distractors are incorrect based on the information shown in Figure 4a.	<b>1</b>

Question Number	Answer	Mark
<b>4(a)(iii)</b>	<p>Examples of sustainable transport schemes will be varied.</p> <p>Expect them to include; P&amp;R, bike schemes, car sharing, buses, bus lanes, multi-occupancy dedicated lanes, trams, congestion charging, cycle lanes etc.</p> <p>Allow 1 for stating the transport scheme, e.g. park and ride. Development mark can be achieved by detail and / or exemplification.</p> <p>e.g. In London hire / Santander bikes are available for public use (1) and people can use a credit card to hire the bike for a short journey, e.g. between a couple of tube stops (1).</p> <p>Note must be different schemes, not places.</p> <p>Accept train if in the context of local transport scheme.</p> <p>Do not credit development about reducing emissions as question is about describing a scheme.</p>	<p><b>4</b></p> <p><b>(1+1)(1+1)</b></p>

Question Number	Answer	Mark
<b>4(b)(i)</b>	D Variations in solar output  <b>Rationale</b> All other distractors are incorrect based on the fact that they are not natural causes of climate change.	<b>1</b>

Question Number	Answer	Mark
<b>4(b)(ii)</b>	Combustion of fossil fuels releases carbon dioxide (1) (which) is a greenhouse gas that causes heat energy to be trapped (1).  CO <sub>2</sub> is released (1) which traps / reflects heat energy from the earth (1).  Greenhouse gases are released (1) which makes the atmosphere as they act as a block / blanket trapping energy (1).	<b>2</b>  <b>(1+1)</b>

Question Number	Answer	Mark
<b>4(c)</b>	present Brundtland / Bruntland resources economic slow	<b>5</b>

Question Number	Answer	Mark
<b>5(a)(i)</b>	<p>Answers that have no spatial or locational information cannot be credited.</p> <p><u>These are examples of 3 mark responses:</u></p> <p>Generally greater acceptance in the west of USA (1). Interior states are less likely to believe (1). In California, there are 55% above agreeing (1).</p> <p>Overall pattern is mixed (1) and varies from 55% and above agree to only 40% agree in the central areas (1). There is a cluster of agreement in the NE (1).</p> <p><u>These are examples of 2 mark responses:</u></p> <p>SE (Florida) looks unusual in the east as having more believers (1). Cluster of believers in NE (1). Fewer people agree in the centre (no 3<sup>rd</sup> mark as no data).</p> <p>California 55% and above agree (1). Florida 50% agree (1).</p> <p>Must use data / figures for max 3, but no additional credit for data that does not develop a point.</p>	<p><b>3</b></p> <p><b>1+1+1</b> <b>or</b> <b>(1+1)+1</b></p>

Question Number	Answer	Mark
<b>5(a) (ii)</b>	<b>B</b> the science is very complex and difficult to understand	<b>1</b>

Question Number	Answer	Mark
<b>5(a) (iii)</b>	<p>There are a range of examples that could be used. Expect to see:</p> <ul style="list-style-type: none"><li>Bali (2007)</li><li>Paris (2015)</li><li>Kyoto (1997)</li><li>Copenhagen (2009)</li></ul> <p>Note no date is required for mark, just name of city / location.</p> <p>Accept more recent and less well documented examples.</p>	<b>1</b>

Question Number	Indicative content				
<p><b>*5 (b)</b>  <b>QWC</b>  <b>i-ii-iii</b>  <b>exp</b></p>	<p>There are a range of negative impacts and impacts that could be discussed. There is overlap between people and environments.</p> <table border="1" data-bbox="352 405 1286 1688"> <tr> <td data-bbox="352 405 571 1115">People</td> <td data-bbox="571 405 1286 1115"> <ul style="list-style-type: none"> <li>• Deaths from increased heat and heatwaves, e.g. France 2003</li> <li>• Warmer climates may encourage migration of disease-bearing insects like mosquitoes and malaria is already appearing in places it hasn't been seen before.</li> <li>• Droughts, and prolonged drought for some areas, e.g. Sudan and Ethiopia</li> <li>• Sea level rise affecting many low lying coastal areas and world cities. Linked effects of salinisation and loss of agricultural productivity. Sea water mixing with freshwater and damaging supplies</li> <li>• Knock-on effects may be increased tensions over natural resources at risk from climate change and even greater risk of conflict in areas of political instability.</li> </ul> </td> </tr> <tr> <td data-bbox="352 1115 571 1688">Environments</td> <td data-bbox="571 1115 1286 1688"> <ul style="list-style-type: none"> <li>• Ocean acidification leading to disruptions in the marine food chain and a lowering of biodiversity.</li> <li>• Melting of Arctic – stress to ecosystems and polar bears</li> <li>• Increased incidence of wildfire risk</li> <li>• Decline in global phyto-plankton</li> <li>• Changes in migration patterns of birds and animals</li> <li>• Changes in the times of seasons (seasonal periodicity) which may impact negatively on ecosystems</li> <li>• Linked ideas about insects, pollination, birds, etc.</li> <li>• (possible) Changes in storms, frequency and intensity, etc.</li> </ul> </td> </tr> </table> <p>Ultimately there is a high degree of overlap between people and environments. The best answers will likely consider social, economic and environmental under the umbrella of 'people and environment'.</p>	People	<ul style="list-style-type: none"> <li>• Deaths from increased heat and heatwaves, e.g. France 2003</li> <li>• Warmer climates may encourage migration of disease-bearing insects like mosquitoes and malaria is already appearing in places it hasn't been seen before.</li> <li>• Droughts, and prolonged drought for some areas, e.g. Sudan and Ethiopia</li> <li>• Sea level rise affecting many low lying coastal areas and world cities. Linked effects of salinisation and loss of agricultural productivity. Sea water mixing with freshwater and damaging supplies</li> <li>• Knock-on effects may be increased tensions over natural resources at risk from climate change and even greater risk of conflict in areas of political instability.</li> </ul>	Environments	<ul style="list-style-type: none"> <li>• Ocean acidification leading to disruptions in the marine food chain and a lowering of biodiversity.</li> <li>• Melting of Arctic – stress to ecosystems and polar bears</li> <li>• Increased incidence of wildfire risk</li> <li>• Decline in global phyto-plankton</li> <li>• Changes in migration patterns of birds and animals</li> <li>• Changes in the times of seasons (seasonal periodicity) which may impact negatively on ecosystems</li> <li>• Linked ideas about insects, pollination, birds, etc.</li> <li>• (possible) Changes in storms, frequency and intensity, etc.</li> </ul>
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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 relevant impacts. Location(s) / examples either not appropriate or unclear. Tends to be very basic use of geographical terminology.
Level 2	3–4	An attempt to describe at least one negative impact. Exemplification material may be present, but is not always relevant to the answer. For top of level some attempt to give reasons or partial explanation. Generally clearly communicated but with limited use of geographical terminology.
Level 3	5–6	One clear explanation of the negative impacts on either environments or people. Likely to be a located case study / example(s) which is developed to illustrate one or more of the explanations. For top of level must refer to both people and environment, with some explanation linked to at least one. 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.