

GCSE

Geography A

Unit **A732/01**: Geographical skills (Foundation Tier)

General Certificate of Secondary Education

Mark Scheme for June 2016

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

© OCR 2016

These are the 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 |
|  | Please use to link extension answers on extra writing page(s) to main answers |
|  | Blank Page |

Here is the mark scheme for this question paper.

| Question | | | Answer/Indicative content | Mark | Guidance |
|----------|-----|------|--|------|---|
| 1 | (a) | | 5 | 1 | No tolerance required. |
| | (b) | (i) | South Downs Lake District New Forest | 1 | Correct order required. NB: Do not put 3 ticks. |
| | (b) | (ii) | Reference could be made to ideas such as: Peak District is larger than Exmoor; Peak District is more accessible/has more motorways near it than Exmoor/easier to get to/more transport links/closer to motorway; Peak District is more centrally located than Exmoor; Peak District has more/is closer to large centres of population living near to it than Exmoor/more people living nearby/more conurbations nearby/nearer to cities; etc | 2 | 2 x1 NB Points made must be comparative for credit to be awarded e.g. larger is ok but large =  If candidate uses 'it' assume referring to Peak District. Can also write about reverse e.g. exmoor is smaller. =0 More people live in it =  = Close to More main roads |

| Question | | | Answer/Indicative content | Mark | Guidance |
|----------|-----|-------|---|------|---|
| 2 | (a) | (i) | Brough | 1 | |
| | | (ii) | Station | 1 | |
| | | (iii) | South East/East South East | 1 | Accept as a bearing – 135 degrees from North (tolerance 125 to 145) NB: Can accept abbreviations e.g. SE / ESE. |
| | | (iv) | 1.4 kms | 1 | |
| | (b) | (i) | Shading of cross section. | 1 | All land needs to be shaded (any type of shading is acceptable). |
| | | (ii) | Accurate marking of position of: A steep west facing slope (S) River Noe (N) Tolerance of 48 – 58 mm from left hand edge. Railway line (R) Tolerance of between 55 – 65 mm from left edge. | 3 | 3 x 1 For credit candidates must have arrows and labels (words or initials are acceptable). Arrow can point up or down but must be pointing to surface (or within 5mm tolerance). For (S) can label anywhere along the western facing slope not on the flat land. Use ruler marking tool to measure the location of railway and river. NB Examiners should use judgement in deciding whether to accept a single line without an arrowhead as an arrow. For example if a candidate has shaded the land correctly and drawn single lines to the surface this can be accepted. |

| Question | | Answer/Indicative content | Mark | Guidance |
|----------|-------|---|------|--|
| (c) | (i) | Accurate completion of route of railway. | 2 | <p>Examiners will need to use judgement here.</p> <p>2 marks to be awarded if the route is fully accurate</p> <p>1 mark if there is a significant error or several minor errors however the general shape needs to be correct.</p> <p>0 marks if there are 2 or more significant errors or the general shape is grossly inaccurate</p> <p>NB: Significant errors include:</p> <ul style="list-style-type: none"> - the point where it crosses line 15 to be just below the half way point. - there should be a slight curve before it crosses line 15. - there should be a curve between line 15 and 16. - the line must match up with the points given at each end. |
| | (ii) | <p>gently sloping</p> <p>200 and 220</p> | 2 | 2 x 1 |
| | (iii) | <p>Ideas such as:</p> <p>Gently sloping land/flatter than surrounding;</p> <p>Near river/stream/water/well;</p> <p>Southerly aspect/south facing;</p> <p>In valley/sheltered;</p> <p>Accessible/road/railway/good transport;</p> <p>Avoids flooding; etc.</p> | 2 | <p>2 x 1</p> <p>= 0</p> <p>Flat</p> <p>Lots of land/space</p> <p>Near farms</p> <p>Good views</p> |

| Question | Answer/Indicative content | Mark | Guidance |
|----------|--|------|---|
| (iv) | 3 | 1 | Names of farms = 0 |
| (v) | <p>Ideas such as:</p> <p>There is no flat land/slopes are steep/cliffs;</p> <p>So there will be no opportunity to grow crops/can't grow crops/too steep for grazing cattle/can't use machinery (dev);</p> <p>Soils are likely to be poor/infertile (on the steep land);</p> <p>North facing so less sunshine;</p> <p>Inaccessible/no roads etc</p> | 2 | <p>1 + 1 or 2 x 1</p> <p>One mark for a simple idea with a further mark for development</p> <p>or</p> <p>Two simple ideas.</p> <p>= 0</p> <p>Hilly</p> <p>Mountains</p> <p>High</p> <p>No rivers nearby</p> <p>Hard to build on</p> <p>Slightly steep</p> |

| Question | | Answer/Indicative content | Mark | Guidance |
|----------|-----|---|------|--|
| 3 | (a) | <p>Annual precipitation : 750 – 1499 mm or any number within that range;</p> <p>Average summer temp : Between 15.1 and 15.9 degrees;</p> <p>Average winter temp : Between 4.1 and 4.9 degrees;</p> | 3 | <p>3 x 1</p> <p>Either accept the ranges quoted or a single figure within that range. If single figures are given values which are on the isotherms are not acceptable e.g. 4, 5, 15 or 16 degrees.</p> <p>For precipitation more than 625 = 0, less than 1499 = 0.</p> <p>NB: Don't need units.</p> |
| | (b) | <p>Differences such as:</p> <p>The weather/climate at Lose Hill is likely to be:</p> <p>Cooler,</p> <p>Wetter;</p> <p>Windier etc</p> <p>Reason is likely to relate to fact that it is a greater height above sea level/more exposed/open</p> | 2 | <p>1 + 1</p> <p>Credit one mark for suggested difference with reason for second mark.</p> <p>Answer needs a comparative element, however can approach it from Lose Hill or Castleton (e.g. Castleton is more sheltered/Lose Hill is more exposed).</p> <p>NB: Can give reason without weather idea. If use 'it' then assume referring to Lose Hill. Can do other way around but then must state 'Castleton'.</p> <p>If 'higher' is linked with the wrong difference in weather = 0 Further North = 0</p> |

| Question | | | Answer/Indicative content | Mark | Guidance |
|----------|-----|-----|--|------|---|
| 4 | (a) | | <p>1 mark for a likely 4 figure reference where the chosen photo could have been taken.</p> <p>Fig 3 grid references:</p> <p>1481 1581 1582 1681 1682 1782</p> <p>Fig 4 grid references:</p> <p>1484 1686 1785 1786 1884 1885 1886 1985 1986</p> | 1 | <p>If candidate does not indicate chosen photo = 0</p> <p>Accept 1st/2nd/4th/5th figures from 6 fig reference if correct.</p> |
| | (b) | (i) | Reservoir/water storage | 1 | Watersports/fishing/tourism = 0 |

| Question | | Answer/Indicative content | Mark | Guidance |
|----------|------|--|------|---|
| | (ii) | <p>Ideas such as:</p> <p>High rainfall;</p> <p>Low evaporation rates;</p> <p>Sparsely populated area/not a lot of people live nearby/no factories nearby;</p> <p>Steep slopes</p> <p>Lots of surface drainage/river flows into reservoir;</p> <p>Valley/easy to build dam; etc</p> | 3 | <p>3 x 1</p> <p>= 0</p> <p>Isolated</p> <p>A lot of space</p> <p>It is deep</p> <p>It is low</p> <p>Easy to get to</p> <p>Reservoir</p> <p>Lots of water</p> <p>Slightly steep</p> <p></p> <p>=</p> <p>On a slope</p> <p>Low temperature</p> |
| (c) | (i) | Agriculture/farming/farm/pastoral/sheep farming/grazing/livestock/keeping animals etc | 1 | |
| | (ii) | <p>Ideas such as:</p> <p>Not many people are needed to work on farms/not many people work on farms;</p> <p>Few processes are required;</p> <p>Nothing has to be planted;</p> <p>Sheep just graze without need for feeding; etc.</p> | 2 | <p>2 x 1</p> <p>NB: Answer must relate to land-use shown i.e. farming. E.g don't allow general ideas for lack of jobs e.g. no factories, no roads.</p> <p>= 0</p> <p>Low pay</p> |

| Question | | | Answer/Indicative content | Mark | Guidance |
|----------|-----|-----|--|------|---|
| 5 | (a) | (i) | <p>Evidence such as:</p> <p>Camping barn;</p> <p>Visitor centre/National Park Information Centre;</p> <p>Caverns/or named example;</p> <p>(Peveril) Castle/English Heritage property;</p> <p>Camping/caravan site;</p> <p>Viewpoints;</p> <p>Fishing;</p> <p>Reservoir/lake;</p> <p>Pubs;</p> <p>Footpaths (must be qualified) e.g. through countryside, over hills, through forest, around reservoir, walks & trails;</p> <p>Forests/woodland;</p> <p>Horse riding;</p> <p>Roman Rd/Roman fort;</p> <p>Hills/mountains for climbing etc</p> | 3 | <p>3 x 1</p> <p>Do not accept symbols on the key but not on the OS map extract.</p> <p>=0</p> <p>Accessible</p> <p>Village/Castleton/settlement name</p> <p>Cycle/mountain bike trail</p> <p>Other tourist feature</p> <p>Tourist & leisure information</p> <p>Parking</p> <p>Public convenience</p> <p></p> <p>=</p> <p>Footpath</p> <p>Rivers/streams</p> <p>Hills/mountains</p> <p>Nice view/scenery</p> |

| Question | Answer/Indicative content | Mark | Guidance |
|----------|---|------|---|
| | <p>(ii)</p> <p>Ideas such as:</p> <p>Workers/Jobs in/opening of/creating of/setting up of hotels/guest house/camp sites/providing accommodation or specific example e.g. chamber maid in hotel;</p> <p>Jobs providing transport for tourists/driving taxis/coach driver/car park attendant/ticket collector at Hope Station;</p> <p>Jobs in/opening of/creating of/setting up of shops or specific example e.g. souvenir shops, ice cream parlour;</p> <p>Jobs at named tourist attractions/or example e.g. guide at Peak Cavern/ranger in national park;</p> <p>Specific leisure/tourist related jobs eg tourist guide,riding instructor</p> <p>Jobs in/opening of/creating of/setting up of restaurants/café/bars/pubs;</p> <p>Supply of products or services e.g. food, furniture for tourist industry;</p> <p>Construction of tourist facilities or examples; etc</p> | 3 | <p>3 x 1</p> <p>NB: Singular words or features =  must refer to jobs. Must also be tourist related e.g. farming or work at station = 0.</p> <p> =</p> <p>Driver Gardener Shop worker Train driver Hotel Café Peak Cavern etc.</p> |

| Question | Answer/Indicative content | Mark | Guidance |
|----------|---|------|--|
| (b) (i) | <p>Similarities such as:</p> <p>Day trippers and people on holiday are equally likely to go for short walk;</p> <p>Similar number/not many go shopping;</p> <p>not many visit historic attractions;</p> <p>lots/over 20% go hiking; etc</p> <p>Differences such as:</p> <p>People on holiday more likely to go on hikes of 2 hours or more; sports and hobbies;</p> <p>Day visitors are more likely to go sightseeing;</p> <p>Day visitors are more likely to go for picnics;</p> <p>More active for people on holiday;</p> | 4 | <p>4 x 1 with 2 MAX on each of similarities and differences.</p> <p>NB: Differences must be comparative for credit to be awarded, however this is not required for similarity.</p> <p>Must compare holiday makers and day trippers.</p> <p>Can accept relevant statistics as an alternative to any examples on graph.</p> <p>Can link 2 together if shown as separate in answer e.g. if write hiking 39% on line 1 and then 22% for day visitors – link together as 1 mark.</p> <p>= </p> <p>Phrases for similarities – short walks, shopping.</p> <p>Both types of visitors like walking.</p> <p>Any named example from graph without qualification.</p> |

| Question | Answer/Indicative content | Mark | Guidance |
|----------|--|------|---|
| (ii) | <p>Level 3 [5-6 marks]</p> <p>Detailed explanation of why tourism is likely to cause problems supported by relevant OS map evidence which demonstrates an understanding, using developed statements that explain these problems. Written work is legible and spelling, punctuation and grammar are accurate. Meaning is communicated very clearly.</p> <p>Level 2 [3-4 marks]</p> <p>Sound explanation of why tourism is likely to cause problems which demonstrates an understanding with developed statements or includes relevant OS map evidence to show where the problem may occur e.g. grid reference or named location. Written work is legible and spelling, punctuation and grammar are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 [1-2 marks]</p> <p>Identifies potential problems using simple statements. Written work contains mistakes in spelling, punctuation and grammar, which sometimes hinder communication.</p> <p>0 marks</p> <p>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>Content is likely to focus on problems such as:</p> <ul style="list-style-type: none"> Problems caused for farmers by hikers; Problems resulting from use of transport network; Problems with noise/litter/vandalism etc problems relating to service provision for tourists/locals; Problems relating to lack of development of employment opportunities resulting from protection of the area`s natural beauty; Seasonal unemployment etc <p>NB: Problems must be related to tourism/caused by tourism so anything related to farmland and quarries = 0.</p> <p>Advantages of tourism = 0</p> <p>Anything copied from the speech bubbles from fig. 7 = </p> <p>NB Level 3 needs developed statements plus appropriate OS evidence. Level 2 can be achieved by developed statements with no OS evidence OR Simple statements with appropriate OS evidence Level 1 is for simple statements describing problems</p> |
| | | | |

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity

OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

© OCR 2016

