

GCSE

Geography A

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

General Certificate of Secondary Education

Mark Scheme for June 2016

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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.

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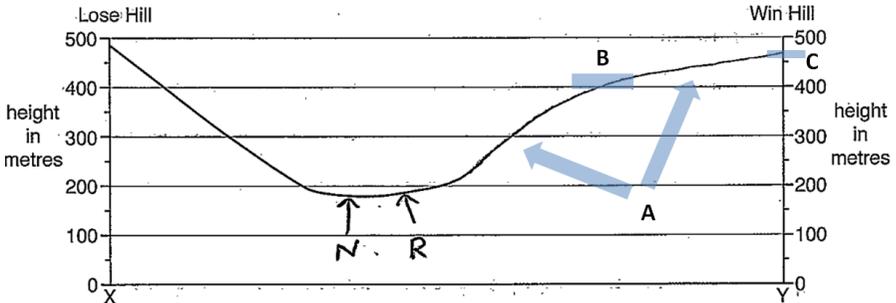
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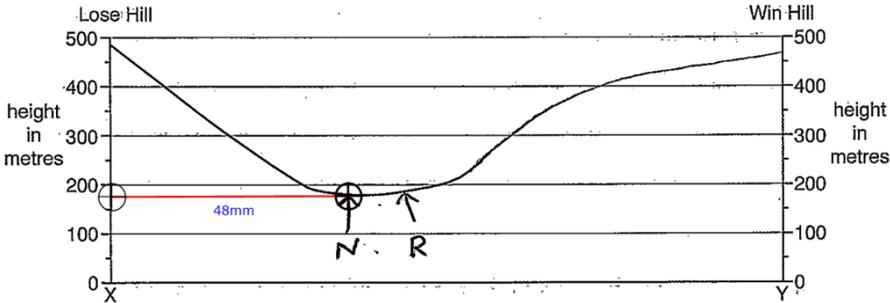
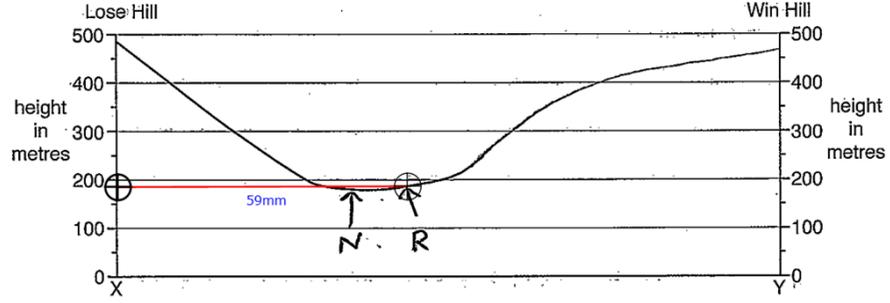
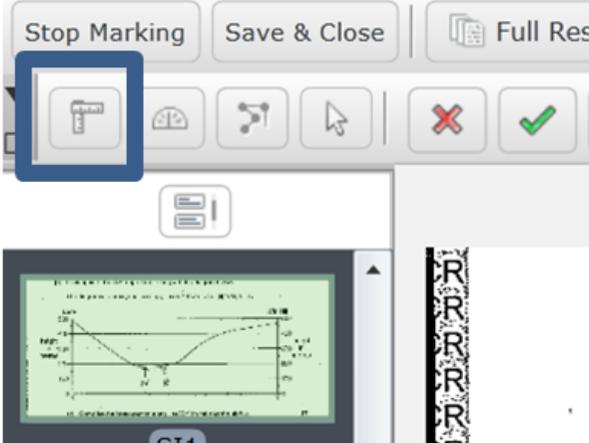
These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

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

Here is the mark scheme for this question paper.

Question			Answer/Indicative content	Mark	Guidance
1	(a)		13 million	1	Allow answers between 12.9 million and 13.1 million =0 12.9 - 13.1 without the 'million' qualification
1	(b)		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	3	3 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. Candidates can also write about reverse e.g. exmoor is smaller. =0 More people live in it  = Close to More main roads
2	(a)	(i)	Brough	1	=0 Brough Lee
2	(a)	(ii)	Spring House (Farm)	1	 = Spring Farm
2	(a)	(iii)	North North West/NNW Bearing: 340° - 350° True North	1	=0 North North West
2	(a)	(iv)	1.4	1	Accept 1.35 to 1.45

Question			Answer/Indicative content	Mark	Guidance
2	(a)	(v)	0.75 / $\frac{3}{4}$	1	Accept 0.6 to 0.9 Accept correct area as a fraction
2	(b)	(i)	 <p>Marks are allocated in the three positions marked on the diagram above:</p> <p>A - 1 mark allocated for the correct overall shape of the line with one steeper section and one more gentle section</p> <p>B - 1 mark allocated for the change in gradient of the slope being in the correct position between 400 and 420m in height and between $\frac{2}{3}$ and $\frac{3}{4}$ of the way from X-Y</p> <p>C - 1 mark allocated for completion of the line between 455m and 470m high</p>	3	3 x 1 mark

Question	Answer/Indicative content	Mark	Guidance
<p>2 (b) (ii)</p>	<p>Accurate marking of position of:</p> <p>River Noe (N) Tolerance of 48 – 58 mm from left hand edge.</p>  <p>Railway line (R) Tolerance of between 55 – 65 mm from left edge.</p> 	<p>2</p>	<p>2 x 1</p> <p>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).</p> <p>Use ruler marking tool, found in the top left hand corner of scoris as demonstrated below, to measure the location of railway and river.</p>  <p>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.</p>

Question			Answer/Indicative content	Mark	Guidance
2	(c)	(i)		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. It is useful to have the ruler tool set at 20mm as shown on the diagram as a guide - 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.
2	(c)	(ii)	<p>Ideas such as:</p> <ul style="list-style-type: none"> Keeps to flat land / avoids steep slopes / gently sloping / lower slopes; Above likely flood level of river; Follows the valley bottom / lower slopes / lower land 	2	<p>2 x 1</p> <p>Answer must be derived from OS extract</p> <p>=0</p> <p>Follows the river</p> <p></p> <p>=</p> <p>Avoids the river</p>

Question			Answer/Indicative content	Mark	Guidance
2	(c)	(iii)	<p>Ideas such as:</p> <p>Gently sloping land / lower slopes of the valley;</p> <p>220 – 240 m;</p> <p>Southerly aspect/south facing / south-east facing; etc</p>	2	<p>2 x 1</p> <p>Accept any figure within the height range</p> <p>=0 Flat Land Hilly</p> <p> = Valley Side 220-240 (without m) In a valley Sloping Bottom of hill</p>
2	(c)	(iv)	<p>Ideas such as:</p> <p>There is less flat land / slopes are steeper / higher / more hilly / there are cliffs to the south but not to the north; DEV - so there will be no opportunity to grow crops / can't grow crops / harder for animals to graze / can't use machinery;</p> <p>Soils are likely to be poor/infertile on the steeper land / thin soils to the south and thicker soils to the north; DEV - which leads to less production / less crops;</p> <p>North facing so less sunshine; DEV - which leads to less production / less crops;</p> <p>Less accessible / no roads to the south / better roads to the north; DEV - so produce/crops would be harder/easier to transport</p> <p>Floodplain to the north but not floodplain to the south; DEV - which produces fertile land better for farming</p>	2	<p>1 + 1 or 2 x 1</p> <p>One mark for a simple idea with a further mark for development or Two simple ideas.</p> <p>Simple ideas must be comparative statements for credit.</p> <p>The development mark for the reason does not need to be comparative</p> <p>= 0 Mountains Harder to build on Railway</p> <p> = not good for farming</p>

Question	Answer/Indicative content	Mark	Guidance
3 (a)	<p>1 mark available for each variable:</p> <p>Annual Precipitation</p> <p>More precipitation in Castleton / Less precipitation in London;</p> <p>Castleton - 750-1499mm, London – Less than 625mm</p> <p>Average Summer Temperature</p> <p>Temperatures lower in Castleton in the summer / Warmer temperatures in London in the summer;</p> <p>Castleton – 15.1 to 15.9°C, London 16.1 – 16.9°C</p> <p>Average Winter Temperature</p> <p>Similar winter temperature in both London and Castleton;</p> <p>Both places 4.1 to 4.9°C</p> <p>If a candidate has referred to temperature but not the season, the following is OK for 1 mark:</p> <p>Castleton is generally colder than London / London is warmer than Castleton</p>	3	<p>3 x 1</p> <p>Either accept comparisons by use of comparative figures or comparative words (eg more precipitation in Castleton).</p> <p>If figures are used, and single figures are given, values which are on the isotherms are not acceptable, eg 15 degrees</p>

Question	Answer/Indicative content	Mark	Guidance
3 (b)	<p>Differences such as: The weather/climate at Lose Hill is likely to be: Cooler, Wetter; Windier; Lower Visibility / foggier 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>Cannot give reason without weather idea being correct</p> <p>If use 'it' then assume referring to Lose Hill. Can do other way around but then must state 'Castleton'.</p> <p>= 0 If 'higher' is linked with the wrong difference in weather e.g. Further North linked to cooler as it is further from equator</p> <p> = Cloudier</p>

Question		Answer/Indicative content				Mark	Guidance
4	(a)	Figure 3	Figure 4	Figure 5	Figure 6	4	<p>(1 + 1) x 2</p> <p>2 marks for each photograph</p> <p>1 mark for correct land use and 2nd mark for a likely 4 figure reference where it could have been taken.</p> <p>If an incorrect figure is given for the land use, i.e. Fig 4 – Quarry, check if the grid reference and land use given match. If so, give 1 mark for the grid reference.</p> <p>If a  land use is given, candidates can get a mark for a correct grid reference</p> <p>If the Land use is 0, the candidate cannot get the grid reference mark</p> <p>= 0 Figure 5 – Fishing / Boating / Tourism Any 6 figure grid reference Any reference to settlement / factories</p> <p> = Figure 3 – Mining Figure 4 – Forest / Wood Figure 5 – Lake Figure 6 – Crops / Grass</p>
		Quarry / Open Cast mine	Coniferous Forest / Forestry	Reservoir / Water Storage	Farming / Agriculture / (Sheep) Grazing / Pasture		
		1581; 1681; 1782.	1686; 1786; 1785; 1885; 1886; 1985; 1986.	1786; 1886; 1986; 1985. Do not accept grid references for smaller reservoirs due to the size of the photograph example	Almost all grid squares – check individually for evidence of either farmhouse or field boundaries		

Question			Answer/Indicative content	Mark	Guidance
4	(b)	(i)	<p>EXAMPLES OF GRID REFERENCES ARE NOT EXHAUSTIVE – PLEASE CHECK INDIVIDUAL ANSWERS.</p> <p>Evidence such as:</p> <p>Camping barn (152839);</p> <p>National Park Information Centre (150829) / Environmental Education Centre (154838);</p> <p>Training and Conference centre (148836);</p> <p>Caverns/or named example (eg 148822);</p> <p>Youth Hostel (149828);</p> <p>Peveril Castle (150828);</p> <p>Camping/caravan site (156835) etc</p> <p>Viewpoints (153854) etc;</p> <p>Fishing (199859);</p> <p>Reservoir/lake (various);</p> <p>Pubs (174836) etc;</p> <p>Forests/woodland;</p> <p>Horse riding;</p> <p>Roman Rd/Roman fort;</p> <p>Hills/mountains/cliffs for climbing etc</p> <p>Footpaths must be qualified e.g. through countryside, over hills, through forest, around reservoir, walks & trails etc</p>	3	<p>3 x 1</p> <p>3 different uses by tourists + correct reference required for the marks.</p> <p>Accept 6 figure grid references within +/- 1 for 3rd and 6th figure</p> <p>MAX 1 mark for 3 pieces of evidence without correct references.</p> <p>MAX 1 mark for 3 correct references for the same piece of evidence</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/cliffs</p> <p>Nice view/scenery</p>

Question			Answer/Indicative content	Mark	Guidance
4	(b)	(ii)	<p>Ideas such as: Much of the area is rural / countryside / sparsely populated / not densely populated;</p> <p>DEV So there are few factories/offices etc;</p> <p>Most of the area is farmland;</p> <p>DEV Which is likely to be mechanised/not labour Intensive;</p> <p>None of the land uses shown employ many people;</p> <p>DEV as workers for planting / felling etc</p> <p>Not many workplaces / offices / factories / shops / town centres</p> <p>DEV as there are less large employers / retail jobs / office jobs / tertiary employment / secondary employment.</p>	4	<p>(1 +1) x 2</p> <p>One mark for simple ideas with further marks for development.</p> <p>You can credit the idea of offices either as development or as a single point but do not double credit</p> <p> = Provide jobs (as a development point)</p>

Question			Answer/Indicative content	Mark	Guidance
4	(c)	(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>With both groups, 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>	2	<p>2 x 1</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>=</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> <p>Points not expressed as a similarity e.g 23% of day trippers go hiking and 38% of holiday makers go hiking</p>

Question	Answer/Indicative content	Mark	Guidance
4 (c) (ii)	<p>Level 3 [8-10 marks] Comprehensive explanation of why tourism is likely to cause conflict, supported by relevant evidence from a range of resources including OS Map Evidence.</p> <p>Demonstrates an understanding using developed statements that explain the conflict between tourists and at least one other stakeholder.</p> <p>Written work is legible and spelling, punctuation and grammar are accurate. Meaning is communicated very clearly.</p>	10	<p>The response is to be marked holistically. Examiners to label overall level awarded at the end of the response.</p> <p>NO MARKS AWARDED IF THE ANSWER DOES NOT EXPLAIN WHY <u>TOURISM</u> IS LIKELY TO <u>CAUSE</u> THE CONFLICT</p> <p>Content is likely to focus on issues such as:</p> <ul style="list-style-type: none"> - Conflict between hikers and farmers; - Conflicts resulting from use of transport network; - Conflicts over issues such as noise/litter/vandalism - Issues relating to service provision for tourists/locals; <p>No marks for conflicts caused by farming / quarrying / water supply / military training etc</p> <p>Level 3 Example Statement Tourists cause conflict in Castleton due to an increase in traffic congestion as they visit the town. Local people (stakeholder) could find it difficult to leave their houses which could result in them being late for work (developed statement). The OS map shows various tourist features, such as the visitor centre at 149831 (OS map evidence), and there are narrow roads seen in figures 8/9.</p>

Question	Answer/Indicative content	Mark	Guidance
	<p><u>Level 2 [5-7 marks]</u> Explanation of why tourism is likely to cause conflict using simple statements, supported by some relevant OS Map evidence</p> <p><u>OR</u></p> <p>Demonstrates an understanding using developed statements that explains the conflict between tourists and at least one other stakeholder.</p> <p>Written work is legible and spelling, punctuation and grammar are mostly accurate.</p> <p>Meaning is communicated clearly.</p> <p><u>Level 1 [1-4 marks]</u> Describes and/or explains with simple statements or resource evidence alone.</p> <p>Written work contains mistakes in spelling, punctuation and grammar, which sometimes hinder communication.</p> <p><u>0 marks</u> No evidence submitted or response does not address the question.</p>		<p><u>Level 2 Example Statement</u> Tourists cause conflict with local people (stakeholder) in Castleton due to an increase in traffic congestion as they visit the town. The OS map shows various tourist features, such as the visitor centre at 149831 (OS map evidence).</p> <p><u>OR</u></p> <p>Tourists cause conflict in Castleton due to an increase in traffic congestion on the narrow streets seen in figures 8 and 9 as they visit the town. Local people (stakeholder) could find it difficult to leave their houses which could result in them being late for work (developed statement).</p> <p><u>Level 1 Example Statement</u> Tourists cause conflict in Castleton due to an increase in traffic congestion as they visit the town.</p>

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