

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Edexcel GCSE**

# Geography A

## Unit 1: Geographical Skills and Challenges

**Foundation Tier**

Sample Assessment Material

Paper Reference

**Time: 1 hour**

**5GA1F/01**

**You must have:**

Resource Booklet (enclosed)  
Ordnance Survey Map (enclosed)

Total Marks

### Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided – *there may be more space than you need.*

### Information

- The total mark for this paper is 54.
- The marks for **each** question are shown in brackets – *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (\*) are ones where the quality of written communication will be assessed.
- The marks available for spelling, punctuation and grammar are clearly indicated.

### Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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**PEARSON**

## SECTION A – GEOGRAPHICAL SKILLS

Answer ALL questions in this section

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

- 1 (a) Study the Ordnance Survey (OS) map in the Resource Booklet.  
It shows part of the Isle of Purbeck in Dorset.

The following questions are multiple choice. Read the questions carefully and then put a cross ☒ in the box of the answer that you select.

**There is only one correct answer to each question.**

- (i) What is the four-figure grid reference for the grid square containing the village of Studland?

(1)

- A 0382
- B 9781
- C 9679
- D 0282

- (ii) Which of the following grid squares has the steepest slopes?

(1)

- A 0077
- B 9678
- C 9981
- D 9779

- (iii) Harman's Cross (9880 and 9980) is best described as:

(1)

- A a nucleated settlement
- B a large village
- C a linear settlement
- D a dispersed settlement



(b) A family on holiday near Corfe Castle spend a day touring the area by car. They set off from Corfe Castle (9681). This day is described in the paragraph below.

Complete the paragraph by filling in the gaps using some of the words in the box.

(5)

<b>eastwards</b>	<b>coniferous</b>	<b>deciduous</b>
<b>Swanage</b>	<b>Ballard</b>	<b>B3351</b>
<b>westwards</b>	<b>Studland</b>	<b>Black</b>
		<b>B3069</b>

They set off towards Studland along the B3351 travelling .....

After about 5 kilometres they stopped at a viewpoint marked on their map.

They looked northwards over ..... woods and could see the

sea in ..... Bay. They drove on to Studland village before

climbing southwards up ..... Down. They then went to

Swanage and walked to Peveril Point. Finally they returned to Corfe through the

villages of Langton Matravers and Kingston on the .....

(c) Using both the OS map extract and Photograph A in the Resource Booklet, identify **three** coastal features of Swanage Bay.

(3)

1 .....

2 .....

3 .....

(d) Describe how you would use the Internet to collect more geographical information about the coastal features of Swanage Bay.

(2)

.....  
.....  
.....  
.....

**(Total for Question 1 = 13 marks)**



2 Study Figure 2a in the Resource Booklet. It shows data about pedestrian movements in Swanage on Sunday 13th May 2007.

Use the data in Figure 2a to answer the following questions.

(a) Describe the changes in pedestrian movements **towards the beach** between 12.30 and 3.00pm.

(2)

.....

.....

.....

.....

Study Figure 2b in the Resource Booklet. It shows data about pedestrian movements on Sunday 12 August 2007.

(b) Describe **two** differences between the pedestrian movements on 12 August and 13 May.

(2)

1 .....

.....

2 .....

.....

(c) State **two** possible reasons for one of the differences that you have described in 2b.

(2)

1 .....

.....

2 .....

.....

**(Total for Question 2 = 6 marks)**





**SECTION B – CHALLENGES FOR THE PLANET**

**Answer ALL questions in this section**

- 4 The paragraph below discusses some of the history of climate change. Complete the paragraph by filling in the gaps using some of the words from the box below.

(5)

<b>ice</b>	<b>colder</b>	<b>Amazon</b>	<b>flooded</b>
<b>dioxide</b>	<b>bronze</b>	<b>warmer</b>	
<b>Thames</b>	<b>froze</b>	<b>monoxide</b>	

- (a) The climate of the Earth has changed since the last ..... Age. Many years ago vines could be grown in northern England suggesting that it was much ..... than today. More recently, during the Little Ice Age, the River ..... regularly ..... Concern is now being expressed regarding the human contribution to greenhouse gases. The burning of fossil fuels and car exhausts produce carbon ..... whilst cows produce large quantities of methane.



(b) The following questions are multiple choice. Read the questions carefully and then put a cross ☒ in the box of the answer that you select.

**There is only one correct answer to each question.**

(i) The most serious threat to coastal regions because of climate change is: (1)

- A higher temperatures and more droughts
- B rising sea level
- C less rainfall
- D more storms

(ii) Sustainable development is **best** defined as: (1)

- A looking after other people in our own country
- B giving help to poor countries
- C recycling everything that we use
- D not spoiling the opportunities of future generations

(iii) Rainforests are **most** threatened by: (1)

- A peasant farmers cutting them down
- B changing patterns of rainfall
- C deforestation by large companies for profit
- D the 'hole' in the ozone layer



(c) Study Photographs B and C in the Resource Booklet.

(i) Choose **one** of the photographs and describe how the process shown leads to global warming.

(2)

Chosen photograph .....

Description .....

.....  
.....  
.....

(ii) Describe **one** cause of climate change that is **natural** rather than human.

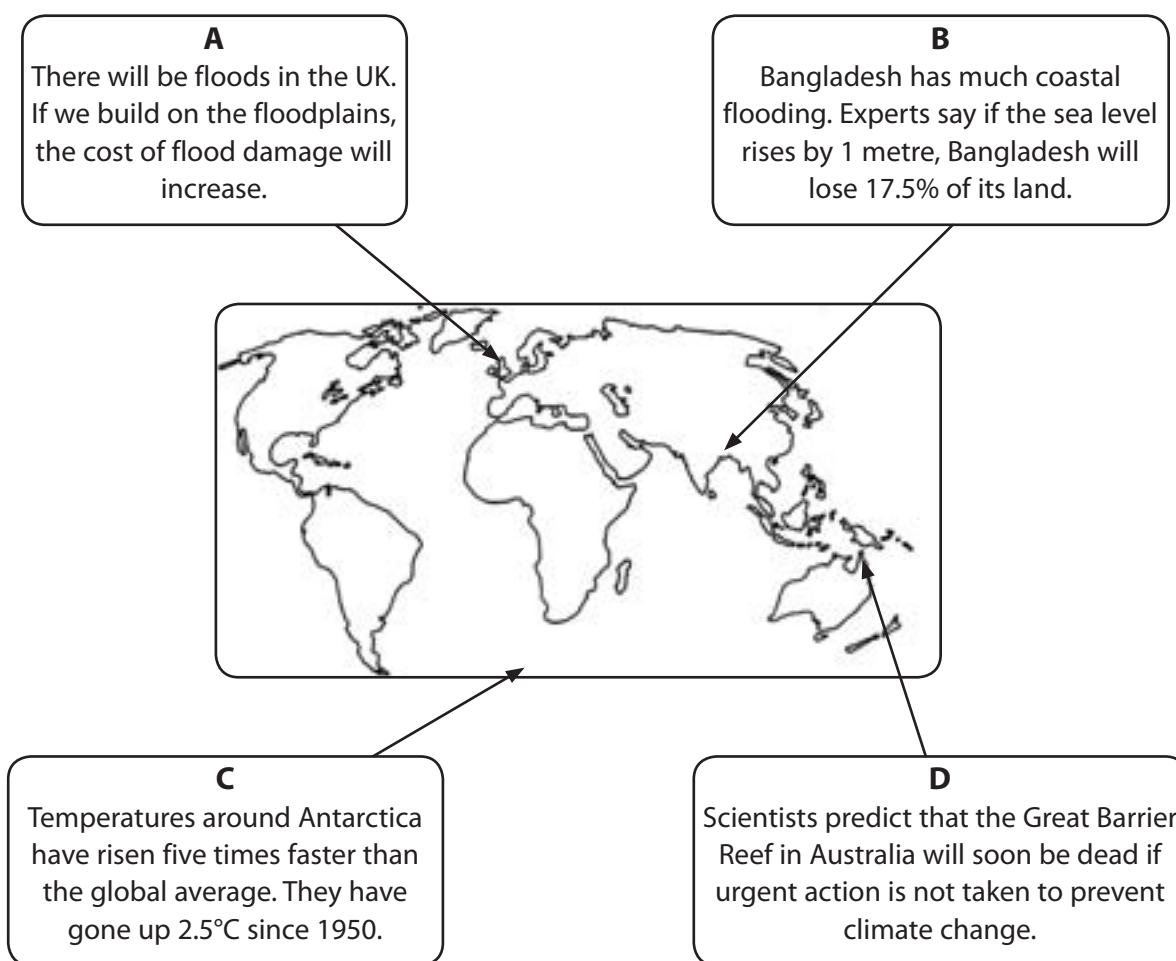
(2)

.....  
.....  
.....  
.....





(d) Study Figure 4 below. It describes some aspects of climate change.



**Figure 4**

(i) Which **one** of the changes described in Figure 4 is a direct **result** of rising sea-levels?

(1)

- A**
- B**
- C**
- D**

(ii) Which **one** of the changes described in Figure 4 is a direct **cause** of rising sea-levels?

(1)

- A**
- B**
- C**
- D**



(iii) Describe the processes that links climate change with rising sea-levels.

(3)

.....

.....

.....

.....

.....

.....

**(Total for Question 4 = 17 marks)**

---





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**Edexcel GCSE**

# Geography A

**Unit 1: Geographical Skills and Challenges**

**Paper 1F and 1H**

Sample Assessment Material  
**Ordnance Survey Map Extract**

Paper Reference  
5GA1F/01  
5GATH/01

**Do not return the Ordnance Survey Map Extract with the question paper.**

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## Information

This Ordnance Survey map extract is needed for use with the Unit 1: Geographical Skills and Challenges examination. This resource booklet is for use with both foundation and higher tiers.

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Turn over ▶

**PEARSON**

**ROADS AND SERVICES**

**Motorway** Motorway dual carriageway

**Trunk Road** Trunk Road

**A1** A1

**A2** A2

**A3** A3

**A4** A4

**A5** A5

**A6** A6

**A7** A7

**A8** A8

**A9** A9

**A10** A10

**A11** A11

**A12** A12

**A13** A13

**A14** A14

**A15** A15

**A16** A16

**A17** A17

**A18** A18

**A19** A19

**A20** A20

**A21** A21

**A22** A22

**A23** A23

**A24** A24

**A25** A25

**A26** A26

**A27** A27

**A28** A28

**A29** A29

**A30** A30

**A31** A31

**A32** A32

**A33** A33

**A34** A34

**A35** A35

**A36** A36

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**A91** A91

**A92** A92

**A93** A93

**A94** A94

**A95** A95

**A96** A96

**A97** A97

**A98** A98

**A99** A99

**A100** A100

**ROADS AND SERVICES**

**Motorway** Motorway dual carriageway

**Trunk Road** Trunk Road

**A1** A1

**A2** A2

**A3** A3

**A4** A4

**A5** A5

**A6** A6

**A7** A7

**A8** A8

**A9** A9

**A10** A10

**A11** A11

**A12** A12

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**A94** A94

**A95** A95

**A96** A96

**A97** A97

**A98** A98

**A99** A99

**A100** A100

**RAILWAYS**

**Mainline** Mainline

**Branch** Branch

**Light Rail** Light Rail

**Tram** Tram

**Light Rail** Light Rail

**Tram** Tram

**LAND SERVICES**

**Boundary** Boundary

**Field** Field

**Wood** Wood

**Water** Water

**Marsh** Marsh

**Grass** Grass

**Wood** Wood

**Water** Water

**Marsh** Marsh

**Grass** Grass

**WATER FEATURES**

**Sea** Sea

**Bay** Bay

**Harbour** Harbour

**Canal** Canal

**River** River

**Stream** Stream

**Lake** Lake

**Reservoir** Reservoir

**Swamp** Swamp

**Marsh** Marsh

**Grass** Grass

**Wood** Wood

**Water** Water

**Marsh** Marsh

**Grass** Grass

**HEIGHTS**

**Contour** Contour

**Spot Height** Spot Height

**Triangulation Station** Triangulation Station

**Ben Nevis** Ben Nevis

**PUBLIC RIGHTS OF WAY**

**Footpath** Footpath

**Byway** Byway

**Right of Way** Right of Way

**Public Footpath** Public Footpath

**Byway** Byway

**Right of Way** Right of Way

**OTHER PUBLIC ACCESS**

**Other Public Access** Other Public Access

**Other Public Access** Other Public Access

**Other Public Access** Other Public Access

**Other Public Access** Other Public Access

**BOUNDARIES**

**County** County

**Parish** Parish

**Ward** Ward

**Electoral Ward** Electoral Ward

**Ward** Ward

**Electoral Ward** Electoral Ward

**ABBREVIATIONS**

**Abbreviations** Abbreviations

**Abbreviations** Abbreviations

**Abbreviations** Abbreviations

**Abbreviations** Abbreviations



For information on the symbols used on this map, see the Landranger Series website.

**Scale 1:50 000**

2 centimetres on the map represent 1 kilometre on the ground

0 1 2 Kilometres

0 1 2 Miles

0 1 2 Kilometres

0 1 2 Miles

0 1 2 Kilometres

0 1 2 Miles

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**Edexcel GCSE**

# **Geography A**

**Unit 1: Geographical Skills and Challenges**

**Paper 1F and 1H**

Sample Assessment Material  
**Resource Booklet**

Paper Reference  
**5GA1F/01**  
**5GA1H/01**

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## **Information**

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## **SECTION A – GEOGRAPHICAL SKILLS**

The Ordnance Survey map is available as a separate A3 insert to this resource booklet.





(Source: S Warren)

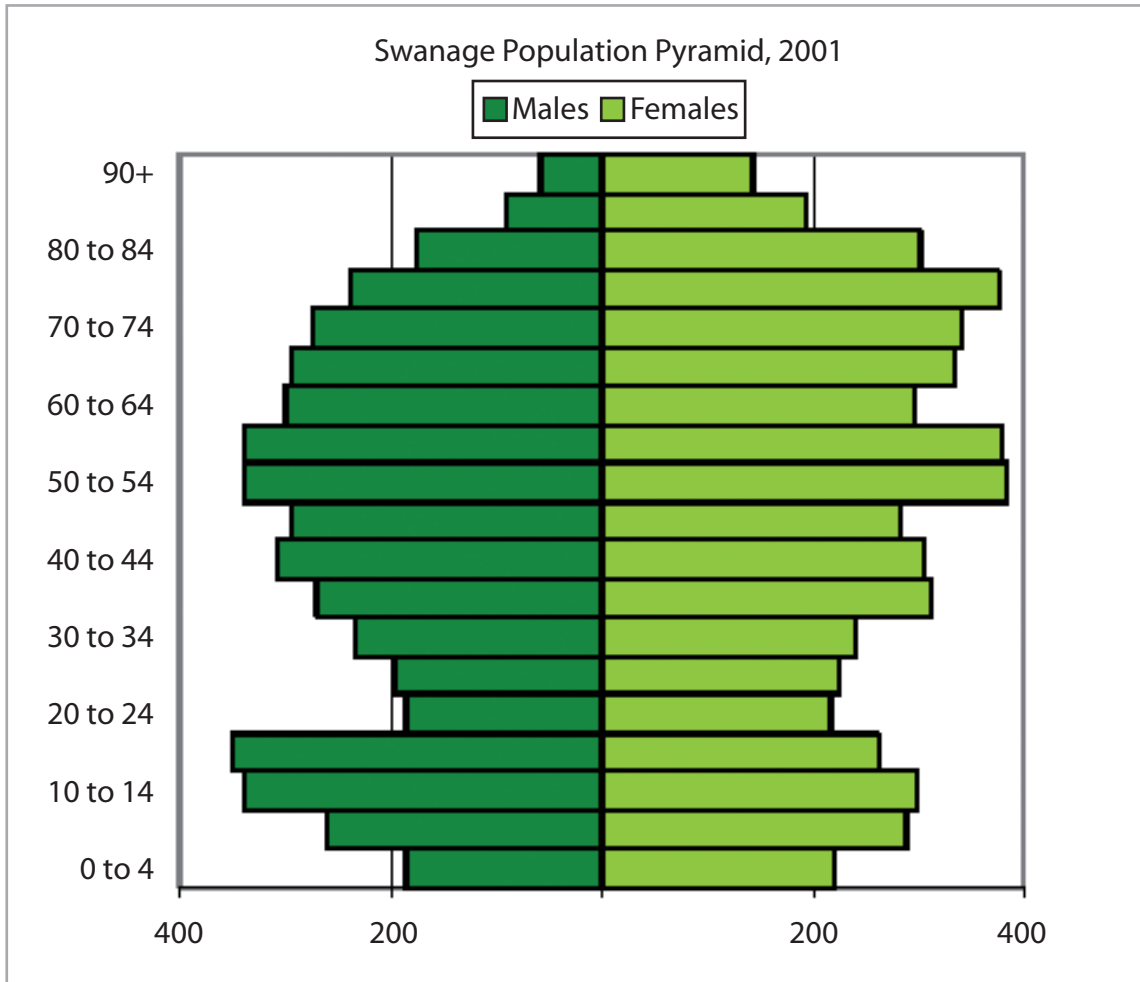
**Photograph A**

<b>Pedestrian movements on Sunday 13 May 2007</b>		
<b>Time</b>	<b>Towards the beach</b>	<b>Towards the town</b>
12.30pm – 1.00pm	140	290
1.00pm – 1.30pm	180	260
1.30pm – 2.00pm	230	185
2.00pm – 2.30pm	220	195
2.30pm – 3.00pm	130	300
<b>TOTAL</b>	<b>900</b>	<b>1230</b>

**Figure 2a**

<b>Pedestrian movements on Sunday 12 August 2007</b>		
<b>Time</b>	<b>Towards the beach</b>	<b>Towards the town</b>
12.30pm – 1.00pm	510	755
1.00pm – 1.30pm	460	825
1.30pm – 2.00pm	665	560
2.00pm – 2.30pm	640	390
2.30pm – 3.00pm	450	420
<b>TOTAL</b>	<b>2725</b>	<b>2950</b>

**Figure 2b**



(Source: Swanage Town Profile, Dorset County Council)

**Figure 3**

## SECTION B – CHALLENGES FOR THE PLANET



(Source: Wikipedia)

**Photograph B**



(Source: Wikipedia)

**Photograph C**

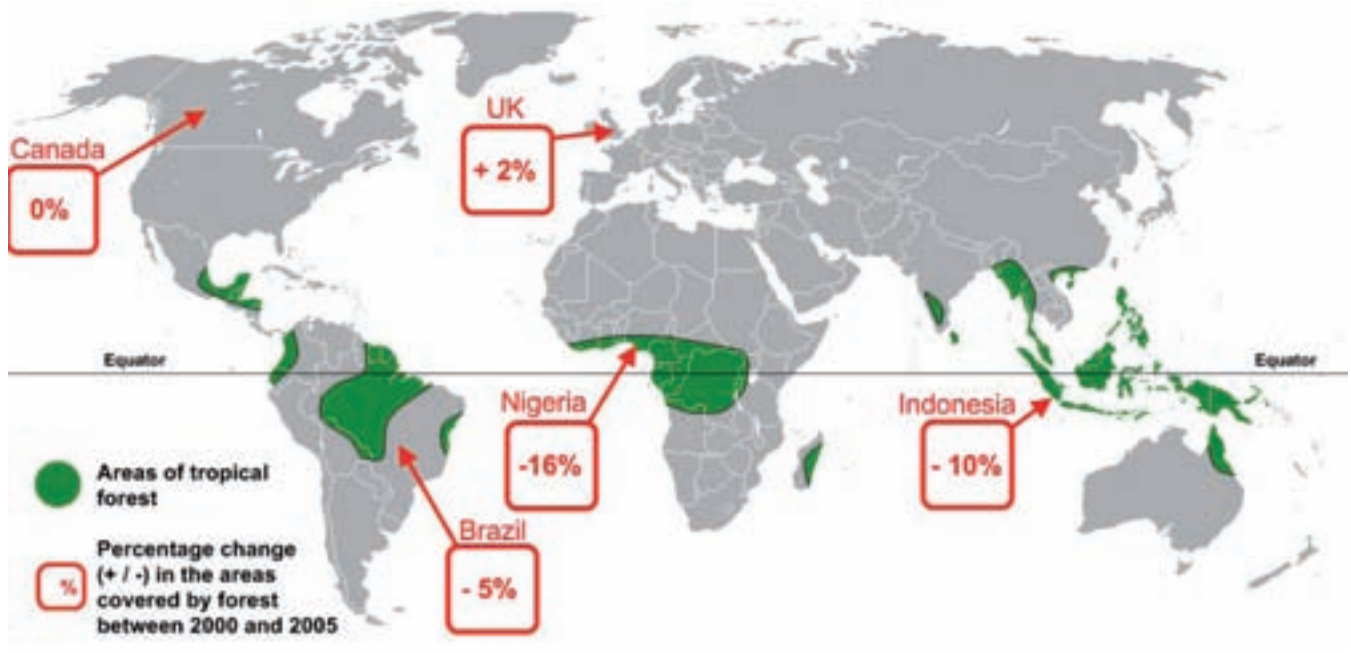


Figure 5

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Mark Scheme

Sample Assessment Material

GCSE Geography A (5GA1F)  
Unit 1: Geographical Skills and  
Challenges

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Sample Assessment Material

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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
<b>2(a)</b>	Starts low, rises, then falls (1), any idea of comparative rate of rise/fall (1). Any data mentioned (1).  <p style="text-align: right;">(2 x 1)</p>	<b>2</b>

Question Number	Answer	Mark
<b>2(b)</b>	A lot more pedestrians in August (1), different pattern of movement (eg afternoon movement) (1), different peak times (eg towards the town) (1).  <p style="text-align: right;">(2 x 1)</p>	<b>2</b>

Question Number	Answer	Mark
<b>2(c)</b>	Three possible responses. Any two required, one mark for each response.  <p style="text-align: center;">More tourists in the town because of time of year (1), because of better weather (1), later 'start' to day (1).  Different pattern because of differences/variations in weather (1), later 'start' to day in August (1), other attractions/events (1).  Different weather conditions (1), later 'start' to day August (1), other events attractions (1).</p> <p style="text-align: right;">(2 x 1)</p>	<b>2</b>

Question Number	Indicative content	
<b>3</b> <b>QWC</b> <b>i-ii-iii</b>	Description only needed, such as: research population size of Swanage – census – national statistics on line research names of other seaside resort of similar size using search engine like Google or atlases research population pyramids for the comparable places using sites such as national statistics on line research leading to conclusions drawn about typicality (may be in level 3).	
Level	Mark	Descriptor
<b>Level 0</b>	0	No acceptable response.
<b>Level 1</b>	1-2	Has some awareness of how to carry out research, but this is at a limited level with little evidence of how to apply data to the question. Basic use of geographical terminology, spelling, punctuation and grammar.
<b>Level 2</b>	3-4	Has understanding of how to collect data more systematically about Swanage and the need to gather data about other resorts to assess typicality is evident. Some indication of where to look. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
<b>Level 3</b>	5-6	Produces a clearly outlined, workable programme that covers both the need for more information about Swanage and how to find comparable resorts. May address 'typical'. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Question Number	Answer	Mark
<b>4(a)</b>	Ice Warmer Thames Froze Dioxide	(5 x 1) <b>5</b>

Question Number	Answer	Mark
<b>4(b)(i)</b>	B rising sea level	<b>1</b>

Question Number	Answer	Mark
<b>4(b)(ii)</b>	D not spoiling the opportunities of future generations	<b>1</b>

Question Number	Answer	Mark
<b>4(b)(iii)</b>	C deforestation by large companies for profit	<b>1</b>

Question Number	Answer	Mark
<b>4(c)(i)</b>	Power stations produce gases such as carbon dioxide (1) and these trap heat (radiation) in atmosphere (1) as it is reflected back from the earth's surface (1).  Similar response acceptable for cars.  (2 x 1)	<b>2</b>

Question Number	Answer	Mark
<b>4(c)(ii)</b>	Volcanic eruptions(1) emit dust that blocks radiation (1). Solar output changes (1) causing rise/fall in temperatures (1). Changing orbital geometry (1) causing more/less energy received (1).  Only one cause required. 1 mark for cause and 1 mark for the description.	<b>2</b>

Question Number	Answer	Mark
<b>4(d)(i)</b>	B	<b>1</b>

Question Number	Answer	Mark
<b>4(d)(ii)</b>	C	<b>1</b>

Question Number	Answer	Mark
<b>4(d)(iii)</b>	Temperatures rise (1), so ice melts (1), in Antarctica or Greenland/so more water in oceans/or sea-water expands(1).  1 mark for the cause, 1 mark for the effect and 1 mark for the location/conclusion.	<b>3</b>



Question Number	Answer	Mark
<b>5(a)</b>	Mainly around the equator (1), eg Brazil/west Africa/Indonesia and south-East Asia (1), some tropical rainforests are distributed to a lesser extent elsewhere (1), uneven as not everywhere on/close to equator has tropical rainforest (1). <p style="text-align: right;">(2 x 1)</p>	<b>2</b>

Question Number	Indicative content	
<b>5(b)</b> <b>QWC</b> <b>i-ii-iii</b>	<p>Problems such as:</p> <ul style="list-style-type: none"> <li>loss of trees as a resource</li> <li>destruction of habitat for other animal species</li> <li>loss of soil fertility</li> <li>impact on global climate</li> <li>soil erosion through removal of canopy</li> <li>disturbance of indigenous peoples.</li> </ul> <p>Explanation requires processes to be outlined, for example: Soil erosion, because lack of vegetation cover means that heavy tropical rain will lead to run-off and removal of soil.</p>	
Level	Mark	Descriptor
<b>Level 0</b>	0	No acceptable response
<b>Level 1</b>	1-2	Attempted to explain one problem of deforestation, but explanation may not be clear. Basic use of geographical terminology.
<b>Level 2</b>	3-4	One problem of deforestation explained. Attempted to explain a second, but this explanation may not be clear. Clearly communicated, but with limited use of geographical terminology.
<b>Level 3</b>	5-6	Two or more problems of deforestation explained. Well communicated with good use of geographical terminology.
<b>SPaG Level 0</b>	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
<b>SPaG Level 1</b>	1	<i>Threshold performance</i> Candidates spell, punctuate and use 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.
<b>SPaG Level 2</b>	2 - 3	<i>Intermediate performance</i> Candidates spell, punctuate and use 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.
<b>SPaG Level 3</b>	4	<i>High performance</i> Candidates spell, punctuate and use 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.

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Edexcel GCSE**

# Geography A

## Unit 1: Geographical Skills and Challenges

**Higher Tier**

Sample Assessment Material

Paper Reference

**Time: 1 hour**

**5GA1H/01**

**You must have:**

Resource Booklet (enclosed)  
Ordnance Survey Map (enclosed)

Total Marks

### Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

### Information

- The total mark for this paper is 54.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (\*) are ones where the quality of written communication will be assessed.
- The marks available for spelling, punctuation and grammar are clearly indicated.

### Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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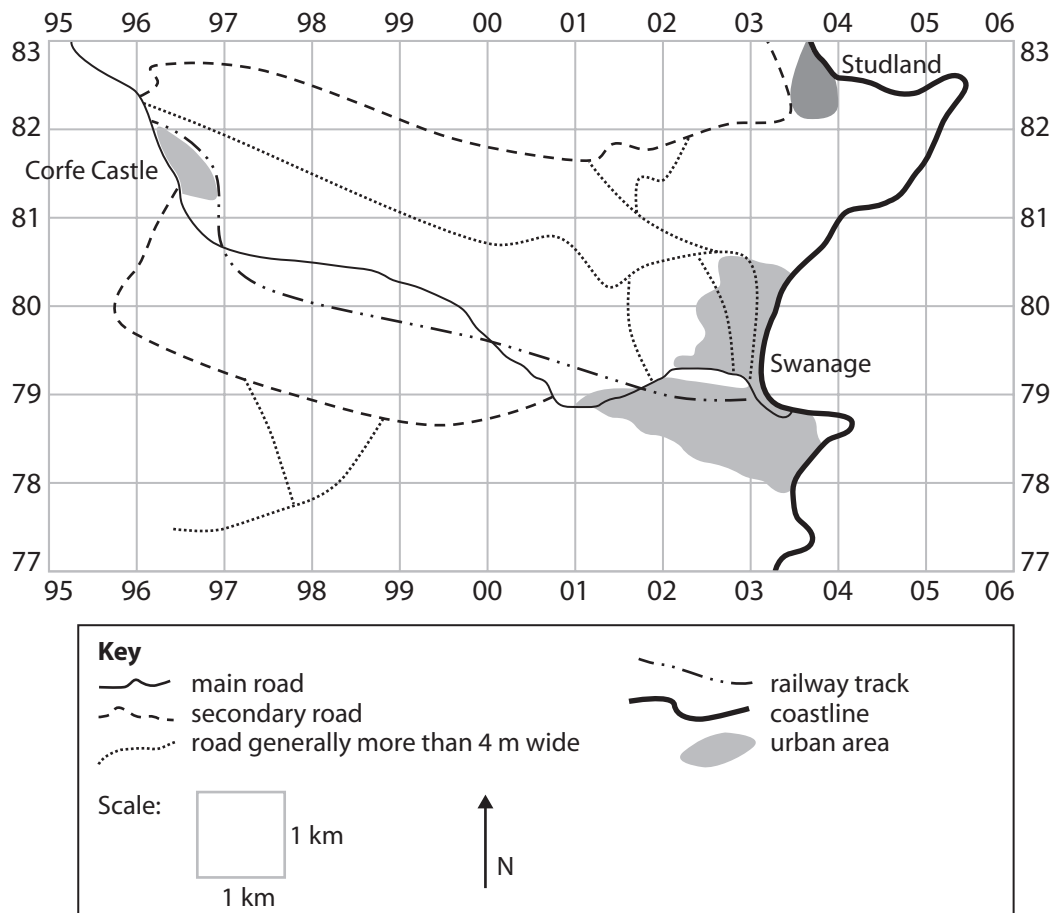


**PEARSON**

## SECTION A – GEOGRAPHICAL SKILLS

Answer ALL questions in this section.

- 1 Study the Ordnance Survey (OS) map in the Resource Booklet. It shows part of the Isle of Purbeck in Dorset. Study Figure 1 below. It is a sketch map of the same area.



**Figure 1**

- (a) What is the six-figure grid reference for the Youth Hostel (YH) in Swanage?

(1)



(b) On Figure 1

(i) mark with an **X** one grid square in which you would find two camp sites, a parking area and the B3069 (1)

(ii) mark with a **Y** one grid square in which you would find both non-coniferous woodland and a railway line. (1)

(c) Photograph A in the Resource Booklet was taken at grid reference 044813. In which direction was the photograph taken? (1)

(d) Using both the OS map extract and Photograph A describe the cliffs found in Swanage Bay. (3)

(e) Describe how you would use the Internet to collect more information about the physical geography of Swanage Bay. (4)

**(Total for Question 1 = 11 marks)**



- 2** (a) Study Figure 2a and 2b in the Resource Booklet. They show data about pedestrian movements in Swanage on Sunday 13 May 2007 and on Sunday 12 August 2007.

Explain how movements towards the beach and towards the town vary.  
Give reasons for your answer.

(4)

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(b) Study Figure 2b in the Resource Booklet. It shows data about pedestrian movements in Swanage on Sunday 12 August 2007.

Sketch a diagram to show how would you present this data to allow you to compare movements to and from the beach on the two different dates.

(4)

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**(Total for Question 2 = 8 marks)**







**SECTION B – CHALLENGES FOR THE PLANET**

**Answer ALL questions in this section.**

**4** (a) (i) Study Photograph C in the Resource Booklet. Explain how and why car exhaust emissions are a major contributor to global warming.

(4)

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(ii) Explain how **two** natural processes also contribute to climate change.

(4)

1 .....

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2 .....

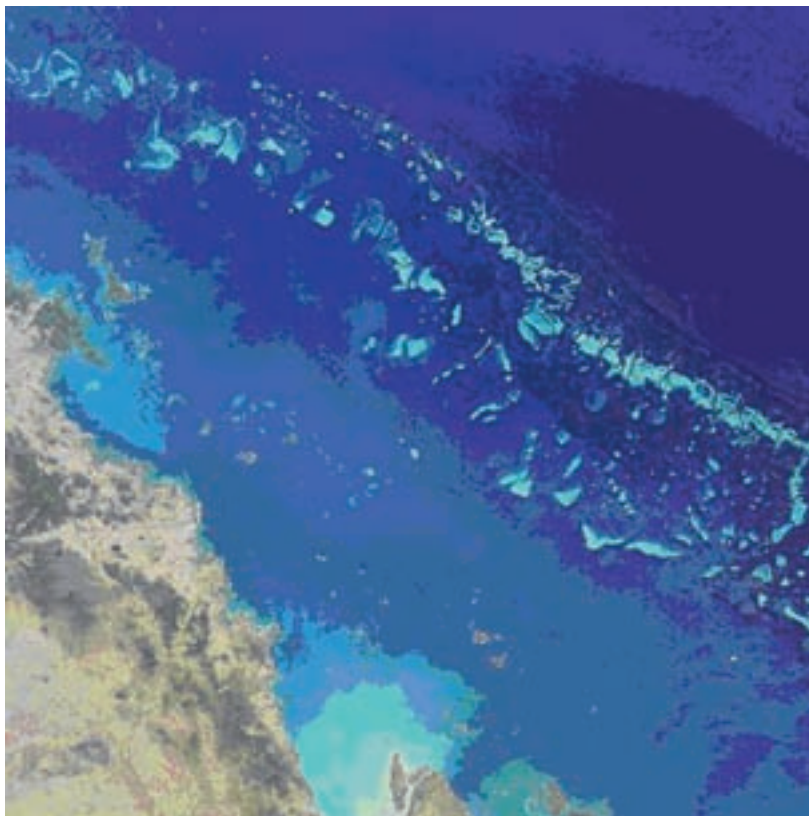
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(b) Study Figure 4 below. It gives some information about the Great Barrier Reef.



A Greenpeace report predicts that the Great Barrier Reef in Australia will be dead within 30 years if urgent action is not taken to prevent the effects of climate change.

(Source: Wikipedia)

**Figure 4**

(i) Identify **two** ways in which coral reefs are threatened by global warming.

(2)

1 .....

2 .....



(ii) Describe how global warming leads to rising sea-levels.

(3)

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**(Total for Question 4 = 13 marks)**

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**Spelling, punctuation and grammar will be assessed in \*(c).**

**5** Study Figure 5 in the Resource Booklet. It is a map showing the distribution of tropical rainforests in 2005.

(a) Explain **two** causes of the reduction in the area covered by rainforest between 2000 and 2005.

(4)

1 .....

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2 .....

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(b) What is meant by **sustainable development**?

(2)

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Mark Scheme

Sample Assessment Material

GCSE Geography A (5GA1H)  
Unit 1: Geographical Skills and  
Challenges

## **Edexcel and BTEC Qualifications**

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Sample Assessment Material

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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?



## Sample Mark Scheme

### Unit 1H: Geographical Skills and Challenges

Question Number	Answer	Mark
<b>1(a)</b>	031785 allow +/- 1 on 3 <sup>rd</sup> and 6 <sup>th</sup> digit	<b>1</b>

Question Number	Answer	Mark
<b>1(b)(i)</b>	See Figure 1 9978	<b>1</b>

Question Number	Answer	Mark
<b>1(b)(ii)</b>	See Figure 1 0079	<b>1</b>

Question Number	Answer	Mark
<b>1(c)</b>	SSW 200 S20 W Allow SW and anything between 190° and 225° or equivalent	<b>1</b>

Question Number	Answer	Mark
<b>1(d)</b>	Declining in height southwards (1), vegetated in some places(1), reddish colour(1), not vertical (1).  <p style="text-align: right;">(3 x 1)</p>	<b>3</b>

Question Number	Answer	Mark
<b>1(e)</b>	Description to include <b>four</b> points given from:  Further information could be more detail, ie form of cliffs, beach(1). The source would be a GIS (1). The focus is the 'geography' so 'Aegis' or Google Earth could be used (1). More detail about specific features (beaches, cliffs, offshore features) (1). Web mapping sites could be used to get more detail from larger scale maps (1).	<b>4</b>

Question Number	Answer	Mark
<b>2(a)</b>	<p><b>How do they vary?</b>  Explanation to include a maximum of <b>three</b> points given from:  Towards the beach  More pedestrians in August/three times more pedestrians in August (1)  Different trend between 12.30–1.30 on the two dates (1)</p> <p>Towards the town  More pedestrians in August/2.5 times more pedestrians in August (1)  Different peak flow – it is between 2.30–3.00 in May and between 1.00–1.30 in August (1)</p> <p><b>Why do they vary?</b>  Explanation to include a maximum of <b>two</b> points given from:  Different daylight hours (1)  Different weather conditions – hotter in August (1)  Different sea conditions (1)  Other attractions in town (1)</p> <p>Maximum 4 marks.</p>	<b>4</b>

Question Number	Answer	Mark
<b>2(b)</b>	<p>Possible methods could include flow lines on a map, a divided bar chart, line graphs. Proportional circles.</p> <p>1 for appropriate method  2 for correct labelling  1 for suitable comparison</p> <p>(1 + 2 + 1)</p>	<b>4</b>

Question Number	Indicative content	
<b>3</b> <b>QWC</b> <b>i-ii-iii</b>	Description needed such as: establish size of Swanage using national statistics on line conduct search using Google and/or Google earth for other seaside resorts in the UK use Google Earth to establish if selected resorts are of the same size establish a list of resorts of similar size by using national statistics. gather pyramid data from same source from a number of comparable resorts (perhaps 5) draw conclusions about typicality.	
Level	Mark	Descriptor
<b>Level 0</b>	0	No acceptable response.
<b>Level 1</b>	1-2	Describes one stage of research programme only. Sources not clearly identified, eg internet. Basic use of geographical terminology, spelling, punctuation and grammar.
<b>Level 2</b>	3-4	Describes two stages of research programme. Has some idea of legitimate comparison. Some indication of where to look, eg census information. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
<b>Level 3</b>	5-6	Establishes legitimate idea of comparability. Clearly outlined, workable research programme. Names relevant sites. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Question Number	Answer	Mark
<b>4(a)(i)</b>	Explanation to include <b>four</b> points given from: Carbon dioxide is a greenhouse gas emitted by car exhausts (1), that intercepts outgoing radiation (1), thus leading to warming (1). Major contributor as lots of cars/growing numbers of cars (1).	<b>4</b>

Question Number	Answer	Mark
<b>4(a)(ii)</b>	Volcanoes (1) emitting dust that blocks incoming radiation (1). Orbital geometry (1) that changes the amount of solar energy received by Sun. Sunspot activity (1) affects amount of solar energy emitted (1).  2 marks from 2 different natural processes.	(2 x 2) <b>4</b>

Question Number	Answer	Mark
<b>4(b)(i)</b>	Sea level rise (1) Sea temperatures rising (1)	(2 x 1) <b>2</b>

Question Number	Answer	Mark
<b>4(b)(ii)</b>	Must state: Global warming leads to melting of ice (1).  Then include two of the following points in the description: In Antarctica/Greenland (1), water discharged into oceans (1), higher temperatures leads to expansion of seawater (1).	(1 + 2) <b>3</b>



Question Number	Answer	Mark
<b>5(a)</b>	<p>Road construction (1), for access to resources which are increasingly in demand (1).</p> <p>Mining activities (1), for resources which are increasingly in demand (1).</p> <p>For timber (1), which is profitable and in demand) (1).</p> <p>Growth of settlement (1), because of rising population/displaced population (1).</p> <p>Increased land needed for farming (1), because of higher populations/more affluent populations (1).</p> <p>Development of biofuels (1), because of energy crisis/oil costs (1).</p> <p>2 marks from 2 different causes.</p> <p style="text-align: right;">(2 x 2)</p>	<b>4</b>

Question Number	Answer	Mark
<b>5(b)</b>	<p>'Sustainable development' involves development in such a way as to allow present inhabitants to benefit from the environment (1) without compromising the possibility of future generations doing the same (1).</p> <p>Any similar wording.</p>	<b>2</b>

Question Number	Indicative content	
<b>5(c) QWC i-ii-iii</b>	<p>Management of tropical rainforests, such as:</p> <ul style="list-style-type: none"> <li>some are managed sustainably – some are not 'managed' effectively other than for profit and frequently unsustainably</li> <li>selective logging rather than clear cutting which is damaging to whole ecosystem and unsustainable</li> <li>protection for some hardwoods like mahogany</li> <li>only licensing the companies that buy from sustainable forestry projects</li> <li>empowering local communities by establishing land rights and ownership</li> <li>encouraging diversification from ecotourism to crafts to limit dependency on timber</li> <li>examples should be included, eg in the Amazon forest</li> <li>91 areas have been designated for protection</li> <li>The Living Rainforest Foundation promotes conservation in the Ecopark outside Manaus.</li> </ul>	
Level	Mark	Descriptor
<b>Level 0</b>	0	No acceptable response.
<b>Level 1</b>	1-2	Attempts to explain in general terms at least one method of management. Basic use of geographical terminology.
<b>Level 2</b>	3-4	Explains one method of management in general terms. Attempted a second explanation, but this may not be clear. Clearly communicated, but with limited use of geographical terminology.
<b>Level 3</b>	5-6	Explains two or more methods of management with good descriptive data. Explanation offers link to sustainability. Well communicated with good use of geographical terminology.
<b>SPaG Level 0</b>	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
<b>SPaG Level 1</b>	1	<i>Threshold performance</i> Candidates spell, punctuate and use 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.
<b>SPaG Level 2</b>	2-3	<i>Intermediate performance</i> Candidates spell, punctuate and use 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.
<b>SPaG Level 3</b>	4	<i>High performance</i> Candidates spell, punctuate and use 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.