



General Certificate of Secondary Education

Geography 4035

Full Course

Specification B

Unit 1 – Managing Places in the 21st Century

Foundation Tier

Mark Scheme

2011 examination - January series

Post standardisation

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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General Certificate of Secondary Education

AQA GEOGRAPHY B

FOUNDATION TIER MARKING SCHEME

UNIT 1 (40351F)

GENERAL GUIDANCE FOR GCSE GEOGRAPHY ASSISTANT EXAMINERS –

Quality of Written Communication

Where candidates are required to produce extended written material in English, they will be assessed on the quality of written communication.

Candidates will be required to:

- present relevant information in a form and style that suits its purpose;
- ensure that text is legible and that spelling, punctuation and grammar are accurate
- use specialist vocabulary where appropriate.

Levels Marking – General Criteria

Where answers are assessed using a level of response marking system the following general criteria should be used.

Level 1: Basic

Knowledge of basic information

Simple understanding

Little organisation; few links; little or no detail; uses a limited range of specialist terms

Reasonable accuracy in the use of spelling, punctuation and grammar

Text is legible.

Level 2: Clear

Knowledge of accurate information

Clear understanding

Organised answers, with some linkages, occasional detail/exemplar; has a good range of specialist terms where appropriate

Considerable accuracy in spelling, punctuation and grammar

Text is legible.

N.B. Only Level 1 and 2 descriptors will appear on Foundation marking schemes (front covers)

Annotation of Scripts

- One tick equals one mark, except where answers are levels marked (where no ticks should be used). Each tick should be positioned in the part of the answer which is thought to be credit-worthy.

- Where an answer is levels marked the examiner should provide evidence of the level achieved by means of annotating 'L1' or 'L2' in the left-hand margin.
- The consequent mark within this level should appear in the right-hand margin.
- Ticks must not be used where an answer is levels marked.
- Examiners should add their own brief justification for the mark awarded, eg *Just L2, reasonably accurate knowledge or some clear understanding.*
- Where an answer fails to achieve Level 1, zero marks should be given.

General Advice

Marks for each sub-section should be added in the right-hand margin next to the maximum mark available which is shown in brackets. All marks should then be totalled in the 'box' at the end of each question in the right-hand margin. The totals should then be transferred to the boxes on the front cover of the question paper. These should be totalled. The grand total should be added to the top right-hand corner of the front cover. No half marks should be used.

It is important to recognise that many of the answers shown within this marking scheme are only exemplars. Where possible, the range of accepted responses is indicated, but because many questions are open-ended in their nature, alternative answers may be equally credit-worthy. The degree of acceptability is clarified through the Standardisation Meeting and subsequently by telephone with the Team Leader as necessary.

Diagrams are legitimate responses to many questions and should be credited as appropriate. However contents which duplicate written material or vice versa should not be credited.

Quality of Written Communication (QWC) is part of the award of marks in levels marked answers only. In levels marked answers the quality of the geography is assessed and a level and mark awarded according to the geography. As is sometimes the case, the geography may be sound at a particular level but the examiner may not be sure as to whether there is quite enough to raise the mark within that level. In this case the examiner should consider the QWC of the answer. QWC that fulfils the criteria for the level should lead to the rise in the mark but where the QWC does not fulfil the criteria, the answer should remain at the mark first thought appropriate. In cases where QWC has been used in the award of marks, the examiner should indicate this with QWC and arrows that indicate either an upward or downward trend according to its impact on the final award of the mark.

Question 1 – The Coastal Environment

1(a)(i)	Middle East (more than one circled – incorrect)	1 mark
1(a)(ii)	1 mark for each point (no clear gap/dot not bigger than one grid square) Dots correct = 2 marks (not line) 2 x 1	2 marks
1(a)(iii)	1 mark – goes up 2 nd mark – use of data (not just quoting dates)/observation about rate of change, steady increase or change in gradient.	2 marks
1(a)(iv)	2 x 1 mark (two separate points) must be physical (accept two correct responses on same line) – coastline/beach – some qualified (appropriate) reference to the weather (hot/dry/calm/clear sky etc) – some qualified reference to the sea (warm/clean/calm etc) – vegetation	2 marks
1(a)(v)	2 x 1 marks Any reasonable points – Easier access/quicker – More people can get there (holidays/business/migrant workers) – Opportunity for shorter holidays – Cheaper to get there – Most people travel abroad by plane – To take extra flights – Increased stopover/refuelling opportunities – Cope with demand – Increase business in the area	2 marks
1(a)(vi)	Level 1 Basic (1–4 marks) Max 2 if points simply lifted from resource. 1-2 points = 1 mark 3+ points = 2 marks Max 2 if simple points about jobs/money etc. Basic ideas, largely based on resource, some idea of economic development. Some development beyond copying ideas for 3-4 marks. <i>Coastal areas are ideal for tourism and this brings in lots of money and creates jobs. In Dubai there are also ports for trade and a cruise terminal which is good for business.</i> Level 2 Clear (5–6 marks) Clearer idea with some development based on own knowledge or additional locational detail. <i>Coastal areas like Dubai and Southern Spain are ideal for tourism and trade. They are also often used for heavy industry such as oil refineries. These industries create a lot of money and jobs and also increase infrastructural development.</i>	6 marks

1(b)	1 mark for each correct word (4 x 1) Weathering Erosion Hydraulic Attrition	4 marks
1(c)(i)	Eroding fastest/most eroded (or similar idea) – must have a relative point. Any sense about relative erosion is acceptable.	1 mark
1(c)(ii)	1 mark – becomes bigger/larger feature/changes shape/become like Lulworth Cove 2 nd mark – reaching softer rock → more rapid erosion/more easily eroded Any notion of bigger is acceptable.	2 marks
1(d)(i)	1 correct = 1 mark 2 correct = 2 marks 3 correct = 3 marks 4/5 correct = 4 marks rainfall slumping water soaks through erosion coastal retreat	4 marks
1(d)(ii)	2 x 1 – Accept two points on the same line Any two reasonable points – cracks at top of cliff – lots of loose material/landslides – soft rock/sea reaching cliffs/ – houses near cliff top undercutting – bits of buildings at foot of cliff – broken sea defences – slumped shape of cliff	2 marks
1(d)(iii)	<p>Level 1 Basic (1–4 marks) Lists methods (sea walls etc / or generic (hard/soft engineering) 1 method = 1 mark 2 methods = 2 marks Basic understanding of coastal management with some methods described. Limited reference to the area shown on Figure 4. Shows basic understanding of how methods work or sequence (method – how it works – how it reduces erosion) <i>Large boulders can be used and a sea wall could be built which will stop the sea eroding the cliffs. Also the cliffs could be protected by building more groyne.</i></p> <p>Level 2 Clear (5–6 marks) Clear understanding of protection methods with some explanation and links to Figure 4. Some understanding of one of: • whole sequence (method – how it works – how it reduces erosion) • how methods might be more effective • more understanding of how methods work <i>If the groyne were repaired it might protect the cliffs because the waves would not reach them. Also sea walls or boulders at the bottom of the cliffs would stop the sea eroding the base of the cliffs. This would stop them collapsing.</i></p>	6 marks

1(e)(i)	4685	1 mark
1(e)(ii)	Any two of: Spot height/dot with a number/number with a line Contour lines Triangulation Point/Pillar	2 marks
1(e)(iii)	A = bay B = headland	2 marks
1(e)(iv)	5km	1 mark
1(e)(v)	One is sand (dunes) / one is shingle (no need to say which)	1 mark
1(e)(vi)	<p>Level 1 Basic (1–2 marks) Identifies a list of factors from map with no real development (beach, nature reserve, campsite etc, hotel to stay in, etc) 1–2 = 1 mark More than 2 = 2 marks</p> <p>Level 2 Clear (3–4 marks) Some explanation of why the scenery creates opportunities for activities which attract visitors. Accept points about main roads (access) 1 point + explanation = 3 marks 2 points + explanation = 4 marks</p>	4 marks
1(f)	<p>Level 1 Basic (1–3 marks) Max 1 mark if simple name of protection agency or place (National Trust/nature reserve/protection zones etc) Describes methods of environmental protection with limited explanation. (Accept points about the construction of footpaths) <i>In some areas zones are set up to stop people using areas during animal breeding seasons. This means that they are not disturbed.</i></p> <p>Level 2 Clear (4–5 marks) Describes and explains how protection methods reduce the impact of human activities and protect environments. (Accept building of footpaths as a means of managing people/reducing damage) <i>Some areas are designated Nature Reserves which means that they cannot be developed. The natural environment is protected by regulations and some areas have restricted access. Some Nature Reserves also have visitor centres where people can be educated about the area.</i></p>	5 marks
Total for Question 1: 50 marks		

Question 2 – The Urban Environment

2(a)(i)	1 mark for each point (no clear gap/dot not bigger than one grid square) Dots correct = 2 marks (not line) 2 x 1	2 marks
2(a)(ii)	1 mark – goes up 1970-2010 ('increase' must be mentioned, not implied with data) + 1 mark – specific idea about rate of change / use of data (not just quoting dates / levels off (rural) etc) 2 x 2	4 marks
2(a)(iii)	2000-2010	1 mark
2(a)(iv)	Natural increase: 1 mark – lots of births/high birth rate increases population 2 nd mark – more births than deaths Migration: 1 mark – people moving into urban areas increases population (implied movement) 2 nd mark – more people moving in than moving out/large numbers moving in/reference to opportunities in urban areas.	4 marks
2(b)(i)	1 mark for each correct point: lower 500 increase India 300	5 marks
2(b)(ii)	Level 1 Basic (1–2 marks) Identifies points developed from Figure 7 about vehicle pollution issues or considers other environmental problems caused by urban growth (water/sewage pollution/smog/industrial or human waste/loss of green space) Idea of 'pollution' in generic terms acceptable. <i>As urban areas grow more, people have cars and this causes pollution problems and more roads need to be built.</i> No use/reference to ideas in Figure 7 = max L1. Level 2 Clear (3–4 marks) Identifies points developed from Figure 7 and brings in other ideas about environmental problems caused by urban growth (water/sewage pollution/smog/industrial or human waste/loss of green space). Idea of 'pollution' needs to be qualified. Clear cause/effect. <i>As urban areas grow there are more cars. This causes added air pollution and more roads are needed. Industrial growth can add to levels of air and water pollution as can the growth of slum areas.</i>	4 marks

2(c)(i)	<p>Basic reason (1 mark) – some development (2nd mark)</p> <ul style="list-style-type: none"> – more people in urban areas (1) – more people living in hazardous areas (1) – change to urban areas increases hazard risk (1) because of building in vulnerable areas (1) – increasing numbers of hazards (1) – shortage of building space (1) means increasing use of vulnerable areas (1) – poorly constructed housing (1) cannot stand up to natural hazards (1) – people may be made homeless (1) and this could lead to health problems (1) 	2 marks
2(c)(ii)	<p>Full marks can be awarded without specific reference to Figure 8.</p> <p>Level 1 Basic (1–2 marks) Basic points with limited development and no real exemplification. <i>Risks can be reduced by building stronger houses and making sure people are prepared.</i></p> <p>Level 2 Clear (3–4 marks) Clear understanding of the idea. Ideas developed and some exemplification. <i>In some urban areas like Kobe and San Francisco earthquake proof buildings are built and people are educated about what to do if an earthquake strikes. Even in poor areas buildings can be built with cross-bracing so they don't collapse. Emergency services can also be trained to deal with hazards.</i></p>	4 marks
2(c)(iii)	<p>Level 1 Basic (1–2 marks) Basic points which offer simple generic ideas. (More money to build better houses etc) <i>Build new houses with proper facilities or help people to build better houses.</i></p> <p>Level 2 Clear (3–4 marks) Developed ideas with clear links to the idea of improvement. <i>Self help groups or government could build more stable houses out of proper materials. They could make sure they have running water and electricity.</i></p>	4 marks
2(d)(i)	<p>1 correct = 1 mark 2 correct = 2 marks 3/4 correct = 3 marks</p> <p>residential redevelopment pedestrianisation commercial</p>	3 marks

2(d)(ii)	Any single point, e.g: poor area / high unemployment / poor infrastructure run down area / poor housing / limited industrial opportunities	1 mark
2(d)(iii)	10 000	1 mark
2(d)(iv)	Any two points (2 x 1) – two answers on one line acceptable – encourage business – opportunity of jobs elsewhere / easy to get to work – opportunity for access to local recreation/leisure – connects up areas – many people cannot afford their own transport – reduce the need for cars/less congestion or pollution – young people rely on public transport	2 marks
2(d)(v)	Level 1 Basic (1–2 marks) General points about the environment or broader interpretation of 'environments'. <i>The area will be cleaner with more trees. Also there will be better/more housing and more jobs.</i> Simple idea + example = 2 marks (new parks have been built in the Lea Valley in London) Level 2 Clear (3–4 marks) Clear points about the social and/or physical environment or clear use of a locational example. <i>More trees and landscaping can improve an area and make it more attractive. It will also be cleaner. Pedestrianisation will cut down on car pollution and buildings will stay cleaner. Open areas and seating can be put in some areas or riverside walkways developed.</i>	4 marks
2(e)(i)	N or North	1 mark
2(e)(ii)	15 km	1 mark
2(e)(iii)	Accept – hotels – golf courses – environment (wetlands/lake/ecopark/wildlife)	1 mark

<p>2(e)(iv)</p>	<p>Level 1 Basic (1–4 marks) Identifies a number of ‘eco-friendly’ characteristics (recycling, wind farms, natural habitat, ecopark, zero-emission roads/waterbus etc) with no real development = max 2 marks. Some appreciation of why the features might be considered eco-friendly/sustainable – 3-4 marks. <i>The area has a wind farm, low emission roads and recycling facilities. It also has an ecopark which helps to look after the environment. These things will make the area cleaner with less pollution and damage.</i></p> <p>Level 2 Clear (5–6 marks) Uses Figure 10 to identify key points and offer some development/exemplification which suggests a clear understanding of sustainability. <i>Dongtan appears to look after the environment so it will not be damaged in the long term. The city produces its own electricity so it does not rely on other areas for this and it does not send waste water elsewhere. It looks quite self sufficient.</i></p>	<p>6 marks</p>
<p>Total for Question 2: 50 marks</p>		