AQA

**General Certificate of Secondary Education
June 2011**

Geography   4035

Full Course

Specification B

**Unit 1 – Managing Places in the 21st Century
Foundation Tier**

Post-Standardisation

Mark Scheme

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.

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.

1(a)(i)	USA or US or United States or United States of America. (Not America or North America)	*1 mark*
1(a)(ii)	Key West.	*1 mark*
1(a)(iii)	400km (circled/underlined or clearly marked). More than one identified – incorrect	*1 mark*
1(a)(iv)	1 mark for each completed bar (x2) Must touch appropriate line somewhere but not touch lines above or below.	*2 marks*
1(a)(v)	1 mark – goes up/doubled/increase/implied increase 2nd mark – accurate use of data/more than doubled/steady increase between 1990-2010/increased from 9.5 million to 19.5 million (must have 'million')/increased every five years/increased between 1.5 million and 2.5 million each 5 years.	*2 marks*
1(a)(vi)	1 mark for each correct point (4 x 1) fast tourism (accept 'tourist') beach environments (accept 'environment')	*4 marks*
1(a)(vii)	Accept a broad interpretation of coastal environment. **Level 1 Basic (1–4 marks)** Max 2 – generic words (pollution/damage/habitat/ecosystem) – or copied points from figure 1. OR just developments (no real link to damage) 3/4 marks. Some cause and effect. Use of example or Figure 1 *Development can cause a lot of pollution and with lots of people visiting the sea could be affected by oil from boats and litter. A lot of building might harm the visual appearance of the environment. This can be seen on the Mediterranean coast.* **Level 2 Clear (5–6 marks)** Clear understanding of environmental impacts. Use of resource and/or clear use of example(s). *Development can mean a lot of building which would harm the environment. Industry can cause a lot of pollution to the sea by pumping out waste which could harm marine habitats. Millions of visitors might add to air pollution from cars and litter. Heavy industry like oil refineries and ports can also harm marine areas by increasing sea temperatures.*	*6 marks*
1(b)(i)	South-west (circled/underlined or clearly marked) More than one identified - incorrect	*1 mark*

1(b)(ii)	Two single points/two observations in one statement	*2 marks*
	– high in SW/S – highest where the wind strongest – moderate in SE – highest at top – lowest/highest (name place) – lowest at bottom – simple link to idea of fetch – low/moderate on N. coast Or developed point 'Wave energy is highest in the South-West and lowest in the North-East. The South-East is moderate'. 'Wave energy is highest in SW where the fetch is greatest, lowest when fetch is limited'.	
1(b)(iii)	See as 2 x 1 or a developed point. – facing the wind/more wind/greater, stronger winds/depends on prevailing wind – idea of sheltered or less exposed (not simply 'not facing the wind'). – linking winds to wave energy. – longer fetch	*2 marks*
1(c)(i)	1 mark = 1 correct 2 marks = 2 correct 3 marks = 3 correct 4 marks = 4/5 correct Arch Stack Headland Cave (accept sea cave) Wave-cut platform (w.c. platform)	*4 marks*
1(c)(ii)	**Level 1 Basic (1–3 marks)** Basic understanding of process (names of processes with no real explanation) and incomplete sequence (individual features). *The sea hits the cliff and it is eroded forming caves and arches. Eventually the arch gets bigger and collapses leaving a stack.* **Level 2 Clear (4–5 marks)** Some clear link between processes and features and an understanding of the sequence of erosion (link between features – not <u>all</u> features required). *The force of waves hitting the bottom of the cliff causes cracks and caves to develop. The waves carry sand and this speeds up erosion when it hits the cliff. Where land sticks out into the sea, the caves on each side break through to form an arch. With continued erosion, the arch collapses, leaving a stack.*	*5 marks*
1(d)(i)	Groyne (accept incorrect spelling as long as clearly referencing a groyne).	*1 mark*
1(d)(ii)	1 mark for a point about each zone. (not comparative statements) A – wide beach/beach at angle or zig-zag/triangular/angular or diagonal/slanted/observation about unevenness linked to groyne B – narrow beach/straight beach/thin/fairly even with 'jagged' edge.	*2 marks*

1(d)(iii)	2 x 1 mark for single point – At A the groynes trap the beach material/protect the beach (1) – Not much beach material gets to B because of the groynes at A (1) – A is protected, B is not (1) 2 marks for developed point *In Zone A the beach is wider because it is protected from longshore drift by groynes which trap the sand.*	*2 marks*
1(d)(iv)	Because of the town, etc (max 1 mark – no reference to the idea of protection). Because of longshore drift (1), to preserve the beach (1) To protect build environment (1) such as (town, holiday centre, main road) (1) To protect the town (1) without defences the area would be threatened (flooding, erosion) (1) Because it is a holiday centre where the beach (1) needs to be protected (1) Because of the town/holiday centre (1) which is valuable (1)	*2 marks*
1(e)(i)	Accept (1x2) or (2x1) – two clear points. Using the natural environment to protect the coast (1)/Building up the beach (1)/a named technique (beach replenishment/reprofiling (1)/or idea of using beach material to create a wider beach (1) preserve/maintain beach (1).	*2 marks*
1(e)(ii)	References to hard engineering inappropriate. **Level 1 Basic (1–2 marks)** Basic ideas which describe soft engineering OR simple points about how soft engineering protects coasts. *'Building a wide beach to protect areas which stop the sea, like at Pevensey Bay'.* **Level 2 Clear (3–4 marks)** Clear idea of how soft coastal engineering protects coastal areas OR use of example to express use of soft engineering. *Where beach nourishment has taken place the beach provides a barrier so that the sea cannot reach the cliffs or buildings when waves break the wide beach absorbs wave energy.*	*4 marks*

1(f)	**Level 1 Basic (1–4 marks)**		*6 marks*

Max – 2 marks	3-4 marks
Some understanding of planning for the future	Some link between planning and decision making
Names Shoreline Management Plans (SMP) or Integrated Coastal Zone Management (ICZM) with basic development	Describes elements of SMP or ICZM in relation to planning
Names engineering methods (sea walls, rip-rap etc),no real development	Describes engineering methods
Names Managed Retreat with basic descriptive points ('managed retreat protects areas from flooding')	Describes managed retreat

Level 2 Clear (5–6 marks)
Clear links between planning and decision making.
Explains how SMP or ICZM can be used for the future management of coastal areas.
Explains how engineering methods can reduce the threat of coastal flooding.
Explains how managed retreat can protect areas from flooding.

Total for Question 1: 50 marks

2(a)(i)	1 correct = 1 mark 2 correct = 2 marks 3-4 correct = 3 marks Los Angeles Sao Paulo Lagos Kolkata	*3 marks*
2(a)(ii)	Lagos (circled/underlined/clearly marked) More than one identified - incorrect	*1 mark*
2(a)(iii)	New York More than one identified city identified - incorrect	*1 mark*
2(a)(iv)	Middle box Any clear mark in correct box/accept use of T (True)	*1 mark*
2(b)(i)	1 correct = 1 mark 2-3 correct = 2 marks Migration Natural increase Urbanisation	*2 marks*
2(b)(ii)	(2 x 1) Credit two correct responses if on the same line. Any two points which could include push/pull factors. MAX 1 for reversed point (jobs in city/few jobs in countryside). No marks for simply stating 'push/pull' factors. Be aware of double crediting ('services' and then 'school')	*2 marks*
2(c)(i)	Credit use of examples **Level 1 Basic (1–3 marks)** Identifies a number of problems. Clearly related to urban areas in less developed countries. **Level 2 Clear (4–5 marks)** Broader description of problems or develops ideas about individual problems.	*5 marks*
2(c)(ii)	**Level 1 Basic (1–3 marks)** Largely generic ideas which might focus on housing schemes, improving services, creating jobs, environmental improvements. Limited use of examples. *In some areas housing schemes have been set up to build better houses and piped water has been put into some areas.* Basic list and example – max 3. **Level 2 Clear (4–6 marks)** Clearer ideas with individual schemes (housing, water etc) or broader development schemes which would improve conditions. Some use of examples. *In Sao Paulo there are government housing schemes and self-help schemes where improved housing is being built. In Mumbai old slums are being cleared and flats built for the poor. In these areas services such as water, electricity and drainage are included.*	*6 marks*

2(d)(i)	Irwell	*1 mark*
2(d)(ii)	7703	*1 mark*
2(d)(iii)	2 x 1 Golf Course/links/club Church/Place of worship	*2 marks*
2(d)(iv)	3 km (circled/underlined/clearly marked) More than one identified – incorrect	*1 mark*
2(d)(v)	2 x 1 Roads/motorway Residential housing/buildings Farm Cycle route Lake/pond Bracken/heath/rough grassland (grassland) Footpath Woods (not coniferous trees)/Forest	*2 marks*
2(d)(vi)	**Level 1 Basic (1–2 marks)** Has used the map as a stimulus to identify general points appropriate to urban/industrial areas *There are lots of roads on the map so there will be a lot of traffic pollution. Factories create waste.* **Level 2 Clear (3–4 marks)** Use of the map to identify sources of environmental problems with some development/(cause-effect) or specific links to hazards (pollution-heath) *On the map there are a lot of roads and factories. These create quite a lot of air pollution. Waste material might get into the rivers because they pass close to large industries. This could damage habitats.*	*4 marks*
2(e)	Any two ideas (2 x 2) (1) for name of idea: – park and ride – by pass – improved public transport – car sharing – congestion – use of parking charges – bus lanes – pedestrianisation/people movement – traffic flow management/one way system – encouraging walking/cycling (1) for brief explanation + (1) for development *Improving public transport* (1) *would mean fewer cars going into the town centre* (1). *Traffic flow management* (1) *keeps cars moving* (1). Reducing traffic congestion does not have to be stated, can be implied.	*4 marks*
2(f)(i)	1 mark for each completed bar (2 x 1) Must touch appropriate line somewhere but not touch line above or	*2 marks*

	below.	
2(f)(ii)	1 correct – 1 mark B 2 correct – 2 marks 40 3 correct – 3 marks Lowest	*3 marks*

2(f)(iii)	Could be social/economic/environmental data.
	Be aware not to credit data shown in Figure 9.
	Do not accept data collection or presentation methods.
	Any single appropriate idea (focus can be More/Less Developed urban areas)
	e.g. – access to clean water – employment rates
	    – space/density – health information
	    – education data – death rate/infant mortality
	    – quality of environment – life expectancy
	    – ownership of consumer goods – access to services
		1 mark

2(f)(iv)	Should be linked to 2(f)(iii). 1 mark – basic explanation – shows people have a better quality of life – shows an area has a lot of deprivation 2nd mark – some development/picks up idea of usefulness – health data suggests levels of disease might be lower in some areas (1) so money could be put into healthcare (1)	*2 marks*
2(g)	Explanation of 'sustainable' can be implied through use of environmentally friendly management techniques. (No requirement for a definition of 'sustainable'). **Level 1 Basic (1–4 marks)** Basic ideas which might list a number of factors (energy generation/building) with only tentative understanding of 'sustainable'. Limited use of example(s) – no example – max 3 marks. Focus is one idea (energy/transport/water recycling etc) – Max 4 **Level 2 Clear (5–6 marks)** Good use of example(s) to show a clear understanding with some specific ideas (energy generation, building, community development etc) and general points about resource management. Clear awareness of the idea of 'sustainability'. (Definition not required).	*6 marks*

Please note;

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