



**General Certificate of Secondary Education  
January 2012**

**Geography B**

**40351F**

**(Specification 4035)**

**Unit 1: Managing places in the 21st century  
(Foundation)**

**Post-Standardisation**

***Mark Scheme***

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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 events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for standardisation each examiner analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised 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 students' 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, e.g. *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 – Foundation Tier**

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|-----------|---|-----------|
| 1(a)(i)   | Indian Ocean – accept ‘Indian’  | (1 mark)  |
| 1(a)(ii)  | 1 correct – 1 mark<br>2/3 correct – 2 marks<br><br>BRISBANE<br>SYDNEY<br>MELBOURNE  | (2 marks) |
| 1(a)(iii) | 3 x 1<br>on the coast<br>South<br>Perth   | (3 marks) |
| 1(b)      | <b>Level 1 Basic (1–3 marks)</b><br>Up to 2 marks - Generic list of 2/3 activities<br>- Activities based around one idea (Tourism)<br><br>+1 mark for some locational exemplification.<br><br><b>Max L1</b> – If sound appreciation of the coast as a ‘multi-use’ area but no locational exemplification.<br><br><b>Level 2 Clear (4–5 marks)</b><br>Clear use of example and a range of specific economic activities.<br><br>‘The area around Southampton Water includes large ports and industries, including oil refineries and chemical works. There are also yachting marinas and an activity centre at Calshot Spit. The port is also an important place for cross-channel ferries, fishing boats and importing cars. Along the coast there are a number of holiday centres and caravan parks.’ | (5 marks) |
| 1(c)(i)   | 345 000 sq km (must have sq km)   | (1 mark)  |
| 1(c)(ii)  | 1700 km   | (1 mark)  |
| 1(c)(iii) | 2 x 1<br>ECOSYSTEM<br>CONSERVATION  | (2 marks) |
| 1(c)(iv)  | Accuracy – point/line must not touch the graph line above or below.<br>If two points accurate but no line – 1 mark<br>Line completed – two marks<br>Line complete/only one point accurate – 1 mark  | (2 marks) |
| 1(c)(v)   | 1 mark for basic idea of increase/implied increase<br>2 <sup>nd</sup> mark for accurate use of data or variation in trend (rapid increase 1990-1995 then steady increase 1995-2010).<br>Copying of data must include dates for second mark.<br>Doubled/nearly doubled – not acceptable<br>More than double – accurate (2)   | (2 marks) |

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| 1(c)(vi) | <p><b>Level 1 Basic (1–4 marks)</b><br/>Up to 2 marks – identifying simple pressures (pollution, litter, overcrowding etc). May be copied from Figure 2.<br/>3-4 marks – some development which shows appreciation of</p> <ul style="list-style-type: none"> <li>- why it is difficult to manage</li> <li>- challenges of management</li> <li>- cost of management</li> <li>- conflicts</li> <li>- some explanation of ‘pressures’</li> </ul> <p><b>Level 2 Clear (5–6 marks)</b><br/>Clear development and some appreciation of balancing different needs and demands.<br/>Good use of Figure 2 and individual ideas.</p>  | (6 marks) |
| 1(d)(i)  | Erosion   | (1 mark)  |
| 1(d)(ii) | <p>1 mark for 1 correct<br/>2 marks for 2/3 correct<br/>ABRASION – C<br/>ATTRITION – B<br/>HYDRAULIC ACTION – A</p>   | (2 marks) |
| 1(e)(i)  | <p>2 x 1 marks<br/>A – Wave cut platform<br/>B – Stack<br/>C – Cave</p>   | (3 marks) |
| 1(e)(ii) | <p>Must have some link/implied link to Figure 3.</p> <p><b>1 mark</b><br/>Some appreciation of hard coastlines or differential rates of erosion.<br/>Examples might include:</p> <ul style="list-style-type: none"> <li>- Identification of rock type (chalk/limestone)</li> <li>- Idea of ‘hard’ rocks in Figure 3</li> <li>- Points about some types of rocks eroding more slowly/quickly.</li> </ul> <p><b>2 marks</b><br/>Some link between rock type and features or links rock type to rate of erosion and features.<br/>Possible examples;<br/>‘hard rocks do not collapse easily and can form caves’<br/>‘hard rocks erode more slowly and create features like stacks’<br/>‘hard rocks produce more ‘shaped’ features’<br/>‘hard rocks can be ‘shaped’ by the sea.</p> | (2 marks) |
| 1(f)     | <p><b>Level 1 Basic (1-2 marks)</b><br/>Simple points about soft rocks eroding easily – 1 mark<br/>Some links between soft rocks and marine processes – 2 marks<br/><b>Max 2</b> if basic identification of marine processes and rainfall with no development.<br/><b>Max L1</b> if point about no protection as long as it is linked to the question.</p> <p><b>Level 2 Clear (3-4 marks)</b><br/>Some understanding of processes beyond marine processes.<br/>Might include points about:</p> <ul style="list-style-type: none"> <li>- influence of rainfall</li> <li>- influence of past events (landslips etc)</li> <li>- structural weakness of ‘soft’ coastlines.</li> </ul>  | (4 marks) |

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|-----------|---|-----------|
| 1(g)(i)   | <p>1 correct - 1 mark<br/>2/3 correct – 2 marks</p> <p>SWASH</p> <p style="text-align: center;">PREVAILING WIND</p> <p style="text-align: right;">BACKWASH</p>  | (2 marks) |
| 1(g)(ii)  | Longshore drift.  | (1 mark)  |
| 1(g)(iii) | <p>2 x 1<br/>Bar<br/>Spit</p> <p>More than two boxes ticked = 0</p>   | (2 marks) |
| 1(h)(i)   | <p>2 x 1<br/>Accept any two reasonable points (must be two points)</p> <ul style="list-style-type: none"> <li>- because there are lots of buildings nearby (1)</li> <li>- to prevent flooding (1)</li> <li>- because the land is flat (1)</li> <li>- because the cliffs are soft (1)</li> <li>- to slow down/prevent erosion (1)</li> <li>- because some areas are particularly vulnerable to erosion (1).</li> <li>- because of the value of property</li> <li>- to preserve beaches</li> <li>- to protect environments (environmentally important)</li> <li>- because of residential areas</li> <li>- to protect industry (tourism)</li> <li>- to protect communication links (roads/railways)</li> <li>- because it is an area of economic importance</li> <li>- because of the risks to people</li> </ul> | (2 marks) |
| 1(h)(ii)  | <p>Accept place or type examples.</p> <p><b>Level 1 Basic (1-4 marks)</b><br/> <b>1 – 2 marks</b> – Basic generic points (barriers are used etc) or list of methods 1/2 (sea wall, rocks, gabions etc)</p> <p><b>3 – 4 marks</b> – Some basic understanding of how hard engineering methods work.<br/>         ‘sea wall stops the sea hitting the cliffs’</p> <p><b>Max L1</b> – sound understanding of how methods work but no named types.</p> <p><b>Level 2 Clear (5-6 marks)</b><br/>         Clear understanding of how hard engineering methods work.<br/>         Ideas about absorbing/reducing energy/creating barriers/preserving beaches etc.</p>   | (6 marks) |

**Question 2**

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|-----------|---|-----------|
| 2(a)(i)   | Nigeria (if more than one country named, mark the first example)  | (1 mark)  |
| 2(a)(ii)  | 3 <sup>rd</sup> statement<br>(if more than one box ticked = 0 marks)  | (1 mark)  |
| 2(a)(iii) | 1 mark for completion of line for each country (2 x 1)<br><br>Accuracy – point/line must not touch the graph line above or below.<br>If two points accurate but no line – 1 mark<br>Line completed – two marks<br>Line complete/only one point accurate – 1 mark  | (2 marks) |
| 2(a)(iv)  | Most people already live in urban areas/ already urbanised/ already 88%/ increase 1975-2005 was small so this will continue/ people moving away from urban areas.<br><br>Not accepting; <ul style="list-style-type: none"> <li>- simple points which say ‘it is an MEDC,’ ‘it is developed’</li> <li>- not accepting points about birth rates/death rates</li> <li>- less job opportunities</li> </ul>  | (1 mark)  |
| 2(a)(v)   | 2 x 2 marks – simple idea (1) → some development (2).<br><br>Accept any reasonable points. Some understanding of better life/better standard of living – 1 mark<br><br>Can be any economic/social/environmental factors.<br>Can be linked to push/pull ideas.<br><br>‘Farmers are forced away from the countryside by drought (1) because they cannot earn a living (1).’<br><br>‘People are moving to cities because of jobs (1) and the opportunity to earn more money (1).’<br><br>Only accept reversed points once, i.e. ‘no education in rural areas’, ‘better education in urban areas’ | (4 marks) |
| 2(b)(i)   | north-east  | (1 mark)  |
| 2(b)(ii)  | 4 x 1<br>70 000<br>Thousands<br>Beijing<br>110 km (must have km)  | (4 marks) |
| 2(b)(iii) | 2 x 1<br>Floods<br>Landslides   | (2 marks) |



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| 2(b)(iv)  | <p>One problem<br/>Some development</p> <p>Accept any reasonable point.</p> <p>Roads/railways are blocked (1) – so hard to get food (1)</p> <ul style="list-style-type: none"> <li>- hard to get work (1)</li> <li>- business may close</li> <li>- cannot get medical help</li> </ul> <p>hard to get medical help (1) so there will be more disease<br/>hard to get food (1) so there may be starvation.</p>   | (2 marks) |
| 2(b)(v)   | <p>Any natural hazard linked to an urban area acceptable.</p> <p><b>Level 1 Basic (1-4 marks)</b><br/>Basic points which might list ideas about ‘warning people, ‘stronger buildings’, etc – 2 marks</p> <p>3-4 marks – some locational or hazard context/general points about prediction, preparation, planning.</p> <p><b>Level 2 Clear (5-6 marks)</b><br/>Clearer ideas which might include specific points about prediction, preparation, planning. Clear use of place and example of hazard.</p>   | (6 marks) |
| 2(c)(i)   | 5665   | (1 mark)  |
| 2(c)(ii)  | 4 km   | (1 mark)  |
| 2(c)(iii) | <p>3 x 1<br/>Sewage works<br/>Industrial estate<br/>School</p>   | (3 marks) |
| 2(c)(iv)  | <p>2 x 2 marks<br/>1 mark for simple point, 2<sup>nd</sup> mark for clear idea of reducing congestion, e.g.</p> <ul style="list-style-type: none"> <li>• people who work in the city centre will get the bus (1) because it is cheaper (1).</li> <li>• ‘quicker to get into the city’ (1) ‘so fewer people will use cars’ (1)</li> <li>• ‘more ways to get into the city’ (1) ‘so individual roads will not be as congested’ (1)</li> <li>• More people using the bus (1) mean less traffic jams (1)</li> <li>• Less cars on the roads (1) because the bus is direct.</li> <li>• More bridges means less distance (1) so traffic is more spread out (1)</li> <li>• Less traffic entering the city (1) at busy times (1)</li> <li>• More bridges will mean less traffic on each bridge (2)</li> </ul> | (4 marks) |

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|----------|---|-----------|
| 2(d)(i)  | <p>2 x 1 marks</p> <p>Points need to reflect the need for redevelopment rather than methods</p> <ul style="list-style-type: none"> <li>- poor communication links</li> <li>- limited green space</li> <li>- to make area more sustainable</li> <li>- lack of services</li> <li>- closure of industry</li> <li>- growth of dereliction</li> <li>- few job opportunities</li> <li>- poor housing</li> <li>- accept general idea about poverty/deprivation (1)</li> </ul>  | (2 marks) |
| 2(d)(ii) | <p><b>Level 1 Basic (1-2 marks)</b><br/>                 Limited understanding of how the environment might be improved. Identifies basic environmental points, e.g.</p> <ul style="list-style-type: none"> <li>- less pollution</li> <li>- more pedestrian routes/cycle routes</li> <li>- improving buildings</li> <li>- more green space</li> </ul> <p>Do not accept the term 'environmental improvements' unless qualified.</p> <p><b>Max L1</b> if environmental factors not linked to Govan.</p> <p><b>Level 2 Clear (3-4 marks)</b><br/>                 Clear appreciation of <b>how</b> the environment will be improved. 'Restoring buildings will make them look better and reduce dereliction'. 'New walkways/cycleways can be landscaped and will reduce the number of cars'.</p> | (4 marks) |
| 2(e)     | <p><b>Level 1 Basic (1-3 marks)</b><br/>                 Basic idea of jobs and money/social factors with limited broader appreciation of improvements – 1-2 marks<br/>                 +1 mark for some locational exemplification.</p> <p><b>Max L1</b> if not clear reference to improving socio economic conditions but inappropriate example (not MEDC or a clear redevelopment project)</p> <p><b>Level 2 Clear (4-5 marks)</b><br/>                 Brings in additional detail/example(s) to show a clear appreciation of economic multiplier and some understanding of how economic wealth can create social improvements.</p>   | (5 marks) |
| 2(f)     | <p><b>Level 1 Basic (1-4 marks)</b><br/>                 Basic list of 'eco-friendly' features (3) which might include points about energy, house building and transport + example – 1 mark</p> <p><b>Level 2 Clear (5-6 marks)</b><br/>                 Use of example to identify some of the key features of eco-settlements. Might consider whole settlements or smaller projects.</p> <p>Clearer understanding of 'eco-friendly' features with more detail or a broader range of features or a more holistic view of sustainable settlements.</p>  | (6 marks) |