



**General Certificate of Secondary Education  
January 2012**

**Geography B**

**40351H**

**(Specification 4035)**

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

**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**

**HIGHER TIER MARKING SCHEME**

**UNIT 1 (40351H)**

**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.

**Level 3: Detailed**

Knowledge of accurate information appropriately contextualised and/or at correct scale  
Detailed understanding, supported by relevant evidence and exemplars  
Well organised, demonstrating detailed linkages and the inter-relationships between factors.  
Clear and fluent expression of ideas in a logical form; uses a wide range of specialist terms where appropriate  
Accurate use of 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**

1(a)(i)	<p>1 correct – 1 mark 2/3 correct – 2 marks</p> <p>BRISBANE SYDNEY MELBOURNE</p>	(2 marks)
1(b)	<p>The idea of the ‘multiplier’ may be a way of expressing a ‘range of activities’.</p> <p><b>Level 1 Basic (1–2 marks)</b> Describes the type of activities found in coastal areas.</p> <p>Two different activities = 2 marks Just tourism = 1 mark</p> <p>‘There are lots of holiday businesses and ports in coastal areas.’</p> <p><b>Level 2 Clear (3–4 marks)</b> Describes a number of economic activities and offers some clear reasons for their location. <b>Max 3</b> – wide range of activities (3+) no real explanation</p> <p>‘Coastal areas often contain large ports and heavy industry such as oil refineries and chemical works. Large ships bring in raw materials so it is an advantage being near the sea. These areas are often used for recreational activity based businesses and tourism where the coast is an attraction.’ <b>Max L2</b> – one activity with detailed explanation</p> <p><b>Level 3 Detailed (5-6 marks)</b> Describes a range of economic opportunities with <b>detailed reasons</b> for their location.</p> <p>‘Holiday businesses and recreational businesses are often found near the coast because the beach and the sea are a major attraction. Industries that rely on large amounts of raw materials such as oil find coastal locations ideal since ships can be used to transport raw materials and finished products. Fishing and sand dredging industries have an obvious link to the sea.’</p> <p>Candidates may use the Great Barrier Reef as an example.</p>	(6 marks)
1(c)(i)	<p><b>Level 1 Basic (1-3 marks)</b> General ideas about pressures on coastal areas which might include ideas about industry, fishing, tourism. Largely descriptive points.</p> <p>‘There is lots of pressure on coastal areas because of fishing and tourism. These can cause damage to the environment.’</p> <p><b>Level 2 Clear (4-5 marks)</b> Clear appreciation of the idea of ‘under threat’. Idea of the areas having a variety of uses and how these might actually damage the environment. Development beyond copying from Figure 2.</p> <p>‘Tourism can damage environments when boats leak oil on the coral, causing it to die. Divers also damage coral by touching it. Overfishing can harm the ecosystem and some species may die out. This changes the food change.’</p>	(5 marks)

1(c)(ii)	<p><b>Level 1 Basic (1–4 marks)</b>            Up to 2 marks – identifying simple pressures (pollution, litter, overcrowding etc). May be copied from Figure 2.            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>            Clear development and some appreciation of balancing different needs and demands.            Good use of Figure 2 and individual ideas.</p> <p><b>Level 3 Detailed (7-8 marks)</b>            Detailed appreciation that coastal environments are living environments (not simply protected areas) and sustainability is about ensuring demographic/economic stability as well as environmental protection which requires a balanced approach. Brings in own ideas/example(s).</p>	(8 marks)
1(d)	<p>(2 x 2 marks)            Accept solution/corrosion and appropriate description.</p> <p>1 mark for a name            2<sup>nd</sup> mark for some description</p> <p>(Accept description of a type of erosion if name is incorrect/            accurate description of a process with no name)</p>	(4 marks)
1(e)(i)	<p><b>A</b> – Wave cut platform/Sea cut platform  <b>B</b> – Stack  <b>C</b> – Cave</p>	(3 marks)
1(e)(ii)	<p><b>Level 1 Basic (1–2 marks)</b>            Any characteristics of hard rock.            Examples might include:</p> <ul style="list-style-type: none"> <li>• name of hard rock (chalk/limestone)</li> <li>• hard rock erode more slowly</li> <li>• hard rocks are more solid</li> <li>• hard rocks ‘hold together’ better</li> </ul> <p><b>Level 2 Clear (3–4 marks)</b>            Some reasoning/link to features (can be vague).            Examples might include:</p> <ul style="list-style-type: none"> <li>• more ‘shaped features’</li> <li>• features like stacks too hard to wear away all at once</li> <li>• create caves because the rocks do not easily collapse.</li> </ul>	(4 marks)

1(e)(iii)	<p><b>Level 1 Basic (1-2 marks)</b>                  Basic understanding of processes <b>or</b> description of features  <b>or</b> some appreciation of differential erosion (relative soft-hard coastlines – headlands/bays etc)  <b>or</b> name a soft rock with link to rate of erosion  <b>or</b> basic mention of landslides and mud.                  Accept a combination of above points.</p> <p><b>Level 2 Clear (3-4 marks)</b>                  Some appreciation of processes and description of characteristics  <b>or</b> clearer understanding of processes or resulting features.</p> <p>‘When soft rocks get very wet they can be unstable and the result might be landslides.’</p> <p><b>Level 3 Detailed (5-6 marks)</b>                  Full appreciation which includes marine and land-based processes with an understanding of resulting features.</p> <p>‘Soft coastlines are not very stable. When rain soaks into cliffs they can become unstable. This can create landslides and a stepped type of coastline. The sea erodes the toe of the landslide making it even more unstable.’</p>	(6 marks)
1(f)(i)	<p><b>Level 1 Basic (1-2 marks)</b>                  Basic diagram with limited references or part of a diagram which shows elements of movement <b>or</b> a description which gives some understanding of the overall movement of sediment.</p> <p>‘Longshore drift moves material along a beach because of the angle of the waves.’</p> <p><b>Level 2 Clear (3-4 marks)</b>                  Clear description/reference of material moving up/down a beach as a result of wind/wave direction <b>and</b> overall movement of material along a beach.                  This can be shown on an annotated sketch or as a written statement.</p> <p>‘The waves move material up a beach at an angle because of the wave angle and it moves back down at a 90° angle. This results in material being moved along the beach.’</p> <p>4<sup>th</sup> mark – some use of technical language <b>if complete process</b> is described.</p>	(4 marks)
1(f)(ii)	Spit/bar/tombolo/beach (Accept an acceptable named example)	(1 mark)
1(g)(i)	<p>Do not accept a reworking of the phrase (‘a plan to manage the shoreline/ coastline’)</p> <p><b>Basic idea</b></p> <ul style="list-style-type: none"> <li>- some understanding about dividing the coastline up for the purpose of management</li> <li>- deciding which parts of the coast should be protected</li> </ul> <p>(Not the <b>whole</b> of the UK as an entity).</p>	(1 mark)

1(g)(ii)	<p>Accept place or type examples.</p> <p><b>Level 1 Basic (1-4 marks)</b> <b>1 – 2 marks</b> – Basic generic points (barriers are used etc) or list of methods 1/2 (sea wall, rock armour, gabions etc)</p> <p><b>3 – 4 marks</b> – Some basic understanding of how hard engineering methods work. 'sea wall stops the sea hitting the cliffs'</p> <p><b>Max L1</b> – sound understanding of how methods work but no named types. <b>Max L1</b> – if simple idea about how methods work ('absorbing wave energy').</p> <p><b>Level 2 Clear (5-6 marks)</b> Clear understanding of how hard engineering methods work. Range of ideas about absorbing/reducing energy/creating barriers/preserving beaches etc.</p>	<i>(6 marks)</i>
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**Question 2**

2(a)(i)	<p>General increase (1) 2<sup>nd</sup> mark – idea of relatively slow increase/use of data/comparison between countries.</p> <p>Accept 'lifted' data when dates are given. If data quoted 2005–2015, it must suggest 'estimate'.</p>	(2 marks)
2(a)(ii)	<p>Accept ideas about migration and/or natural increase.</p> <p><b>Level 1 Basic (1–2 marks)</b> Offers description of change with no real reasoning (or implied use of data) <b>or</b> basic reasons ('jobs and money') Some use of data for second mark.</p> <p><b>Level 2 Clear (3–4 marks)</b> Idea of increase/some use of data to express change might be expected. (or implied use of data).</p> <p>Some reasoning which might include push/pull factors/natural increase factors.</p> <p><b>MAX L2</b> if no description of data but sound reasoning.</p> <p><b>Level 3 Detailed (5-6 marks)</b> Idea of migration considered with reference to either rural or urban areas or both <b>or</b> detailed appreciation of natural increase. Detailed range of reasons or use of specific example(s) to express ideas.</p>	(6 marks)
2(b)(i)	North-east	(1 mark)
2(b)(ii)	Identification of landslides (accept mudslides) (1) and flooding (1).	(2 marks)
2(b)(iii)	<p><b>Level 1 Basic (1-3 marks)</b></p> <p>Some use of Figure 5 (actual or implied) ( or own example to identify basic points): death, destruction of houses, closure of roads, injury, chemical pollution, general damage,</p> <p>Can achieve 3 marks by identifying three factors and/or using generic ideas</p> <p><b>Level 2 Clear (4-5 marks)</b> Clear use of Figure 5 (actual/implied) and broader ideas/or examples used to express wider problems, more developed ideas such as;</p> <ul style="list-style-type: none"> <li>• Getting clean water/food (links to disease)</li> <li>• Problems of homelessness (need for temporary shelter/exposure)</li> <li>• Issues of medical aid (drugs/help not getting through / too many injuries to cope with</li> <li>• Reducing secondary (disease) impacts</li> <li>• Costs involved in rebuilding</li> <li>• Effects on industry/jobs</li> <li>• General longer term impacts</li> <li>• Secondary hazard ideas</li> <li>• Secondary death ideas (disease/people trapped/fires, etc.)</li> <li>• Shock/fear factors.</li> </ul>	(5 marks)

2(b)(iv)	<p>Any natural hazard linked (implied) to an urban area acceptable.</p> <p><b>Level 1 Basic (1-4 marks)</b> Basic generic 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, and/or preparation, and/or planning.</p> <p><b>Level 2 Clear (5-6 marks)</b> Has a clear locational or hazard context. Clearer ideas or one well developed point which might include specific points about prediction, and/or preparation, and/or planning. .</p>	(6 marks)
2(c)(i)	<p>5 6 536647 7 8</p>	(1 mark)
2(c)(ii)	4 km (do not need km)	(1 mark)
2(c)(iii)	<p><b>Level 1 Basic (1-2 marks)</b> Uses map extract to suggest reasons why few people might live in this area. Ideas might include</p> <ul style="list-style-type: none"> <li>• Mainly industrial</li> <li>• Few residential areas</li> <li>• Poor quality environment (including noise)</li> <li>• Looks run down</li> <li>• Might flood</li> <li>• Near sewage works (or other specific industrial buildings)</li> <li>• Two basic ideas for two marks</li> </ul> <p><b>Level 2 Clear (3-4 marks)</b> Uses map evidence to identify and suggest reasons why few people live in the area. Clear appreciation of why it is unattractive/unpleasant (must be qualified.)</p>	(4 marks)
2(c)(iv)	<p>2 x 2 marks Points must relate to congestion (not air pollution etc.)</p> <p>1 mark for simple point, 2<sup>nd</sup> mark for clear development 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. (1)</li> <li>• More bridges means less distance (1) so less congestion (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> <li>• Fewer cars on the road less parking issues (2).</li> </ul>	(4 marks)

2(d)(i)	<p><b>Level 1 Basic (1-2 marks)</b>                  Limited understanding of how the environment might be improved.                  Identifies basic environmental points, e.g.</p> <ul style="list-style-type: none"> <li>- more pedestrian routes/cycle routes</li> <li>- improving buildings.</li> </ul> <p>Do not accept the term ‘environmental improvements’ unless qualified.</p> <p><b>Level 2 Clear (3-4 marks)</b>                  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(d)(ii)	<p>If the answer is clearly only about environmental factors = 0 marks.  <b>However</b>, be aware of socio-environmental links (where environmental improvements improve social conditions).                  Examples can be from anywhere.</p> <p><b>Level 1 Basic (1-2 marks)</b>                  Describes some socio-economic elements of a redevelopment/improvement project <b>OR</b> some basic understanding of the creation of socio-economic opportunities (jobs/money etc.)  <b>Max L1</b> if totally descriptive with <b>no</b> element of explanation about socio-economic impacts.  <b>Max 3</b> if no example.</p> <p><b>Level 2 Clear (3-4 marks)</b>                  Begins to link elements of development/improvement projects with socio-economic opportunities. (new offices and hotels have been built, this has created lots of job opportunities ...’).</p> <p><b>Level 3 Detailed (5-6 marks)</b>                  Detailed use of a specific example to show how redevelopment has created a range of socio-economic opportunities. Might consider broader multiplier/infrastructural ideas.</p>	(6 marks)
2(e)	<p><b>Level 1 Basic (1-4 marks)</b>                  Basic list of ‘eco-friendly’ features which might include points about energy, house building and transport, recycling etc .                  4<sup>th</sup> mark – some locational exemplification (name of place or scheme) <b>OR</b> some understanding of sustainability (very simple understanding).</p> <p><b>Level 2 Clear (5-6 marks)</b>                  Use of example to identify some of the key features of eco-settlements. Might consider whole settlements or smaller projects. Shows some awareness of why the features might be considered to be sustainable.</p> <p><b>Level 3 Detailed (7-8 marks)</b>                  Use of detailed example which identifies features of eco-settlements and an awareness of why these features might be considered to be ‘sustainable’.                  Credit up detailed appreciation of ‘sustainability’ <b>OR</b> understanding of the holistic nature (broader community ideas) of eco-settlements.</p>	(8 marks)