



**General Certificate of Secondary Education
June 2012**

Geography B

40351F

(Specification 4035)

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

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 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.

1(a)(i)	Pacific	(1 mark)
1(a)(ii)	(2 × 1) 1 mark for correctly plotting each year. 2 nd mark for joining them with a line of similar thickness to rest of the graph (must not touch adjoining lines). OR 1 mark if one year accurate and line complete or part of graph accurate.	(2 marks)
1(a)(iii)	1 mark for increase/more people + 1 mark for use of data/variations in trend/more than doubled.	(2 marks)
1(a)(iv)	Level 1 Basic (1-3 marks) Identifies points from Figure 1 (business, tourism, trade etc.) and makes general links to why these factors attract people. 'Lots of people live in coastal areas because of all the jobs in businesses such as tourism and industry.' Level 2 Clear (4-5 marks) Use of Figure 1 with developed points/additional detail. Some appreciation of why the coast is an important locational factor which, in turn, attracts people, retirement/business. 'Lots of industry is attracted to coastal areas because it is easier to sell goods abroad through the ports. These industries attract people for work. Industries like tourism attract lots of workers.'	(5 marks)
1(b)	(5 × 1) temperature weathering hydraulic cracks attrition	(5 marks)
1(c)	1 correct – 1 mark 2/3 correct – 2 marks swash backwash longshore drift	(2 marks)
1(d)(i)	9676	(1 mark)
1(d)(ii)	(3 × 1) 3km SW to NE Deposition	(3 marks)
1(d)(iii)	Accept groynes; breakwaters; dunes.	(1 mark)
1(d)(iv)	Level 1 Basic (1-2 marks) Some understanding of material being moved on a beach OR some understanding of material being deposited. Can be expressed by using geographical terminology such as prevailing wind, longshore drift etc. 'Waves move material along the beach by the action of longshore drift.' Level 2 Clear (3-4 marks) Some understanding of material being moved and deposited. Use of terminology must be explained. 'Longshore drift moves material along the beach and it is then deposited forming a spit that sticks out into the sea.'	(4 marks)

1(d)(v)	(2 × 1) Boat trips/Boating activities Golf course/links/club.	(2 marks)
1(d)(vi)	Identifies a means of conservation (Nature reserve/National nature reserve/ World Heritage Site) OR describes how conservation protects areas ('looks after wildlife' / 'stops people disturbing wildlife') – 1 mark. Identifies a means of conservation/protection and suggests how it protects the area. There are nature reserves (1) which protect wildlife (2). Accept points about management of coastline in relation to the environment. 'The groynes (1) are stopping the beach washing away (2).'	(2 marks)
1(d)(vii)	Level 1 Basic (1-2 marks) Basic understanding of pressure brought about by human activities. Might include ideas about erosion (footpath), litter, and damage to habitats, don't like coastal protection. Only accept 'pollution' if qualified (extra traffic, marine pollution, etc.). NOT ideas about global warming. Level 2 Clear (3-4 marks) Some appreciation of the way that human activities might create conflict. Could include: land-use change/environmental change; demands created by different activities; issues of conflict between visitors and locals, different businesses, decisions about coastal management. 'In coastal areas there are many different 'user groups', each wants to use the coast for a different purpose. For example, speed boating and fishing. Because of this conflicts may occur.'	(4 marks)
1(e)(i)	Beach nourishment 1 mark – idea of adding sand/pebbles to the beach. Second/third mark – additional detail – bringing sand from elsewhere/widening the beach/making sure the beach does not disappear. Up to 3 marks. Beach re-profiling 1 mark – idea about moving the sand about/changing the shape of the beach. Second/third mark – additional detail – shaping the beach/moving material along the beach. (2 × 2) Up to 3 marks. (3 + 1)	(4 marks)
1(e)(ii)	(2 × 1) Any two ideas - more sand - wider beach/larger beach - less steep (different profile) - observation about the position of the sea in relation to the beach/road (not 'tides lower')	(2 marks)

<p>1(e)(iii)</p>	<p>Level 1 Basic (1-2 marks) General points about the advantages of soft engineering, 'Easier to do', 'Cheaper', 'Quicker', 'Fits in with area', 'Sustainable' (not explained), 'Good for environment', 'Not worth protecting (hard engineering costly)'. OR some consideration of the advantages of soft engineering, 'Produces a nice wide beach, better looking, good in a tourist area.'</p> <p>Level 2 Clear (3-4 marks) Uses comparative ideas and offers some development.</p> <ul style="list-style-type: none"> - 'Nicer to look at and fits in better visually' - 'Fits in with the environment' (with explanation) - Some understanding of sustainability (explained) - Links to the tourist industry – need to be attractive / provide beach - Uses the natural environment (explain) - Discussion about relative costs (in relation to hard engineering). 	<p>(4 marks)</p>
<p>1(f)</p>	<p>Can be large scale (Mediterranean) or small scale (St Lucia)</p> <p>Level 1 Basic (1-4 marks) Some description of any management strategies which might include observations about:</p> <ul style="list-style-type: none"> - Soft engineering - Hard engineering - Managed retreat - Coastal zone management - Environmental conservation <p>Top L1 – Some locational exemplification or example of an appropriate scheme.</p> <p>Level 2 Clear (5-6 marks) Some explanation about how the example used illustrates sustainability through the management of a coastal area. 'Sustainability means that the area can exist into the future without damaging the environment. In the Great Barrier Reef area in Australia the marine park has regulations which restrict building and the pollution of the sea. At the same time people are allowed to fish and tourism is allowed so that people can earn a living.'</p>	<p>(6 marks)</p>

2(a)(i)	50	(1 mark)
2(a)(ii)	(3 × 1) 1 correct – 1 mark 2 correct – 2 marks 3 correct – 3 marks social improvement schemes (social improvement) natural increase migration	(3 marks)
2(a)(iii)	(2 × 1) 1 mark for correctly plotting each year. 2 nd mark for joining them with a line of similar thickness to rest of the graph (must not touch adjoining lines). OR 1 mark if one year accurate and line complete or part of graph accurate.	(2 marks)
2(a)(iv)	2000–2010	(1 mark)
2(a)(v)	Level 1 Basic (1-2 marks) Describes conditions with limited reference to why they create problems. 'Dirty water, poor housing, piles of rubbish' etc. Might mention the word 'disease' but no clear cause-effect. Level 2 Clear (3-4 marks) Describe conditions and offers some reasons why they create problems. 'Drinking contaminated water creates problems of disease' 'Poor housing leads to health problems/may collapse' 'Idea of rubbish, etc. → links to rats → disease' 'Overcrowding → stress → violence/crime.' 'Poor quality housing so a flood/storm etc would easily destroy.'	(4 marks)
2(a)(vi)	Can be general improvement schemes (self-help/government or based on locational example) and/or individual improvement ideas (clean water/sanitation initiatives). Level 1 Basic (1-3 marks) Uses example (place/scheme) to express in general terms how conditions/services are being improved. 'In Sao Paulo the local council are building new houses which have running water and electricity.' Max L1 if no locational example or example of an improvement scheme OR Example from MEDC. Level 2 Clear (4-5 marks) Uses example to describe clearly how particular improvements are making conditions better/reducing problems. Description of water/sanitation scheme → improving health/reducing disease.	(5 marks)
2(b)(i)	Pacific	(1 mark)
2(b)(ii)	South-west	(1 mark)
2(b)(iii)	1 mark – general increase 2 nd mark – use of data/identifies trends (slight fall between 2005–2010) - almost doubled	(2 marks)

2(b)(iv)	cars/vehicles/traffic industry/factories power stations planes	(2 marks)
2(b)(v)	(2 × 2) or (3 + 1) 1 mark for simple idea. (Accept points about agriculture) 'can cause health problems' 'can damage the environment.' 'poor air quality' 'damage ozone layer' 'global temperature change' 'creates grime' 'can cause acid rain' 2 nd /3 rd mark for development/expanded point. 'air pollution can cause health problems like chest infections' 'air pollution can damage plants and harm habitats' 'increases accidents (1) caused by smog (1).'	(4 marks)
2(b)(vi)	The question is about reducing vehicle numbers, not managing congestion (traffic management). Accept congestion charge, if clearly linked to reducing vehicle numbers. Level 1 Basic (1-2 marks) Names methods. Basic description and simple idea of 'less cars'. Basic ideas named (park and ride, greater use of buses, tram networks, car sharing schemes, etc.). 'In many areas new buses are being put on and also trams. People are being encouraged to cycle.' Level 2 Clear (3-4 marks) Clear understanding of how methods will reduce the number of car journeys. 'In Cambridge a new guided busway was built. This connects the city to villages and means that more people will use the bus and fewer cars.' 'For each bus a lot of cars are not used.' 'The congestion charge in London will mean that a lot more people will leave their cars at home and use public transport.'	(4 marks)
2(c)(i)	2 × 1 B A	(2 marks)
2(c)(ii)	3 × 1 or 2 + 1 or 3 marks for developed idea. Single marks for basic ideas (1 mark) 'Few jobs available' (1) 'Factories have closed down' (1) 'Might be a poor area'(1) 'Lack of education/skills' (1) 'Because they are deprived/poor' (1) 'Difficult to attract industry' (1) 'Lack of government funding' (1) 'Poor infrastructure' (1) 'Young people may have poor qualifications (1) and this makes it difficult for them to get jobs (1)' 'Crime and vandalism (1) restrict investment (1)'.	(3 marks)

<p>2(c)(iii)</p>	<p>2 × 1</p> <p>Any two reasonable points which could include social, economic, environmental factors. Must be a specific data set (ie not 'Healthcare', but 'Access to healthcare'.) Examples might include:</p> <p>Population data:</p> <ul style="list-style-type: none"> - Birth rate - Death rate - Life expectancy - Infant mortality <p>Economic data:</p> <ul style="list-style-type: none"> - Any income data - Numbers on benefit - Consumables (cars, televisions, computers) <p>Social data:</p> <ul style="list-style-type: none"> - Crime - Vandalism - Homelessness - Education data - Medical facilities 	<p>(2 marks)</p>
<p>2(d)</p>	<p>Level 1 Basic (1-4 marks) Basic ideas which describe elements of a redevelopment scheme/ regeneration scheme OR elements of a 'sustainable' development (which can be part of a regeneration scheme). Some general points about improvements. Max 3 marks if no exemplification or inappropriate exemplification (LEDC).</p> <p>Level 2 Clear (5-6 marks) Clear explanation about how the example used has improved living conditions. This might include observations about Social, Economic, Environmental factors. 'In Brindley Place, central Birmingham, a redevelopment scheme has cleaned up the old canal and built new flats and offices, providing higher quality housing for local people as well as bringing new business into the area. This has improved the environment and provided a lot of social opportunities. It has also created lots of jobs for local people.'</p>	<p>(6 marks)</p>

2(e)(i)	<p>Renewable energy (1 mark)</p> <ul style="list-style-type: none"> - wind turbines/wind - ground-source heating - solar electricity - waste-to-energy plants <p>Urban ‘greening’ (1 mark)</p> <ul style="list-style-type: none"> - urban parks - green roofing - urban farm. 	(2 marks)
2(e)(ii)	Ideas of reusing/using again/management of waste/making something out of waste.	(1 mark)
2(e)(iii)	<p>Level 1 Basic (1-2 marks) Identifies examples from Figure 7 to show the environmentally friendly nature of the management ideas. ‘produces green, clean energy’ ‘there are fewer cars.’</p> <p>Level 2 Clear (3-4 marks) Clear understanding of why elements of the management could be considered ‘sustainable.’ Shows clear awareness of what is meant by ‘sustainable.’ ‘Using renewable energy means no fossil fuels are used’ ‘People working locally reduces CO₂ emissions’ ‘Using rainwater means less water has to be brought in from outside’ ‘Houses more energy efficient’ ‘Renewable energy/electric buses will create less pollution’ ‘Recycling means less use of landfill’.</p>	(4 marks)