

Final



**General Certificate of Secondary Education
January 2013**

Geography B

40351F

(Specification 4035)

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

Final

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 candidates' 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 candidates' 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 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 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.

ASSESSMENT OF SPELLING, PUNCTUATION AND GRAMMAR (SPaG)

Spelling, punctuation and grammar will be assessed via two questions in Question 1 and two questions in Question 2. Three marks will be allocated for Spelling, Punctuation and Grammar in each of these questions. The performance descriptions are provided below.

High performance (3 marks)

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Intermediate performance (2 marks)

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.

Threshold performance (1 mark)

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

The marks allocated for Spelling, Punctuation and Grammar will achieve a total weighting of 5% of the total marks for the qualification.

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 mark 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.

SECTION A

Question 1: The Coastal Environment

1(a)(i)	Atlantic (does not need 'ocean')	1 mark
1(a)(ii)	South-east Accept as long as clear (underlined/circled/boxed) More than one identified = 0 marks	1 mark
1(a)(iii)	Must be physical environment (2 x 1) – physical characteristics identified clearly (accept 'hot climate' NOT just 'climate') Accept two observations wherever they are written (on same line) Examples might include observations linked to: - Climate – because it is hot - Beach – sandy beaches - Sea – for boating - Vegetation – makes it attractive - Scenery – steep cliffs/mountains/islands - Wildlife - dolphins	2 marks
1(a)(iv)	1 mark for both points (380 000 must not touch adjacent lines/ 370 000 must be between lines) 1 mark for line Max 1 mark if one point accurately marked/line does not touch points If a cross is used look at centre of the cross	2 marks
1(a)(v)	1 mark for basic point, 2 nd mark any type of simple some development related to tourism. Max 2 marks for generic points about decline in tourism (not linked to Figure 1) – Example 'because of global recession there is less money to spend on holidays' (1) therefore tourists are staying at home (1). Ideas might include: concerns about beach/water quality; links to disease; fears of crime etc. Sewage in water (1). Rising crime (1). Sewage causes disease (1). Sewage in water (1) may put people off because of disease (1).	4 marks
1(a)(vi)	Level 1 Basic (1–2 marks) Basic response which makes descriptive observations about the area having different uses/activities and identifies at least two different functions. Tourism counts as 'one' idea – ideas about tourist activities only – Level 1. MAX 2 marks if simple definition with no qualification ('a multi-use area is an area that has a wide range of functions') Level 2 Clear (3–4 marks) Clear understanding of the idea of multi-use which also identifies a range of functions. Credit use of example in developing explanation.	4 marks
1(b)	1-2 correct = 1 mark 3 correct = 2 marks weathering transportation deposition	2 marks

<p>1(c)(i)</p>	<p>(4 x 1) A – headland B – cave C – arch D – stack</p>	<p>4 marks</p>
<p>1(c)(ii)</p>	<p>Accept ideas about ‘weathering’ if related to the general erosion of the headland.</p> <p>Level 1 Basic (1–4 marks) Basic understanding of how erosion works in coastal areas. Some links between process and features. Must have some appreciation of sequence of the development of features (cave, arch, stack etc 4th mark. “The sea crashes into the bottom of the cliff, and creates a cave. This continues until an arch is formed. Eventually, with continued erosion the arch collapses, just leaving the stack.” MAX L1 if just named processes (hydraulic action, abrasion, attrition) with sequence BUT no real explanation.</p> <p>Level 2 Clear (5–6 marks) Clear understanding of how different types of erosion shape the landscape. Use of geographical language to <u>explain</u> how erosion forms specific coastal features. Appreciation of the sequence of headland erosion. “The sea erodes the headland at the bottom by the force of water (hydraulic action) and material being thrown at the cliff as abrasion, forming caves. These eventually break through and an arch is formed. Continued erosion and weathering makes the top of the arch collapse just leaving a stack.”</p> <p>Spelling, Punctuation and Grammar (SPaG)</p> <p>Threshold Performance Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</p> <p>Intermediate Performance Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</p> <p>High Performance Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</p>	<p>6 marks</p> <p>1 mark</p> <p>2 marks</p> <p>3 marks</p>

1(d)(i)	4 x 1 marks strong weathering structure landslides	4 marks
1(d)(ii)	Accept any reasonable points. 1 mark – simple ideas identified (cracks, loose material, slumping, landslides, land moved) 2 nd mark – some development/explanation 'There is a lot of bare rock (1) which suggests that vegetation has not had time to grow (2)' 'The top of the cliff looks like it has recently fallen (1), the position of the fence shows this (2)' Accept broader idea about 'bay being formed'. 2 x 2	4 marks
1(e)(i)	3 x 1 A – sea wall B – groyne C – rock armour	3 marks
1(e)(ii)	<p>Level 1 Basic (1–2 marks) Basic understanding (largely descriptive) of hard engineering methods. Essentially shows descriptive appreciation of what is meant by 'hard engineering' with limited development. "Hard engineering are things like sea walls and groynes.(1) They are put on the beach between the sea and the land."(1) Minimum of two named methods with no development = 1 mark.</p> <p>Level 2 Clear (3–4 marks) Clear appreciation of <u>how</u> the methods protect coastal areas. Ideas about creating barriers or helping to build up beach sediment which stops waves reaching coast. Single idea with some explanation, "Sea walls can be used to absorb wave energy slowing erosion." "Hard engineering, such as sea walls and rock armour form a barrier which means that waves cannot reach the cliffs to erode them or flood land on the coast." Offers some explanation but no real methods considered – MAX 3.</p>	4 marks

1(f)(i)	<p>3 x 1 or 1 x 2 + 1 or 3 marks for a developed paragraph which considers both people and the environment.</p> <p>Basic points; there are more trees (1); new saltmarsh (1) conservation area (1) bird watching (1) less flooding (1) more recreation (1) less damaging to the environment (1) safer for people (1) less erosion (1) Cheaper (1). It has allowed saltmarsh to develop (1) which provides opportunities for wildlife (1) which gives opportunities for bird watchers (1).</p>	3 marks
1(f)(ii)	<p>‘Own knowledge’ can be locational example OR knowledge of managed retreat.</p> <p>Level 1 Basic (1–4 marks) Identifies points from Figure 5 or own knowledge and offers some explanation of how parts of the scheme may protect the broader coastal zone. Max 3 if no reasoning beyond identification (“there is a new line of defence”.) “Managed retreat means that some areas are allowed to flood and salt marsh develops. These areas are usually just farmland so the area is not damaged. Because these areas are allowed to flood it means that less water is available for other places to flood.” MAX 2 marks if points lifted from resource ‘New line of defence’, ‘newly planted trees’ with no explanation.</p> <p>Level 2 Clear (5–6 marks) Identifies changes to the landscape in Figure 5 and offers some explanation of how managed retreat protects areas. Uses elements from Figure 5 and own knowledge. “Managed retreat allows storm water to flood some farmland and spread out. This means that in other, more built-up areas, there will be less water to flood places. A new line of defence has been built to stop flooding going too far inland. This has been carried out on the Essex coast where farmland has been allowed to flood in order to protect other areas.”</p> <p>Spelling, Punctuation and Grammar (SPaG)</p> <p>Threshold Performance Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</p> <p>Intermediate Performance Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</p> <p>High Performance Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</p>	<p>6 marks</p> <p>1 mark</p> <p>2 marks</p> <p>3 marks</p>
Total for Question 1: 56 marks		

SECTION B

Question 2: The Urban Environment

2(a)(i)	3 x 1 1 mark for each accurate part of the bar (2): (Some part of horizontal bar must touch appropriate line AND NOT line above or below) 1 mark for correct use of the key/ shading (bottom part of the bar <u>must</u> be shaded/darker)	3 marks
2(a)(ii)	4 x 1 2.8; increase; slowly; 1990	4 marks
2(a)(iii)	2 x 1 Second and fourth box	2 marks
2(b)(i)	<p>Accept broad definition of environmental problems and links to social conditions – Eg disease, traffic pollution, water/air pollution, sewage, smog, waste, fire, loss of green space, noise hazards. Do not accept just the word 'slum', shanty town without any qualification or link to growth.</p> <p>Level 1 Basic (1–2 marks) Uses Figure 7 to describe some of the environmental problems found in poorer parts of less developed cities. "The area has lots of water pollution and there is rubbish everywhere." MAX 1 mark for use of word 'pollution' (unqualified) MAX 2 marks for list of types of pollution</p> <p>Level 2 Clear (3–4 marks) Offers some appreciation of environmental problems with some cause – effect conditions. Develops ideas from Figure 7/ brings in own knowledge. "As poor people move to the area they set up where there are no drains/ or sewers so waste is just thrown into the rivers and this can create unhealthy conditions."</p>	4 marks
2(b)(ii)	<p>Level 1 Basic (1–2 marks) Basic ideas of generic opportunities which might include points about jobs, money or better conditions. No example L1 – 2 marks max</p> <p>Level 2 Clear (3–4 marks) Some use of an example(s) to express 'opportunities' in a broader sense – Examples might include; links to multiplier, links to living standards/specific ideas about improved conditions (access to facilities/services etc, links the development of specific industries such as tourism/shopping, points about cheap labour.</p>	4 marks
2(c)(i)	5951 (must be only four figures)	1 mark
2(c)(ii)	(4 x 1) 6051 8 km housing golf course	4 marks

<p>2(c)(iii)</p>	<p>Any two reasonable points (2 x 2) – be aware of repeating ideas. Simple point – 1 mark Developed point – 2 marks (developed point references Figure 8 (actual/implied) High density of roads (1) roads converge (1) compact city (1) few bridges (1) narrow roads (1) tourism (1) high population density in city (1) lack of bus lanes (1) lots of traffic (1) 'lots of roads converge (1) bringing a lot of traffic into a small area.'(1) 'The city centre has lots of attractions (1). This would mean a lot of people going to the same area (1).' Not 'park and ride' points/not many roads'</p>	<p>4 marks</p>
<p>2(c)(iv)</p>	<p>Some reference to map (command - identify) Park and ride / Ring road (dual carriageway) / Development of cycle tracks / (public transport/National trail (walking)/out of town shopping centre/railway.</p>	<p>2 marks</p>
<p>2(c)(v)</p>	<p>Any single method not mentioned in 2(c)(iv). Accept any reasonable suggestions. Name – 1 mark (improved public transport/ traffic management/ one way system/ congestion charging/ rising bollards/ pedestrianisation / road development 2nd mark – some development. 'Improved public transport (1) especially during business hours (1).'</p>	<p>2 marks</p>
<p>2(c)(vi)</p>	<p>Any two reasonable points (2x2) Be aware of repeating ideas. Single point – 1 mark (it is flat or low/ near a river/ rivers join/ no management/ building close to river/ hard surface/ lack of green space) Some development – 2nd mark 'There is a river running through York (1) so after heavy rainfall it could flood (1). There is no management (1) so the river floods (1) Rivers join (1) so there is a greater volume of water (1). There is flat land near the river (1) so it could flood easily' (1).</p>	<p>4 marks</p>
<p>2(d)</p>	<p>Accept 'multi-hazard' ideas Level 1 Basic (1–4 marks) Describes a number of ways in which natural hazards can be managed without fully explaining how they reduce effects/risks. (Might include building techniques/ prediction/preparation). Some use of an example. Max 3 if just a list of generic points with no development or exemplification – "better buildings, warning people, etc." Plus 1 mark if an appropriate example is identified. Max 1 mark if example identified but text not creditworthy. 'San Francisco gets earthquakes. They try and reduce the effects of earthquakes by using stronger buildings and warning people if there is going to be an earthquake. People are also told to have an emergency earthquake kit' Level 2 Clear (5–6 marks) Clear understanding/explanation/reason of how different techniques can be used to reduce the effects/risks of a hazard. Based around a clearly identified example. 'The California city of San Francisco gets earthquakes. Here they make buildings stronger by retro-filling and putting weights on the top of high buildings. This stops buildings shaking as much so they don't collapse. They also use safety glass so it does not break and hurt people. There is a warning system so people can prepare for an earthquake or move away from dangerous areas.'</p>	<p>6 marks</p>

	<p>Spelling, Punctuation and Grammar</p> <p>Threshold Performance Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</p> <p>Intermediate Performance Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</p> <p>High Performance Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</p>	<p>1 mark</p> <p>2 marks</p> <p>3 marks</p>
<p>2(e)</p>	<p>(2 x 2) Accept points about the physical <u>and</u> built environment Basic point – 1 mark Possible 1 mark ideas, 'more trees', 'more green space', 'more parks', better nicer buildings, 'cleaner river', 'cycle routes', 'renewable energy', more sustainable, new eco-systems, more wildlife. Some development – 2nd mark 'There are more trees (1), this will increase wildlife (1)' 'The river is much cleaner (1) so there will be more fish (1).' 'Lots of old, derelict buildings have been removed (1) and replaced with attractive buildings (1)'.</p>	<p>4 marks</p>

