



**General Certificate of Secondary Education
June 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.

N.B. Only Level 1 and 2 descriptors will appear on Foundation marking schemes (front covers)

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. 3 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)	(2 x 1) Enough of each country should be shaded to be clear. Each country shaded in relation to the key. Ignore other shaded countries Morocco (criss-cross) Libya (solid dark)	2 marks
1(a)(ii)	Red/Red Sea	1 mark
1(a)(iii)	Western Sahara	1 mark
1(a)(iv)	Accept points that relate to both visitors and residents. Do not accept points which only relate to visitors. Level 1 Basic (1–3 marks) Identifies individual/business opportunities found in coastal areas by making simple descriptive points. For example: - It's a nice place to live because of the weather - There are a lot of jobs in the area - There are nice beaches to use for activity Plus 1 mark for use of place Level 2 Clear (4–5 marks) Identifies individual/business opportunities found in coastal areas and offers some reasoning. 'It is a good place to retire because of the climate and leisure opportunities such as sailing' 'There is lots of business opportunities so this creates jobs for people' Max 4 marks if no use of examples/place.	5 marks
1(b)(i)	(2 x 1) 1 – A or D (or the written statements). 2 – D or A	2 marks
1(b)(ii)	B (or the written statement).	1 mark
1(c)(i)	1 correct – 1 mark 2/3 correct – 2 marks Swash (Backwash) Prevailing wind	2 marks
1(c)(ii)	Arrow goes from left to right. (General direction of arrow must be clearly left to right – Not mirroring the swash arrow). The direction of the arrow should show movement in clearly along the beach.	1 mark

<p>1(d)</p>	<p>Level 1 Basic (1–4 marks) Basic description with no use of geographical language – Max 2 ‘The sea moves material and dumps it’ Some appreciation of movement <u>and</u> description with limited attempt to explain. May name processes (longshore drift/deposition) but offers no real explanation of terminology. ‘Coastal spits are caused by longshore drift. Sediment is moved along a beach and deposited, causing a spit. This usually occurs where there is a river which stops sediment moving, so a spit is formed.’</p> <p>Level 2 Clear (5–6 marks) Clear appreciation of movement and deposition with some explanation of <u>parts</u> of the process which might include a clear understanding of: - the link between longshore drift and the movement of material along a beach - the link between the shape of the coast/riders and deposition - the link between ocean/wind currents and the shape of the spit - the formation of salt marshes behind the spit.</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>
<p>1(e)(i)</p>	<p>(2 x 1) 1 mark for each accurate point (point must not touch adjacent lines). Max 1 mark if no line (on right hand side the final line must not touch the 34 or 36 lines). Line must reach right hand side.</p>	<p>2 marks</p>
<p>1(e)(ii)</p>	<p>1 mark – general increase/goes up/height increase. 1 mark – variations in slope/relationship between height and distance. Use of data (starts at 5 and ends at 35/goes up 30)</p>	<p>2 marks</p>
<p>1(e)(iii)</p>	<p>2 x 1 mark or 2 marks for developed point. 1 mark – to reduce the movement of sediment/trap sediment/stop beach loss/reduce erosion/reduce longshore drift/reduce wave energy. 1 mark – idea of protection/preservation of beach/buildings or 2 marks for developed idea ‘groynes are built to catch sand which helps to preserve the beach.’ ‘They are used to protect the beach (1) from eroding (2)’</p>	<p>2 marks</p>
<p>1(e)(iv)</p>	<p>1 mark for name. Might include: sea wall, gabions, rock armour, boulders, rip-rap, drainage, offshore bars, tetrapods, revetments. Accept description/explanation (if correct) even though name may be</p>	<p>3 marks</p>

	<p>incorrect. 2 marks for description/explanation. Examples might include: Sea wall (1), large concrete barrier (1) with curved top (1). Sea wall (1), large concrete barrier (1) stops the sea from hitting the cliffs (1).</p>	
1(f)(i)	Bar	1 mark
1(f)(ii)	<p>(3 × 1) 3 km Sand and shingle deposition</p>	3 marks
1(f)(iii)	<p>Map evidence suggests anything that can be identified from the map, i.e. general features (sea, beach) or specific features (footpaths, nature reserves). 1 mark – some understanding of activity. 1 mark – some link to the map. ‘beach can be used for...’ ‘nature reserve can be used by bird watchers’ ‘footpaths can be used for hikers’ 1 mark if only activity (fishing, sailing, walking etc.) with no reference to the map. 1 mark if appropriate map identification but not a clear activity.</p>	4 marks
1(f)(iv)	<p>(1 × 2) 1 mark for identifying method of environmental conservation (‘nature reserve’/ accept ‘field centre’). 2nd mark for some development, which might include: protecting wildlife, space for more animals, animals looked after, protection of plants, educate people about the environment.</p>	2 marks
1(g)	<p>Emphasis here on <u>local people</u> so not: - ideas about global environmental issues - why the area is attractive to tourists.</p> <p>Points could include <u>Possible Advantages:</u> - Employment - Income - Improvements to living standards - Improvement to local services - Improvement to local infrastructure - Exposure to different cultures - Good for local business</p> <p><u>Possible Disadvantages:</u> - Pollution (specified) - Damage to environment (plants/animals) - Cultural loss - Land use change - Damage to local industry - Rising local prices - Water shortages</p> <p>Level 1 Basic (1–2 marks) - Identifies <u>two</u> advantages or disadvantages - Identifies <u>one</u> advantage and <u>one</u> disadvantage</p> <p>Level 2 Clear (3–4 marks) - Identifies both advantages <u>and</u> disadvantages.</p>	4 marks

SECTION B

Question 1 – The Urban Environment

2(a)(i)	(2 × 1) 1 mark for each accurate point. (Point must not touch adjacent lines) Max 1 mark if no line. (Line must go through appropriate square)	2 marks
2(a)(ii)	2.8 billion (must have decimal point)	1 mark
2(a)(iii)	(4 × 1) increased 50% rise less developed	4 marks
2(b)(i)	Indian (Ocean)	1 mark
2(b)(ii)	West (only one must be circled)	1 mark
2(b)(iii)	1 mark – idea of increase. (Increased, gone up, more people, doubled, etc., implied increase) 2 nd mark – accurate use of data must consider whole time period 1980-2010. Examples might include; <ul style="list-style-type: none"> • In 1980 it was 26 million and in 2010 it was 68 million • It has increased by 42 million • It has more than doubled (not just doubled or trebled for second mark) 	2 marks
2(b)(iv)	<p>Level 1 Basic (1–4 marks) Basic points about people moving into cities with reasons or ideas about natural increase Max 2 - jobs/money/ideas about better life linked to migration/lots of children/births 3 – 4 marks – broader identification of opportunities (education/health etc)/relative points –(rural/urban) linked to migration Some understanding of the relationship between births and deaths</p> <p>Or basic points about migration and natural increase.</p> <p>Level 2 Clear (5–6 marks) Clear cause – effect with explanation beyond simple generic ideas. Either broader ideas about migration and natural increase OR a detailed consideration of migration OR natural increase.</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>6 marks</p> <p>1 mark</p> <p>2 marks</p> <p>3 marks</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>	
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<p>2(b)(v)</p>	<p>Level 1 Basic (1–3 marks) <u>Example</u> – can be a place or type of scheme (self-help etc.) <u>Housing conditions</u> – can be interpreted in the broadest sense (water/sewage/electricity – anything connected to domestic factors, including gardens) <u>Could include</u> – example of ‘eco-development’ in less developed countries. Three simple descriptive points identified OR two simple descriptive points identified AND example (place or type of scheme)</p> <p>Level 2 Clear (4–5 marks) Must have example (place or type of scheme) Some clear cause – effect (appreciation of <u>how</u> housing conditions are being improved) OR identifies a wide range of improvements (4/5 ideas)</p>	<p>5 marks</p>
<p>2(c)(i)</p>	<p>(2 × 1) – Must be from Figure 7 Burning coal / power stations Cars (vehicles) / some reference to exhaust gases Waste (not water related)</p>	<p>2 marks</p>
<p>2(c)(ii)</p>	<p><u>Local People</u> (1x2 marks OR 2x1 mark) General link to health – 1 mark Can cause death/kill – 1 mark Observations about specific illnesses (1 mark for each) Can cause illness (1) which means they cannot work (1).</p> <p><u>The Environment</u> (1x2 marks OR 2x1 mark) Damage to plants/animals (acidification) Damage to river environments (plants/animals) Damage to materials (buildings etc) Gases released from waste Global warming/ozone depletion</p>	<p>4 marks</p>
<p>2(d)</p>	<p>(2 × 2) – Two different ideas 1 mark – <u>names a method/idea</u>: - ‘encourage public transport’ ‘reduce vehicle numbers’ – ‘use of renewable energy’ ‘less industry’ – ‘more recycling’ ‘use cleaner energy’ – ‘urban greening’ ‘more regulation’. – (traffic management) 2nd mark <u>some development</u>: ‘reducing vehicle numbers (1) would mean congestion and car pollution (1)’ ‘restricting the number of factories (1) would mean less pollution being released (1)’ ‘use of renewable energy’ (1) ‘means less fossil fuel use’ (1) ‘encouraging public transport (1) will reduce vehicle numbers (1)’</p>	<p>4 marks</p>
<p>2(e)(i)</p>	<p>Each point on separate line 1 mark – highest total 1 mark – highest individual scores. or develops points about individual indices (2 x 1) – highest/higher - above average</p>	<p>2 marks</p>
<p>2(e)(ii)</p>	<p>1 mark – shows general differences between areas (some areas poorer than others) 2nd mark – Use of data/specific reference to areas. Be aware of sophisticated ideas (‘if there was no inequality all areas would have the same score’)</p>	<p>2 marks</p>
<p>2(e)(iii)</p>	<p>1–2 correct – 1 mark 3 correct – 2 marks Improved qualifications → Better job opportunities → Better housing</p>	<p>2 marks</p>

<p>2(f)</p>	<p>Accept eco-developments as part of a redevelopment strategy. '<u>Opportunity</u>' can be seen in broad terms (economic, social, environmental)</p> <p>Level 1 Basic (1–2 marks) Describes elements of a redevelopment project.</p> <ul style="list-style-type: none"> - built shops, industry, houses etc. - developed infrastructure - improved environment - has created wealth/money for area/local council <p>OR Generic opportunities – Jobs/money/better living conditions</p> <p>Level 2 Clear (3–4 marks) Clear appreciation (cause-effect) of <u>how</u> the development has created opportunities.</p> <ul style="list-style-type: none"> - 'it has built shops and industry which has created lots of jobs' - 'it has improved the environment by planting trees and creating open space which people can use for recreation' - MAX 3 MARKS – if no reference to place or particular redevelopment strategy. 	<p>.-</p>
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<p>2(g)(i)</p>	<p>(2 × 1) Eco-settlement Urban greening</p>	<p>2 marks</p>
<p>2(g)(ii)</p>	<p>Candidates do not need to define sustainability. They need to have an awareness of the concept by showing an implied understanding. This may be by considering why the ideas expressed in Figure 9 are essentially 'environmentally friendly'.</p> <p>Level 1 Basic (1–4 marks) MAX 2 marks – Points simply lifted from Figure 9 with no real/very limited development. Within the level:</p> <ul style="list-style-type: none"> - mark up examples of place/or eco projects/developments - basic understanding about how particular aspects of eco developments might be sustainable, for example: - free public transport means less cars - less cars means less pollution - more recycling means less waste - super insulation means less electricity - renewable energy may be cheaper <p>Level 2 Clear (5–6 marks) Some explanation/development which illustrates an awareness of the concept of sustainability, for example:</p> <ul style="list-style-type: none"> - 'free public transport means less cars so less fuel is required and there will be less pollution - 'super insulation means less electricity needed so there will be a need for fewer power stations' - 'use of renewable energy means less fossil fuels will be used so it will save resources' <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>