



General Certificate of Secondary Education

Geography 4035

Full Course

Specification B

Unit 1 – Managing Places in the 21st Century

Foundation Tier

Mark Scheme

2010 examination - January series

Post Standardisation

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 meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting 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 the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting 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 Certificate of Secondary Education

AQA GEOGRAPHY B

FOUNDATION TIER MARKING SCHEME

Unit 1 – Foundation Tier (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, 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 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 – The Coastal Environment

1 (a) (i)	2 x 1 105 (million) Tanker or Tanker Ship (Not just ship)	2 marks
1 (a) (ii)	Atlantic	1 mark
1 (a) (iii)	Three (3)	1 mark
1 (a) (iv)	<p>Level 1 (Basic) 1–3 marks Straight list = max 2 2 factors = 1 mark + 1 mark for some idea of ‘multi-use’ or limited development. Shows awareness of the idea and lists different types of functions from resource. <i>“There are lots of different things going on in the area including oil refining, ports, lots of towns and cities and tourist developments.”</i></p> <p>Level 2 (Clear) 4–5 marks Clear understanding of the idea of ‘multi-use’ with developed points from the resource (own knowledge) <i>The area is home to millions of people who both live and work there so there must be lots of industry. Large industry is shown by the oil refineries and ports. The area has a large tourist area which means hotels, airports and large resorts – so it is also used for recreation and leisure. There are possibly also environmental functions such as nature reserves.</i></p>	5 marks
1 (a) (v)	3 accurate points = 2 marks 2 accurate points = 1 mark	2 marks

<p>1 (b)</p>	<p>Accept references to sea defences if they are a response to changes in the coastal environment.</p> <p>Level 1 (Basic) 1–3 marks Interpret ‘coastal environment’ in its broadest sense (can include economic factors). The idea of ‘pollution’ must be clearly qualified. Uses photograph to describe the developments with limited reference to ‘change’. <i>The area is very built up with high-rise buildings and lots of new developments. There is very little open space left and few green areas. Only the beach is not really built on. It is very crowded.</i> No clear reference to Fig 3 – Max Level 1</p> <p>Level 2 (Clear) 4–5 marks Uses the resource to describe the characteristics of the area and makes observations about how development can change environments. <i>Many coastal areas have been totally changed by development. The photograph shows crowded, high rise buildings right up to the edge of the coast and there is not much green space remaining. This area may have had more open space and fewer buildings – certainly fewer high buildings. The environment is often totally changed when coastal areas are developed – not only to look at but also in terms animal habitats and marine pollution.</i></p>	<p>5 marks</p>
<p>1 (c) (i)</p>	<p>B</p>	<p>1 mark</p>
<p>1 (c) (ii)</p>	<p>A</p>	<p>1 mark</p>
<p>1 (d) (i)</p>	<p>4 x 1 A – headland (accept ‘type’ of headland) B – cave C – arch D – wave cut platform</p>	<p>4 marks</p>
<p>1 (d) (ii)</p>	<p>Level 1 (Basic) 1–3 marks Some basic understanding of process but limited technical detail. <i>The stack used to be part of the cliff but the sea has worn it away until the top of the cliff has collapsed, just leaving the stack which is now separate from the main cliff.</i></p> <p>Level 2 (Clear) 4–5 marks Clear awareness of correct sequence and some appreciation of technical detail. Clear, correct sequence and some process (4) Clear, correct sequence and process (5)</p> <p><i>Hydraulic action has eroded a cave in the cliff which has got bigger over time forming an arch. Eventually the roof of the arch has collapsed, leaving an isolated piece of rock which is the stack.</i></p>	<p>5 marks</p>

1 (e)	Swash Longshore drift Backwash 1 correct – 1 mark 2/3 correct – 2 marks	2 marks
1 (f) (i)	Spit / coastal spit / shingle beach / beach	1 mark
1 (f) (ii)	3 x 1 4km East to West Deposition	3 marks
1 (f) (iii)	0443	1 mark
1 (f)(iv)	(2 x 1) Salt marsh River/floodplain / River valley / stream	2 marks
1 (f) (v)	Don't allow references to hotels. Level 1 (Basic) 1–2 marks List of two points from map (nature reserve/camp site) – 1 mark List of more than two points from map – 2 marks OR simple relationship expressed <i>“People who like the countryside might visit because of the footpaths and nature reserve.”</i> Level 2 (Clear) 3–4 marks Uses evidence from the map to develop ideas about why people might be attracted to the area. <i>(1 idea clearly expressed – 3 marks, 2 ideas clearly expressed – 4 marks)</i> <i>There are a number of sheltered areas where boats can be kept and the area behind the spit is ideal for sailing. The nature reserve might attract bird watchers and also hikers might use the footpaths.</i>	4 marks
1 (f) (vi)	1 mark – basic idea which might be ‘erosion’ or ‘littering’. Do not accept ‘pollution’ unless qualified. 2 nd mark – clear link to activities – <i>using motor boats might damage the wildlife habitats if oil gets into the water.</i>	2 marks
1 (f) (vii)	(2 x 1) Nature reserve National Trust (Max 1) Protected buildings (Guildhall/windmill/chapel) (Max 1)	2 marks

<p>1 (g)</p>	<p>The question is about protection, there is no specific need for detailed reference to erosion/flooding. This question is not about environmental management.</p> <p>Level 1 (Basic) 1–4 marks Max 2 marks for a list of methods with no explanation, i.e. (Sea walls, groynes, gabions, rip rap etc). Some explanation for 3-4 marks. <i>“In some areas concrete sea walls and gabions, which are wire baskets filled with rocks, are put in front of the cliffs to stop the waves hitting them. This can stop erosion.”</i></p> <p>Level 2 (Clear) 5–6 marks Clear description of methods and understanding about how they work. <i>“There are many types of coastal defences including sea walls, gabions, groynes and rip rap. Sea walls are built in front of cliffs and they stop the waves hitting the cliff. Some are curved and this throws the breaking waves back out to sea. Rip rap or large boulders are placed in front of cliffs or sea walls. They take the energy from the waves so it does not damage cliffs or break down the sea wall. Groynes trap sand to create a beach which protects the land.</i></p>	<p>6 marks</p>
<p>Total for Question 1: 50 marks</p>		

Question 2 – The Urban Environment

2 (a) (i)	2 x 1 1 mark for each correct bar	2 marks
2 (a) (ii)	Asia	1 mark
2 (a) (iii)	10% (accept 7% as a % of the actual numbers)	1 mark
2 (a) (iv)	Urban population already high / existing population high (urban) Less desire to move to urban areas Birth rates low / natural increase low / aging population Accept references to MEDCs if accompanied by some development.	1 mark
2 (b) (i)	2 x 1 1 mark for each country shaded correctly	2 marks
2 (b) (ii)	Any one of: Venezuela, Brazil, Argentina, Chile, Uruguay, Surinam, French Guiana	1 mark
2 (b) (iii)	1 mark – basic idea of more people living in urban area / bigger cities etc. 2nd mark – clear appreciation of increasing proportion/% of people living in urban area / increasing rate of urban growth / an understanding of relevant change in relation to rural areas.	2 marks
2 (b) (iv)	<p>Level 1 (Basic) 1–2 marks Basic points which list attractions or urban areas. Limited comparative observations made. 1 basic push factor and one basic pull factor = 2 marks. <i>People move to get jobs and earn money. They may have family in the city so have a better life.</i></p> <p>Level 2 (Clear) 3–4 marks Clearer idea of migration factors. This might be expressed in terms of push or pull ideas or by making relative points. <i>“People move to the cities for a number of reasons. They may be able to get a job and earn money to support their family. Also the city may have more opportunities than rural areas, for example better housing and health / education facilities. Life in rural areas can be very poor.</i> If comparative points (urban/rural) are made but points are simply reversed (more jobs/money – less jobs/money). Max – 3 marks.</p>	4 marks

<p>2 (b) (v)</p>	<p>Level 1 (Basic) 1–4 marks Max 2 marks for listing problems from resource (1/2 = 1 mark, 3+ = 2 marks) Some development/additional problems 3/4 marks. Challenges identified and described using Figure 9. Limited attempt to express the idea of challenge. <i>Urban growth has created lots of challenges. Lots of developing cities have shanty towns where housing conditions are very poor and they have few facilities like running water and electricity. There are problems of pollution and rubbish and this can lead to health problems.</i></p> <p>Level 2 (Clear) 5–6 marks Identifies points from Figure 9 and uses own knowledge to express why these present a ‘challenge’ or issue. <i>Millions of people live in shanty towns in cities in less developed countries. The continued growth of these cities means that the growth of housing cannot keep up. In places like Dhaka (Bangladesh) and Mumbai (India) the local authorities cannot keep up with the demand for water and sewage systems, resulting in problems of disease. Dealing with the ever increasing amount of traffic and rubbish is also a challenge for planners.</i></p>	<p>6 marks</p>
<p>2 (b) (vi)</p>	<p>Level 1 (Basic) 1–3 marks Generic ideas about how living conditions are being improved with limited exemplification. <i>“In many cities money is being spent on improving housing and putting in water systems. The government are helping with this in some cases.”</i></p> <p>Level 2 (Clear) 4–5 marks Uses specific examples (place or type) to explain how living conditions are being improved. <i>In Rio de Janeiro (Brazil) both self-help schemes and government schemes are improving housing. Self-help schemes operate in some of the slums where people get together and improve their homes. The government is also building some new houses and communities. They have good facilities like water and electricity and often small schools.</i></p>	<p>5 marks</p>
<p>2 (c)</p>	<p>4 x 1 lower 51% higher crime</p>	<p>4 marks</p>
<p>2 (d) (i)</p>	<p>4 x 1 Any four changes – max 2 marks related to housing Examples might include:</p> <ul style="list-style-type: none"> - Houses repaired / tidier / improved - More open space - Overhead cabling removed - Safer streets / zebra crossing - Off street car park - More greenery/trees - Heavy Industry gone - Tower blocks gone - New business (supermarket)/services - Less houses - Fences repaired - Less vandalism - Cleaner environment - Less air pollution - More street lighting - improved environment - Flats have been built - Nursery/new playground 	<p>4 marks</p>

2 (d) (ii)	2 x 2 Any two reasonable points 1 mark – basic idea: <ul style="list-style-type: none"> • <i>There is now a supermarket</i> • <i>There is now more business</i> • <i>There is now a nursery</i> • <i>There are new offices</i> • <i>Building new developments</i> • <i>Wider range of opportunities</i> 2 nd mark – clear link to job opportunities: <ul style="list-style-type: none"> • <i>Opening up the new supermarket will provide a range of full and part- time job opportunities.</i> • <i>Range of building/development work</i> • <i>Specific jobs linked to any of the opportunities</i> • <i>Nursery creates opportunities for people to work elsewhere</i> • <i>Range of jobs with a variety of skills</i> • 	4 marks
2 (e) (i)	Buildings and transport	1 mark
2 (e) (ii)	1 correct – 1 mark 2/3 correct – 2 marks	2 marks
2 (e) (iii)	<p>Level 1 (Basic) 1–3 marks Identifies either travel initiatives or the idea of a ‘community’ development being increasingly self-sufficient. <i>Because it is a community development, people will not only live in the area they will also work nearby so fewer people will need to travel to the city centre for work.</i></p> <p>Level 2 (Clear) 4–5 marks Clear awareness of transport initiatives and the idea of a ‘community’ development. <i>There are direct links to the city centre via a cycletrack and walkway so this should mean that fewer people will use a car. Shared car using facilities might encourage people to share journeys which would reduce car use. Also, the idea of community development means that fewer people work outside the area so fewer have to travel to work.</i></p>	5 marks

<p>2 (e) (iv)</p>	<p>Level 1 (Basic) 1–3 marks Uses the resource to identify points about environmental management or generic discussion about sustainability. <i>The development uses clean energy and the houses are very energy efficient. Also there are ‘green’ areas and the development should reduce the use of vehicles and help to cut down on air pollution.</i></p> <p>Level 2 (Clear) 4–5 marks Uses the resource and identifies and explains the key areas which show elements of sustainable management. Some awareness of what is meant by ‘sustainable’. <i>Because the development uses clean, renewable energy it is sustainable and will not harm the environment, The ‘community’ nature of the scheme means that it is largely self-sufficient and can survive into the future. With energy conservation and traffic management the development is carbon neutral. This means that it will not harm people or the environment in the future.</i></p>	<p>5 marks</p>
<p style="text-align: right;">Total for Question 2: 50 marks</p>		