Version 1.0: 0411

ASSESSMENT and QUALIFICATIONS ALLIANCE

General Certificate of Secondary Education

Geography 4035
Full Course
Specification B

Unit 1 – Managing Places in the 21st Century

Higher Tier

Mark Scheme

2011 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

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; uses 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

Level 3 does not always equate to full marks, a perfect answer is not usually expected, even for full marks.

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', 'L2' or 'L3' 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 L3,detail and balance here*.
- 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)	**Level 1 Basic (1–2 marks)** Some use of data and basic reason for the changes expressed. OR detailed use of data. *There has been an increase in visitor numbers because more people know about Dubai and with more flights; it is easier to get to.* **Level 2 Clear (3–4 marks)** Some specific use of data and clearer explanation. (Accept points about numbers doubling etc). *Numbers have risen steadily over 20 years from under 1 million to over 8 million. The increase has been steady and reasonably even, although the rate has slightly increased throughout that time. There has been a lot of development with new hotels and attractions and it is easier to get to. More people have the money to go there at holiday time.*	*4 marks*
1(a)(ii)	**Level 1 Basic (1–4 marks)** Max 2 if points simply lifted from resource. 1-2 points = 1 mark 3+ points = 2 marks Max 2 if simple points about jobs/money etc. Basic ideas, largely based on resource, some idea of economic development. Some development beyond copying ideas for 3-4 marks. *Coastal areas are ideal for tourism and this brings in lots of money and creates jobs. In Dubai there are also ports for trade and a cruise terminal which is good for business.* **Level 2 Clear (5–6 marks)** Clearer idea with some development based on own knowledge or additional locational detail. *Coastal areas like Dubai and Southern Spain are ideal for tourism and trade. They are also often used for heavy industry such as oil refineries. These industries create a lot of money and jobs and also increase infrastructural development.* No use of Figure 1 – Max Level 2 **Level 3 Detailed (7–8 marks)** Detailed appreciation with a wide range of exemplification. Use of Figure 1 and development/locational detail. *Coastal areas like Dubai, Spain and Florida provide a lot of opportunities for tourism which generates a lot of money and creates many jobs. There are both direct and indirect jobs and tourism can bring business to local shops and services as well as farmers. the coast also provides an excellent location for heavy industry such as power stations, oil refineries and chemical works like those found in Southampton Water. Lots of industry is located near ports and cruise terminals, this can be seen in Dubai and a lot of other coastal areas.*	*8 marks*

1(b)(i)	Weathering: 1 mark some basic understanding of process 2nd mark for a clear example or clearer explanation of the process Erosion: 1 mark for some basic understanding of process 2nd mark for a clear example or clearer explanation of the process	*4 marks*
1(b)(ii)	**Level 1 Basic (1–2 marks)** Basic idea of Stair Hole getting bigger/more erosion/eventually getting in to the Clays/Sands/getting like Lulworth Cove. Part of the whole process. **Level 2 Clear (3–4 marks)** Idea of differential rates of erosion/Points limited to rock types. In the Clays/Sands rates of erosion will increase because of the softer rock, leading to a feature like Lulworth Cove. When erosion reaches the chalk rates of erosion will be reduced.	*4 marks*
1(c)(i)	**Level 1 Basic (1–2 marks)** Basic idea which is largely copied from the resource with limited understanding of process. 1 mark describes part of process/2 marks describes all of the process. *When it rains the rainfall gets into the rock and it eventually slumps. The bottom of the cliff is eroded and the cliff gradually moves backwards.* **Level 2 Clear (3–4 marks)** Clear use of the resource and some explanation beyond the resource. *When rain falls it gets into the cliff and makes it wet and unstable. Eventually, with the sea eroding the bottom of the cliff, the whole cliff begins to slump. The loose material is washed away by the sea so the cliff gradually moves inland. Because the rock is soft during storms this process can happen very quickly.*	*4 marks*
1(c)(ii)	**Level 1 Basic (1–4 marks)** Lists methods (sea walls etc / or generic (hard/soft engineering) 1 method = 1 mark 2 methods = 2 marks Basic understanding of coastal management with some methods described. Limited reference to the area shown on **Figure 4**. Shows basic understanding of how methods work or sequence (method – how it works – how it reduces erosion) *Large boulders can be used and a sea wall could be built which will stop the sea eroding the cliffs. Also the cliffs could be protected by building more groynes.* **Level 2 Clear (5–6 marks)** Clear understanding of protection methods with some explanation and links to **Figure 4**. Some understanding of one of: • whole sequence (method – how it works – how it reduces erosion)	*6 marks*

	• how methods might be more effective • more understanding of how methods work *If the groynes were repaired it might protect the cliffs because the waves would not reach them. Also sea walls or boulders at the bottom of the cliffs would stop the sea eroding the base of the cliffs. This would stop them collapsing.*	
1(d)(i)	A = bay B = headland	*2 marks*
1(d)(ii)	5km (km not required)	*1 mark*
1(d)(iii)	One is sand / one is shingle (no need to say which)	*1 mark*
1(d)(iv)	4 x 1 List of points Bay not acceptable Development/elaboration (+) River (1) with meanders (+1) Salt marsh Woods Lake River Sand Dunes Flat land	*4 marks*
1(d)(v)	**Level 1 Basic (1–2 marks)** List of protection ideas (National Trust/nature reserves/zoning) and basic idea of management. *In some areas people are not allowed to go where the environment is fragile so that birds and vegetation can be protected. There are sometimes nature wardens in these areas.* **Level 2 Clear (3–4 marks)** Clear appreciation of environmental protection which use of resource and additional detail, not always balanced/some explanation. *A lot of the area on the map is protected because it has nature reserves and National Trust land where use is restricted. There is also a visitor centre where people can learn about the environment. Nature reserves are found around the UK, there are two on the New Forest coast and one at Blakeney in Norfolk. These have strict regulations about the environment.* **Level 3 Detailed (5–6 marks)** Use of Figure 5 and example. Detailed appreciation of environmental protection using both the resource and individual knowledge. Detail of how protection works. *There are a number of protected areas on the map, including a nature reserve at Oxwich Bay and a number of National Trust areas. There are also information points and a visitor centre at Rhossili beach where people can learn about the environment. A lot of the UK coast is protected by nature reserves and heritage coast status. In these areas the environment is managed and development restricted. This can be seen at Keyhaven in the New Forest where access is restricted at certain times of the year to protect birds and wardens look after the area.*	*6 marks*

1(e)	**Level 1 Basic (1–2 marks)** Basic understanding of managed retreat. *OR* limited appreciation of how it works. *Managed retreat can stop flooding because the landscape is managed so that some land can be flooded while protecting inland areas by building earth barriers.* **Level 2 Clear (3–4 marks)** Describes managed retreat effectively OR clear understanding of how it works OR incomplete description and understanding. *Managed retreat is allowing some areas to flood so that other areas are protected. In the flooded areas marshes are allowed to grow and then earth barriers built. This means that floodwater can spread out rather than flooding inland areas.* **Level 3 Detailed (5–6 marks)** Detailed understanding which describes and explains how managed retreat works. *Managed retreat is where flat land on the coast is allowed to flood and salt marsh developed. This helps to absorb wave energy and floodwater during high tides and prevents inland areas from flooding. Between the salt marsh and inland areas earth banks are built and planted with vegetation as an emergency defence. It is a way of using the natural landscape to reduce the threat of flooding.*	*6 marks*
		Total for Question 1: 50 marks

Question 2 – The Urban Environment

2(a)(i)	1 mark – goes up 1970-2010 + 1 mark – specific idea about rate of change / use of data / levels off (rural) / steady increase (urban) 2 x 2	*4 marks*
2(a)(ii)	**Level 1 Basic (1–2 marks)** Basic points about either migration or natural increase. *Many people are moving to urban areas because there are better opportunities for jobs and services such as health and education.* **Level 2 Clear (3–4 marks)** Points about migration or natural increase or detailed observations about a range of push/pull migration observations. To max 4. Reserve 4th mark for both migration and natural increase. *In less developed countries many people migrate to the cities because there are greater economic and social opportunities. Urban areas have more industry and greater access to water and electricity. Urban areas have a young population so there are high rates of natural increase.*	*4 marks*
2(a)(iii)	Accept 'broad' definition of environment (social and physical). **Level 1 Basic (1–2 marks)** Basic ideas which might include points about pollution, land use change. Example simply identified, not really used. **Level 2 Clear (3–4 marks)** Clear links to growth with some exemplification. some use of example(s), often a narrow range of ideas. **Level 3 Detailed (5–6 marks)** Detailed ideas about problems with some links to urban growth/sprawl, industrial development, growth of vehicles etc.	*6 marks*
2(b)(i)	Any two reasons (2 x 2) 1 mark basic point, 2nd mark, some explanation/development. – more people in urban areas (1) – more people living in hazardous areas (1) – change to urban areas increases hazard risk (1) because of building in vulnerable areas (1) – increasing numbers of hazards (1) – shortage of building space (1) means increasing use of vulnerable areas (1) – poorly constructed housing (1) cannot stand up to natural hazards (1) – people may be made homeless (1) and this could lead to health problems (1)	*4 marks*

2(b)(ii)	Own knowledge implies knowledge of ideas or place. **Level 1 Basic (1–2 marks)** Basic ideas largely taken from resource with limited development. *Natural hazards like earthquakes can damage buildings and kill or injure people, especially if they live in poor areas.* **Level 2 Clear (3–4 marks)** Clear idea which uses resource and brings in additional points. Wider ideas (generic or place based). *Hazards can damage buildings and ruin people's homes, especially in poor areas. People can lose everything or be hurt or even killed. In urban areas roads and railway lines can be destroyed and secondary hazards like fires, like after the Kobe earthquake, can devastate areas.* **Level 3 Detailed (5–6 marks)** Detailed understanding which uses resources and brings in additional detail, exemplification. (Short/long term ideas / links to broader economy / infrastructure etc). *Because a lot of people live in a small area hazards can be devastating in urban areas. In poor countries like Egypt people can be killed and many homes are destroyed. Poorer people often lose everything and are affected by secondary problems like disease because water supplies are affected. Large scale hazards can disrupt transport and business, the Kobe earthquake in Japan caused the major highways and railway lines to be destroyed and thousands of people lost their jobs as factories were destroyed.*	*6 marks*
2(b)(iii)	**Level 1 Basic (1–2 marks)** Basic points with limited development and no real exemplification. *Risks can be reduced by building stronger houses and making sure people are prepared.* **Level 2 Clear (3–4 marks)** Clear understanding of the idea. Ideas developed and some exemplification. *In some urban areas like Kobe and San Francisco earthquake proof buildings are built and people are educated about what to do if an earthquake strikes. Even in poor areas buildings can be built with cross-bracing so they don't collapse. Emergency services can also be trained to deal with hazards.* **Level 3 Detailed (5–6 marks)** Detailed understanding with locational exemplification. *In Japan earthquake practice days are held and in San Francisco people are told what to do in the event of an earthquake and encouraged to have an emergency kit. Planning can help to ensure that buildings are not constructed in areas probe to flooding and landslides and buildings can be built to reduce risks from earthquakes and flooding. In many urban areas there are water channels which take flood water away from built up areas and in places like Dhaka there are flood embankments. London as the Thames Flood Barrier.*	*6 marks*

2(c)(i)	– shops/services sold in shops/businesses/wholesale/markets/office(s) – separating people from traffic/creating traffic free areas/areas where only pedestrians are allowed.	*2 marks*
2(c)(ii)	<u>Socio Economic</u> **Level 1 Basic (1–2 marks)** Largely economic ideas, e.g. basic jobs/money/business. Largely descriptive **Level 2 Clear (3–4 marks)** Socio-economic ideas, e.g. some idea of multiplier/indirect employment ideas/improvement to housing etc. Explanation <u>Environmental</u> **Level 1 Basic (1–2 marks)** Generic ideas, e.g. less pollution/less cars/cleaner **Level 2 Clear (3–4 marks)** Clear reference to Figure 8, links between ideas, e.g. greening areas – landscaping/attractive buildings	*8 marks*
2(d)(i)	<u>N or North</u> or NNE or North North East	*1 mark*
2(d)(ii)	<u>15km</u>	*1 mark*
2(d)(iii)	**Level 1 Basic (1–4 marks)** Identifies a number of 'eco-friendly' characteristics (recycling, wind farms, natural habitat, ecopark, zero-emission roads/waterbus etc) with no real development = max 2 marks. Some appreciation of why the features might be considered eco-friendly/sustainable – 3-4 marks. *The area has a wind farm, low emission roads and recycling facilities. It also has an ecopark which helps to look after the environment. These things will make the area cleaner with less pollution and damage.* **Level 2 Clear (5–6 marks)** Uses **Figure 9** to identify key points and offer some development/ exemplification which suggests some understanding of sustainability. *Dongtan appears to look after the environment so it will not be damaged in the long term. The city produces its own electricity so it does not rely on other areas for this and it does not send waste water elsewhere. It looks quite self sufficient.* **Level 3 Detailed (7–8 marks)** Detailed appreciation of sustainable and use of Figure 9 and development of ideas/exemplification. Picks up ideas about: transportation (energy efficiency) food production (organic) dealing with waste self sufficient community idea	*8 marks*
	Total for Question 2: 50 marks	