

**General Certificate of Secondary Education**

**Geography B**

**90351F**

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

***Specimen Mark Scheme***

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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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Set and published by the Assessment and Qualifications Alliance.

**General Certificate of Secondary Education**

**AQA GEOGRAPHY B**

**FOUNDATION TIER MARKING SCHEME**

**(UNIT 1)**

**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 one 6 mark question in Question 1 and one 6 mark question 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 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)	East	(1 mark)
1(a)(ii)	Atlantic (no need for the word 'ocean')	(1 mark)
1(a)(iii)	2 x 1 marks each rainfall bar 1 mark temperature – dots/point both correct	(3 marks)
1(a)(iv)	1 mark for general understanding of evenness/average/similar/small range of temperature 1 mark for use of data 1 mark – lowest in middle/highest at end/start (not 'drops in summer')	(2 marks)
1(a)(v)	Any two reasonable points - natural environment/beauty of environment - waves linked to surfing - beaches - palm trees/sand dunes - accept references to the sea - unspoilt wetlands - wildlife/marine life	(2 marks)
1(b)	<p>Does not need to use Figure 1. Do not accept answers about global warming. Responses based on coastal defences acceptable.</p> <p><b>Level 1 Basic (1–4 marks)</b> Simple generic ideas – litter/pollution etc max 2 marks. Identifies pressures on the environment such as building/water, sewage pollution/loss of green space etc. For 4<sup>th</sup> mark some consideration of 'how' environments are damaged. <i>There is a lot of new building in coastal areas and tourists create a lot of pollution. This can harm wildlife. Tourists also create litter problems and can pollute the sea when waste is pumped into it.</i></p> <p><b>Level 2 Clear (5–6 marks)</b> Clear appreciation of <u>how</u> development can damage environments. <i>Tourism needs hotels, holiday resorts, golf courses etc. This means that habitats are changed and many plants and animals might be lost. Also roads, airports have to be built. A great deal of water is required and this can mean rivers are changed eg In St Lucia coral reefs have been damaged by tourist boats.</i></p> <p><b>Spelling, Punctuation and Grammar</b></p> <p><b>Threshold Performance</b> 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>	(6 marks)
		(1 mark)

	<p><b>Intermediate Performance</b> 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><b>High Performance</b> Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</p>	<p>(2 marks)</p> <p>(3 marks)</p>
1(c)(i)	<p>Saltwater lake Neck of Spit      Mudflats      Salt marsh      Recurved end</p> <p>1 correct = 1 mark 2 correct = 2 marks 3 correct = 3 marks 4-5 correct = 4 marks</p>	(4 marks)
1(c)(ii)	<p><b>Level 1 Basic (1–2 marks)</b> Simple points about processes of movement and deposition. <i>Longshore drift moves sediment. Material is deposited along the coast. Sediment is dropped where the coast changes direction.</i></p> <p><b>Level 2 Clear (3–4 marks)</b> Clear understanding of complete process and use of technical language/exemplification. <i>Where waves break on a beach at an angle the material is moved along a beach. Where there is a change in the shape of the coastline the material will be deposited, forming a spit.</i></p>	(4 marks)
1(d)(i)	<p>Hard engineering Soft engineering (2 x 1)</p>	(2 marks)
1(d)(ii)	<p>Gabions      Sea Wall      Rock Armour</p> <p>(3 x 1)</p>	(3 marks)
1(d)(iii)	<p>Two reasonable points for each method Cliff drainage: Basic idea of draining water from cliff Idea of making the cliff more stable/reducing the risk of mass movement Groynes: Help build up beach/collect sand Beach protects land/absorbs wave energy</p>	(4 marks)

1(e)(i)	<p>Simple copy (word for word with nothing else) of annotations on Figure 4 – NO MARKS</p> <p><b>Level 1 Basic (1–4 marks)</b>                      Basic ideas which are largely copied from the resource.                      Some awareness of how managed retreat works for 4<sup>th</sup> mark.  <i>Some of the land is allowed to flood and this means the water can spread out. Marshes can develop and trees will grow. Also an earth bank has been built which stops water moving inland.</i></p> <p><b>Level 2 Clear (5–6 marks)</b>                      Clearer idea of how managed retreat uses the natural environment to protect inland areas.  <i>Managed retreat means that some land can be flooded but this allows that land to absorb most of the water from storms and when higher land is reached it provides a natural barrier. It means that large defences are not needed and the land itself is used to protect inland areas.</i></p>	(6 marks)
1(e)(ii)	<p>2 x 1 mark or 1 x 2 marks (developed point)</p> <p>1 mark – more wildlife/more trees/vegetation/nature reserve/less damage to environment/specific environments (saltmarsh) no visual pollution</p> <p>2 marks – ‘different environments can develop which are good for wildlife’                      – ‘different environments develop which are good for birdwatchers’                      – ‘does not damage the environment like hard engineering schemes’</p>	(2 marks)
<b>Total for Question 1: 43 marks</b>		



**Question 2 The urban environment**

2(a)(i)	1 mark for each correct point (2 x 1)	(2 marks)
2(a)(ii)	40%	(1 mark)
2(a)(iii)	1990-2020	(1 mark)
2(a)(iv)	Increased 50% less developed (3x1)	(3 marks)
2(b)(i)	Natural increase/more births than deaths - poor families having many children - any points about contraception - falling death rate/infant mortality - more children being born High birth rate/number of births/many births	(1 mark)
2(b)(ii)	<p><b>Level 1 Basic (1 – 4 marks)</b> Basic individual ideas about economic development</p> <ul style="list-style-type: none"> <li>- increasing jobs/incomes</li> <li>- opportunities created by cheap labour</li> <li>- opportunities for business (land/labour)/easy to set up</li> <li>- growing market (population)</li> <li>- companies moving in</li> <li>- possibility of tourism</li> <li>- improved facilities (healthcare/education)</li> <li>- more services available</li> <li>- better education/training opportunities</li> <li>- cheaper costs</li> <li>- limited regulation</li> <li>- transport developments</li> </ul> <p><b>Level 2 Clear (5 – 6 marks)</b> Some development which brings in broader factors/links points together</p> <ul style="list-style-type: none"> <li>- idea of a wide range of opportunities (multiplies)</li> <li>- idea of attracting multi-nationals/large companies</li> <li>- wide range of jobs (service opportunities)</li> <li>- improvements (government/individual schemes – housing/water/roads, etc.)</li> <li>- idea of growing wealth/taxation</li> </ul> <p>Linked ideas might include: <i>Better education and training in urban area will encourage new businesses to set up.</i></p>	(6 marks)

	<p><b>Spelling, Punctuation and Grammar</b></p> <p><b>Threshold Performance</b> 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><b>Intermediate Performance</b> 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><b>High Performance</b> Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context 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>
2(c)(i)	4912	(1 mark)
2(c)(ii)	<p><b>Do not</b> accept points about heavy rainfall or descriptions of flood events.</p> <p>Any two reasonable points which might include:</p> <ul style="list-style-type: none"> <li>- no protection evident</li> <li>- number of rivers/volume of rivers</li> <li>- town centre surrounded by rivers</li> <li>- building close to river banks</li> <li>- riverside areas quite flat</li> </ul> <p>1 mark basic reason <i>There are lots of rivers</i></p> <p>2<sup>nd</sup> mark, some idea why it might increase the flood risk <i>There are lots of rivers (1) so riverside areas could flood (2)</i> <i>There are lots of buildings near rivers (1) so water levels would only have to rise slightly for them to flood (2).</i> <i>Rivers join in Shrewsbury (1) so water levels could rise quickly.</i></p>	(4 marks)

2(d)	1 mark for each bar (2 x 1)	(2 marks)
2(e)(i)	Must be based on map evidence – one reason developed. Reasons might include - only 3 park and rides - all roads lead to the town centre - restricted number of road entries - restricted by river/few river crossings - high density of roads/buildings - narrow roads/easily blocked	(2 marks)
2(e)(ii)	2–5 km	(1 mark)
2(e)(iii)	Park and ride	(1 mark)
2(f)	Accept use of Shrewsbury park and ride.  <b>Level 1 Basic (1–2 marks)</b> Uses an example of traffic management and offers a simple explanation about how it might reduce congestion. <i>Improving public transport is a method for managing traffic. In many places new bus services have been put in place and lots of people are using them. This might mean fewer cars and therefore less congestion.</i> MAX 2 marks of simple lists of methods  <b>Level 2 Clear (3–4 marks)</b> Uses an example(s) of traffic management and offers a clear explanation about how it might reduce congestion. Some depth of understanding (place/type). Different methods with tentative development, some understanding of <b>how</b> they might reduce traffic congestion for 4 <sup>th</sup> mark. <i>Improving public transport might encourage people to use the bus, especially if it was reliable and cheap. Very frequent services at peak periods would reduce commuter cars going into town centres. All of this would reduce car numbers and congestion. Bus lanes would also stop buses being stuck in traffic and this would make using buses very attractive.</i>	(4 marks)

2(g)(i)	Urban management pedestrianisation recycling (3x1)	(3 marks)
2(g)(ii)	2 x 1 marks or 2 marks for developed point. - has community facilities (1) e.g. such as library (1) - list of examples (1) - working together/joining together (1) e.g. to improve local facilities (1)	(2 marks)
2(g)(iii)	<p><b>Level 1 Basic (1–4 marks)</b> Limited understanding of sustainability – tends to identify ‘green’ features – largely descriptive with tentative points about why these initiatives/features might help the environment/be seen as ‘good’ etc. <i>The town has recycling and produces energy so it will be good for the environment and not produce pollution.</i> 4<sup>th</sup> mark – some understanding of sustainability.</p> <p><b>Level 2 Clear (5–6 marks)</b> Some appreciation of sustainability (not necessarily defined) in terms of either people/or environment or general observations. Applies information from Figure 6 to the idea of sustainability. <i>The town will create all of its own energy which will be renewable. This means it will last forever and not create pollution. They don’t have to rely on anyone else. Also recycling means that no rubbish has to go elsewhere.</i></p>	(6 marks)
<b>Total for Question 2: 43 marks</b>		