

Geography A

General Certificate of Secondary Education

Unit **A674/01**: Issues in our Fast Changing World (Foundation Tier)

Mark Scheme for June 2012

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All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations



Annotation	Meaning
	Correct Response (use only to credit in point marked questions).
	Incorrect Response (use only to indicate incorrect in point marked questions).
	Information omitted.
	Unclear.
	Irrelevant.
	Development.
	Two statements are linked.
	To indicate the full extent of a statement which is credited.
	Highlighting an issue eg irrelevant paragraph. Use in conjunction with another stamp eg  or 
	Level one.
	Level two.
	Level three.
	Point has been seen and noted.
	Benefit of doubt given.



Question			Answer	Marks	Guidance
1	(a)		<p>The three correct statements are:</p> <ul style="list-style-type: none"> • Composting food can reduce waste (1) • Smog and haze can cause problems in cities (1) • Use of renewable energy sources reduces carbon emissions (1) 	3	<p>Indicate each correct point with a </p> <p>Point mark 3 x 1.</p> <p>If the candidate ticks four boxes then the maximum mark is 2.</p> <p>If the candidate ticks five boxes then the maximum mark is 1.</p> <p>If the candidate ticks all six boxes then they score 0.</p>
	(b)		<p>Indicative content:</p> <p>Any reasonable example which may include:</p> <p>Heat related deaths (1), mental health problems (1), death (1), stress (1).</p> <p>Flooding can lead to an increase in mental health problems (1).</p> <p>Flooding can lead to mental health (0).</p>	2	<p>Indicate each correct point with a </p> <p>Point mark 2 x 1.</p> <p>No development marks as question asks for two effects.</p> <p>Direct lifts are acceptable.</p> <p>No marks for “heart” and “health” related deaths unless the candidate clearly links them to the issue of climate change.</p> <p>Accept two ideas on the same line.</p>
	(c)	(i)	45	1	<p>Indicate each correct point with a </p> <p>“Millions” is in the questions so does not have to be included in candidate’s answer.</p> <p>Do not accept 44 or 46.</p>
		(ii)	1998 - 2000	1	<p>Indicate each correct point with a </p>

Question			Answer	Marks	Guidance
		(iii)	<p>Indicative content:</p> <p>Any reasonable example which may include:</p> <p>In the future cities could suffer from more air pollution (1) as more people own cars (1), there could be shortages of some food products (1), water supplies may need to be carefully managed (1). It will be overcrowded (1). Not enough school places (1). NHS waiting times get longer (1). Council housing under strain (1). Lack of employment opportunities (1).</p> <p>Travel will be slower (1) due to congestion (1) Travel will be harder (0) – why is it harder?</p> <p>Busy/ lots of cars/ lots of people = 0</p>	4	<p>Indicate each correct point with a ✓</p> <p>Point mark, allow development marks.</p> <p>Looking for the idea of an increase in the problem or a shortage.</p> <p>Only give marks for negative points.</p> <p>Impact needs to be in the city so no credit for climate change.</p> <p>Food and water can be credited separately as they are supplied to people in cities in different ways.</p> <p>Resources/ buildings is too general.</p> <p>Pollution needs qualification.</p>
	(d)	(i)	<p>Indicative content:</p> <p>Any reasonable example which may include:</p> <p>The environment:</p> <p>It has an energy efficiency strategy (1) to reduce the amount of fossil fuels being used (1), an Energy Action Plan has been created (1) to cut down electricity use in the future (1), a Charter for the Environment has been devised (1) to make all future buildings use less energy (1), residents and businesses are encouraged to recycle (1) so that less rubbish is sent to landfill (1), advice is available on energy efficiency through Warm Zone (1) so that people can improve the insulation on their homes (1).</p>	2	<p>Indicate each correct point with a ✓</p> <p>1 mark for what the evidence is (can be a lift) and 1 mark for developing it. 1 mark for what they are doing and 1 mark for why is it sustainable.</p> <p>Do not mark two different ideas.</p>


Question			Answer	Marks	Guidance
		(ii)	<p>Indicative content:</p> <p>Any reasonable example which may include:</p> <p>People and communities: Local people have been involved in improving their local area (1) so that projects will continue to be used in the future (1). Projects such as community gardens are supported (1) so local areas are more attractive (1). Community gardens (1) can be used to produce food which means that people won't be creating food miles (1). Local people are helping to improve their area (1) might means it won't cost as much (1). Community gardens are created (1) as this will improve people's quality of life (1).</p>	2	<p>Indicate each correct point with a </p> <p>1 mark for what the evidence is (can be a lift) and 1 mark for developing it. 1 mark for what they are doing and 1 mark for why is it sustainable.</p> <p>Do not mark two different ideas.</p> <p>If the candidate uses the same idea as in 1(d)(i) then credit the idea that scores the highest marks. If a candidate gives 1 undeveloped idea (recycling) and 1 developed idea (energy efficiency) in 1(d)(i) and then repeats the same developed idea (energy efficiency) in 1(d)(ii) they would be awarded 1 mark in 1(d)(i) and two marks in 1(d)(ii).</p>
		(iii)	<p>Indicative content:</p> <p>Any reasonable example which may include:</p> <p>Transport: Public transport is cheap and efficient (1) this means more people will use it (1). Electric buses operate on some routes (1) meaning that there is less air pollution (1). There are charging stations for electric cars around the city (1) as this means that the amount of carbon emissions is reduced (1). People are encouraged to cycle to work (1) so that the amount of exhaust fumes is reduced (1).</p>	2	<p>Indicate each correct point with a </p> <p>1 mark for what the evidence is (can be a lift) and 1 mark for developing it. 1 mark for what they are doing and 1 mark for why is it sustainable.</p> <p>Avoid cross-over with previous answers.</p>


Question	Answer	Marks	Guidance
2 (a)	<p>Indicative content:</p> <p>Any reasonable example which may include:</p> <p>Economic: Accept relevant key words or phrases on the following: The media centre (1), the sporting facilities will be available for local use (1), £17 billion will be spent on transport improvements (1).</p> <p>Do not accept key words or phrases on the following: 9000 new homes (0), legacy for sport (0), redevelopment of the site (0), pylons (0), zero waste (0), River Lea (0).</p> <p>Environmental: Accept relevant key words or phrases on the following: Pylons (1), River Lea was cleaned and a wetland created, (1), more green space (1), zero waste during construction (1), It will create an environmental legacy (1).</p> <p>Do not accept key words or phrases on the following: Legacy for sport (0), transport improvements (0), 9000 new homes (0), media centre (0).</p> <p>For the local community: Accept relevant key words or phrases on the following: £17 billion was spent on transport improvements (1), 9000 new homes (1), a legacy for sport will be created (1), Green spaces (1), pylons (1), promote environmental awareness (1), River Lea (1).</p> <p>Do not accept key words or phrases on the following: Zero waste (0), media centre (0).</p>	5	<p>Indicate each correct point with a </p> <p>Point mark.</p> <p>There are a number of possible responses to each section. Credit anything that is correct but do not double credit the same point if used twice – for example do not credit transport improvement against local community if this has been used as the example for economic sustainability.</p> <p>If the candidate does not use the resource booklet then they can still be credited.</p>

Question	Answer	Marks	Guidance
(b)	<p>Indicative content:</p> <p>Any reasonable example which may include:</p> <p>Transport congestion (1), Litter (1), Noise from crowds (1), Damage to wildlife (1), Increased waste from hotels and businesses. (1), trampling of green areas (1), carbon emissions (1), water shortages (1) smog/ haze (1).</p> <p>The following ideas would need linking to the environmental problem: more cars/ traffic (0), overcrowding (0), busy (0), drought (0).</p> <p>Building materials might clog the River Lea (0).</p>	2	<p>Indicate each correct point with a </p> <p>Two different ideas are needed.</p> <p>Only accept answers that might occur during the Games.</p> <p>Don't accept pollution without qualification.</p> <p>Ensure that the same idea is not credited twice.</p> <p>Credit two valid answers on the same line.</p> <p>Litter/ rubbish/ waste may be considered the same or different depending on the context of the answer.</p> <p>Do not credit both smog and haze (1 mark only).</p>
(c)	<p>Indicative content:</p> <p>Any reasonable example which may include:</p> <p>The local resident is not happy because the construction of the Olympic Village made her children's journey to school more dangerous (1) due to increased traffic and lorries (1).</p> <p>The local carpet retailer is not happy because her business will not benefit (1) as there will not be an increased demand for carpets (1).</p> <p>Two undeveloped ideas - The local resident is unhappy because it is more dangerous to take her child to school (1) or it may take longer (0). The hotel owner is unhappy because he has to employ extra staff (0).</p>	4	<p>Indicate each correct point with a </p> <p>Point mark (2x2).</p> <p>1 mark for a brief statement or information that may be lifted straight from the resource that states the issue the person is unhappy with.</p> <p>1 mark for developing the same idea to explain why the person is unhappy.</p> <p>Three marks should not be awarded for the same person.</p> <p>Do not credit two unconnected ideas for the same person</p> <p>The answer must be a negative impact.</p> <p>No marks for naming the people.</p>

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	The ice cream seller is unhappy because he has to order more stock (0).		<p>Candidates can utilise any of the characters from the resource. Credit other appropriate people who are not mentioned in Resource 7.</p> <p>Avoid crediting the same answer for two different groups of people.</p> <p>Credit can be given for problems people had during the construction phase of the Games.</p>
(d)	<p>Level 3 [5-6 marks] Candidate produces one or more detailed explanations of how people in Stratford benefit both now and in the future. There is a clear focus on the Stratford area. To be awarded 6 marks the candidate must provide at least 1 named group. Written work is legible and spelling, punctuation and grammar are accurate. Meaning is communicated very clearly.</p> <p>Level 2 [3-4 marks] Candidate produces one or more explanations of the benefits now and/ or in the future. The answer may lack detail or a clear explanation. Written work is legible and spelling, punctuation and grammar are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 [1-2 marks] Candidate only describes the benefits now and/or in the future. Answer lacks detail. Written work contains mistakes in spelling, punctuation and grammar, which sometimes hinder communication.</p> <p>0 marks Response does not address the question.</p>	6	<p>The response should be marked holistically. Use  to show where a statement has been developed. Examiners to label the overall level awarded at the end of the response. If the work does not address the question and is given zero marks then annotate the answer with a .</p> <p>The quality of written communication can be used to discriminate between answers within a level but should not be used to discriminate between levels.</p> <p>Answers that are clearly in the wrong section should be considered Level 1.</p> <p>Do not credit negative impacts of the Games.</p> <p>Benefits now could include:</p> <ul style="list-style-type: none"> • Jobs created during the Games. • Creation of green spaces and improved waterways such as the River Lea. • Increased business for hotel owners, restaurants, ice cream sales, museums during the Games.

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					<p>Benefits for the future could include:</p> <ul style="list-style-type: none"> • Legacy of sport created for the area. • £17 billion improvements to transport such as the light railway. • Creation of 9000 new homes. • The Olympic media centre will be used to attract new offices and businesses to Hackney.
3	(a)		<p>Level 3 [5-6 marks] Candidate provides a balanced answer including two clearly identified difficulties with at least one detailed developed suggestion that is linked to encouraging less car use. Answer shows a good understanding of the issue. Written work is legible and spelling, punctuation and grammar are accurate. Meaning is communicated very clearly.</p> <p>Level 2 [3-4 marks] Candidate provides an answer including at least one clearly identified difficulty. At least one described suggestion that will encourage less car use. The answer may lack balance and/or detail of how the school could overcome the difficulties faced. Answer shows some understanding of the issue. Written work is legible and spelling, punctuation and grammar are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 [1-2 marks] Difficulties may not be clearly identified, brief or absent. Suggestions on how the school might try and overcome these are briefly stated or absent. Written work may contain mistakes in spelling, punctuation and grammar, which sometimes hinder communication.</p> <p>0 marks Response does not address the question.</p>	6	<p>The response should be marked holistically. Use DEV to show where a statement has been developed into a Level 3 answer. Examiners to label the overall level awarded at the end of the response. If the work does not address the question and is given zero marks then annotate the answer with a 0-0-0</p> <p>Difficulties might be:</p> <ul style="list-style-type: none"> • Some parents might not be happy about their younger children walking to school. • Staff may be reluctant to use public transport if it makes their journey to work longer or they have books to carry. • Problems faced in trying to change people's attitudes and habits. • These could be overcome by setting up walking to school groups, encouraging car pools for pupils and car sharing for staff. <p>Consider school to include the whole community including parents, staff, children and governors.</p> <p>Ignore the structure provided for the candidate's answers. Difficulties maybe located throughout the answer.</p>

Question	Answer	Marks	Guidance
(b)	<p>Indicative content:</p> <p>Any reasonable example which may include:</p> <p>Turn off lights when they are not being used (1) so that less electricity is being used (1).</p> <p>Turn off all the lights in the school for a day (1).</p> <p>Have sensors on the lights (1) so they turn off when someone is not in the room and save electricity (1).</p> <p>Recycle paper (1) so less electricity is used in the production of more (1).</p> <p>Solar panels are installed (1) so renewable sources of energy are used (1).</p> <p>Recycle (1) so less waste is sent to landfill (0).</p> <p>Install double glazing (1) as this means you spend less money on energy (0).</p> <p>Turn the heating down in the winter (1) so you save energy (0).</p> <p>Walk to school (0).</p> <p>They could turn off all the electricity in the school (0).</p>	4	<p>Indicate each correct point with a </p> <p>Point mark (2x2).</p> <p>First mark for identifying an appropriate way and second for the explanation of how this would reduce energy use.</p> <p>Do not credit a more detailed description of the method as a development of the way to reduce energy.</p> <p>Do not credit “this saves energy” as it is a simple re-stating of the question.</p> <p>Do not credit transport ideas.</p> <p>The way energy is saved may be stated in the “explanation” section rather than on the “way” line.</p> <p>Saving money should not be credited as it is not an explanation of how energy will be saved.</p>

Question	Answer	Marks	Guidance
(c)	<p>Level 3 [5-6 marks] Candidate produces a structured discussion of why creating a sustainable future is important for everyone. Answer may include more than one aspect of sustainability and should address the idea that “everyone must work together”. Written work is legible and spelling, punctuation and grammar are accurate. Meaning is communicated very clearly.</p> <p>Level 2 [3-4 marks] Candidate provides some discussion of what can be done to create a sustainable future using examples. They may only focus on one aspect of sustainability. The answer may not clearly address “for everyone”. Written work is legible and spelling, punctuation and grammar are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 [1-2 marks] Answer shows a limited understanding of why creating a sustainable future is important and may contain very brief or wide, general statements. Candidates may describe the effect of being unsustainable but don’t say how they can be reduced. Written work contains mistakes in spelling, punctuation and grammar, which sometimes hinder communication.</p> <p>0 marks Response does not address the question.</p>	6	<p>The response should be marked holistically. Use  to show where a statement has been developed. Examiners to label the overall level awarded at the end of the response.</p> <p>Creating a sustainable future is important for everyone for a number of reasons. If everyone acts together changes can be made for the environment and people. Local authorities can provide a number of different schemes such as installing energy efficient heating to reduce carbon emissions and encouraging greater use of public transport and cycle schemes. Individuals have to be prepared to make changes, for example by changing the way they travel to work to reduce emissions and by recycling more to reduce landfill. It is important for everyone to work together as we are all responsible for causing damage to the environment.</p>

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