

Geography A

General Certificate of Secondary Education

Unit **A674/02**: Issues in our Fast Changing World (Higher Tier)

Mark Scheme for June 2012

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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>Indicative content:</p> <p>Use of reclaimed and recycled building materials (1) reduces the need to create new materials (1), composting food (1) cuts the amount of waste produced (1), less waste will be sent to landfill sites (1) so they are not used up as quickly (1).</p>	2	<p>Point mark 2 x 1. Use a  to show where the mark was awarded.</p> <p>1 mark should be awarded for stating the main idea and 1 mark should be given for linking it to sustainability. The idea can be lifted directly from the resource booklet.</p> <p>Recycling products, resources and materials are acceptable but “things” or recycled on its own would get no marks.</p> <p>Ensure the answer is a waste issue either from the resource or the candidate’s own knowledge. Do not accept answers that are not related to waste such as Transport, Energy or Fair-Trade.</p>


Question	Answer	Marks	Guidance
(b)	<p>Indicative content:</p> <p>As temperatures increases (1) and more air conditioning will be used (1) and electricity bills will increase (1).</p> <p>As temperatures rise (1) more people may suffer from heat related health problems (1) especially older or younger people (1) or increasing the number of people using hospitals and other medical facilities (1).</p> <p>Increased frequency of storms (1) may lead to more homes being flooded (1) creating more stress and mental health problems, such as depression, for those affected (1).</p> <p>Melting ice caps (0 on own) causes cities to flood (1) leading to destruction of homes and businesses (1).</p>	3	<p>Point mark Use a  to show where the mark was awarded.</p> <p>A maximum of 2 for a simple list of unrelated effects or impacts. Reserve at least one mark for developing an effect or idea.</p> <p>There are a number of possible ideas which candidates could use from the resource, linked to the weather, food supply, water supply and water quality.</p> <p>Most examples are going to be based on London but accept answer that might refer to conditions in other cities including LEDCs.</p> <p>Sea level rise would not be considered worth a mark without links to impacts such as flooding.</p> <p>Do not credit heat island effect on its own but credit how it may be increased by climate change.</p> <p>Do not credit points relating to farming outside the city but credit limited food supply for people living in the city.</p>

Question	Answer	Marks	Guidance
(c) (i)	<p>Indicative content:</p> <p>Overall the urban population of the UK has increased (1) from 2 million in 1800 to 52 million in 2000 (1).</p> <p>The urban population has increased (1) from 20% of the total population in 1800 to 90% in 2000 (1).</p>	2	<p>1 mark for identifying the increase. 1 mark for stating correct years and figures from the graph. Use a  to show where the mark was awarded.</p> <p>All four values need to be expressed or allow answers that show calculations have taken place (e.g. over the 200 years the population has risen 50 million).</p> <p>Any value between 2 and 3 million is acceptable in 1800 and between 52 and 53 million in 2000. Any increase of between 49 million and 51 million is acceptable.</p>
	<p>(ii)</p> <p>Indicative content:</p> <p>In the future roads could become more congested (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).</p> <p>An increase in people will need more buildings (0), extra resources (0) and more infrastructure (0). Planners would face a challenge caused by the extra pollution (0).</p>	3	<p>Point mark, 3 x 1, allow development marks. Use a  to show where the mark was awarded.</p> <p>Accept any reasonable suggestions about the likely challenges for planners.</p> <p>Ensure that the answer is linked to an increase in population in cities.</p> <p>Education/ health/ water supplies would not be awarded a mark however too few schools/ hospitals/ hose pipe ban would be awarded a mark.</p> <p>Credit congestion and overcrowding as they imply an increase in population.</p> <p>Lack of jobs should be expressed as lack of places to work.</p> <p>Pollution without qualification is too general as is Facilities/ Resources/ infrastructure.</p>



Question	Answer	Marks	Guidance
(d)	<p>The response should be marked holistically. Use  to show where a response has been developed. Examiners to label the overall level awarded at the end of the response.</p> <p>Answers need to demonstrate an understanding of why Newcastle is a sustainable city and why at least one measure introduced shows planning for the future.</p> <p>Level 3 [5-6 marks] Candidate fully discusses, with specific examples from the resource, how Newcastle will be able to maintain its position as a sustainable city. The answer must consider the future. Must address to what extent at least one measure may or may not be successful for 6 marks. 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 some ways in which Newcastle will be able to maintain its position as a sustainable city. Statements are developed. Some evidence is provided from the resource. Written work is legible and spelling, punctuation and grammar are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 [1-2 marks] Candidate provides some basic statements about why Newcastle is a sustainable city. A list of statements from the resource booklet without development. Answers that focus on other places are limited to Level 1. 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>Newcastle is likely to maintain its position as a sustainable city because it addresses both the environment and the future lives of local people:</p> <ul style="list-style-type: none"> – In relation to the environment, there is an energy strategy and action plan as well as a charter for the environment which plans for the future. Old heating systems are replaced with energy efficient ones and council tenants are provided with free electricity use monitors. – There are also schemes to encourage as much recycling as possible which will reduce landfill in the future. – The council works closely with local people and community groups to help them plan schemes which will bring future benefits such as community gardens. As it involves the local people in the planning it is more likely to keep running in the future. – The provision of charging points means people are more likely to buy electric cars in the future and this will reduce carbon emissions. – Consider why Newcastle might not retain its place such as only older housing having new boilers or electric cars being very expensive.



Question	Answer	Marks	Guidance
2 (a)	<p>The response should be marked holistically. Use  to show where a response has been developed. Examiners to label the overall level awarded at the end of the response.</p> <p>Examples should be selected from Resource 6 and clearly linked to one of the three elements in the question – economy, environment and local community.</p> <p>Level 3 [5-6 marks] Candidate writes a balanced answer which clearly addresses all three elements and shows a good understanding of sustainability. 6 marks are reserved for clear references to sustainability/ future for each section. Specific detail from the resource is used to support statements made. Written work is legible and spelling, punctuation and grammar are accurate. Meaning is communicated very clearly.</p> <p>Level 2 [3-4 marks] Candidate develops one or two of the elements. May show some understanding of sustainability. Ideas from the resource booklet may be used to provide detail. Written work is legible and spelling, punctuation and grammar are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 [1-2 marks] Candidate may not clearly distinguish between the three elements and only shows basic/no understanding of sustainability. Limited use is made of the resource or answer consists only of lifted information. 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 economy – After the games, the Olympic media centre will be used to attract new offices and businesses to Hackney, the facilities will be used by locals for sport and community. 12000 permanent new jobs have been created which will give people employment after the Games are finished.</p> <p>The environment – 52 electricity pylons have been removed and replaced by underground cables, the River Lea was cleaned and a wetland created.</p> <p>The local community – £17 billion was spent on transport improvements, after the Games the Olympic Village will be converted into 9000 new homes.</p> <p>In-migration should not be considered as it may be not sustainable for the local community.</p> <p>Jobs should be considered as economic whereas wages should be considered as part of the local community element.</p>

Question	Answer	Marks	Guidance
(b)	<p>Indicative content:</p> <p>Transport congestion (1), Litter (1), Noise (1), Damage to wildlife (1), Increased waste from hotels and businesses (1), trampling of green areas (1), carbon emissions (1), water shortage due to an increase in people (1)</p> <p>The following answers would need linking to the environmental problem: more cars/ traffic (0), overcrowding (0), busy (0), drought (0).</p>	2	<p>Use a  to show where the mark was awarded. 2 different ideas are needed. Only accept answers that might occur during the Games so construction = 0.</p> <p>Don't accept pollution without qualification.</p> <p>Accept any reasonable environmental problems.</p> <p>Ensure that the same idea is not credited twice.</p> <p>Credit two valid answers on the same line.</p>

Question	Answer	Marks	Guidance
(c)	<p>Indicative content:</p> <p>E.g. 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>E.g. The local carpet retailer is not happy because his business will not benefit (1) as there will be a reduced demand for carpets (1).</p>	4	<p>Point mark 2 x 2. Use a  to show where the mark was awarded.</p> <p>1 mark for a brief statement or information lifted straight from the resource.</p> <p>1 mark for development/link to the idea of a negative impact.</p> <p>No marks for naming the people.</p> <p>There are a number of suitable opinions to choose from. Answers should show an understanding of the negative impacts of the Games for some people. Credit others not included if they are suitable.</p> <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>

Question	Answer	Marks	Guidance
(d)	<p>The response should be marked holistically. Use DEU to show where a response has been developed. Examiners to label the overall level awarded at the end of the response.</p> <p>There is a lot of information available in Resources 6, 7 and 8 from which candidates can select. In better answers benefits now and in the future will include facts and figures from the resources and linked to specific people/groups of people.</p> <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>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. <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. <p>Named groups may include local residents, retired people, business owners, young people, hotel owners.</p> <p>Economy on its own is non-specific. The terms local businesses or shops refer to Stratford more directly.</p> <p>No marks awarded for negatives. The question paper asks for benefits.</p>

Question			Answer	Marks	Guidance
3	(a)	(i)	<p>Indicative content:</p> <p>Some parents think that it is dangerous for their child to walk to school (1) so they drive them instead (1)</p> <p>Staff may live a long way from the school (1) and it is difficult to use public transport (1)</p> <p>It is not easy to change people's attitudes (1) because it is more convenient to take the car (1)</p> <p>The roads are difficult to cross (1) and this may discourage parents from applying to send children there (1).</p>	2	<p>Use a  to show where the mark was awarded.</p> <p>Accept any reasonable difficulties, either specific or in relation to general attitudes.</p> <p>1 mark for stating the problem and 1 mark for development.</p> <p>Consider school to include the whole community including parents, staff, children and governors.</p> <p>Point mark.</p>
		(ii)	<p>Indicative content:</p> <p>Walking to school groups could be established (1), led by the older pupils so parents know their children are safe (1). Parents who bring their children to school by car could be encouraged to collect another pupil on the way (1) to reduce the number of cars being used (1). Staff could be encouraged with incentives to car share or use public transport (1) which saves staff money (1).</p>	2	<p>Use a  to show where the mark was awarded</p> <p>Answers given will depend on those in 3(a)(i) and should be relevant.</p> <p>Point mark, allow 1 suggestion plus development or allow 2 different suggestions.</p>

Question			Answer	Marks	Guidance
	(b)	(i)	<p>Indicative content:</p> <p>Switch lights off (1), ensure heating is efficient (1), use renewable energy sources e.g. solar panels on school buildings (1).</p> <p>Use recycling facilities (0), switch off the electricity in the whole school (0)(not realistic).</p>	1	<p>Use a  to show where the mark was awarded.</p> <p>Accept any feasible suggestion for reducing energy use.</p> <p>Point mark 1 x 1.</p>
		(ii)	<p>1 mark for a brief description of why it might be successful (doesn't waste as much energy/ saves energy/ saves money/raises awareness).</p> <p>Reduces energy = 0 as it is in the question for 3(b)(i).</p> <p>Up to 3 marks for commenting why the implementation of the strategy might or might not be successful.</p> <p>The answer needs to be focused on the school (not e.g. carbon emissions).</p> <p>Trying to reduce energy use may not be successful because:</p> <ul style="list-style-type: none"> • Switching lights off may be difficult in some areas of the school. • Renewing heating systems is expensive. 	3	<p>Use a  to show where the mark was awarded.</p> <p>The marks in this question are for evaluating the success of a strategy.</p> <p>It is possible that they provide a strategy in 3(b)(ii) without putting it in 3(b)(i) or the name and the evaluation of the strategy are completely different. This can be awarded up to a maximum of two marks for a successful evaluation.</p> <p>Point mark, allow development to the maximum.</p>

Question	Answer	Marks	Guidance
(c)	<p>Examiners to label the overall level awarded at the end of the response.</p> <p>As candidates may use any of the resources to answer this question all such uses can be credited. Look for a clear understanding of the different aspects of sustainability covered in the resource booklet and an ability to discuss how the different groups mentioned in the question can contribute to creating a sustainable future. Credit answers which may also discuss why creating a sustainable future may not be important for some groups/people if reasons are valid.</p> <p>Level 3 [7-8 marks] Candidate produces a well rounded, balanced, exemplified discussion of how all the different groups can help to create a sustainable future. There is also clear discussion of the extent to which groups can contribute to this goal. Candidates display a good understanding of sustainable development. Written work is legible and spelling, punctuation and grammar are accurate. Meaning is communicated very clearly.</p> <p>Level 2 [4-6 marks] Candidate produces a discussion of how one or more of the groups can help to create a sustainable future but answer may lack balance or depth and detail. There is an awareness that the different groups contribute in different ways. Link to sustainable development may be weaker but present. Written work is legible and spelling, punctuation and grammar are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 [1-3 marks] Ideas lack focus on the different groups and may contain basic statements or lifted information only. Little/no understanding of sustainable development is shown.</p>	8	<p>Governments can introduce laws, for example about the amount of carbon emissions allowed and local authorities use these to plan their strategies such as increasing the number of homes with energy efficient central heating or encouraging more people to use public transport.</p> <p>Communities can look at ways of improving their local environment, for example by creating community gardens.</p> <p>Individuals can try and reduce their carbon footprint in a variety of ways, by walking or cycling, by using electricity from renewable energy suppliers, by ensuring their homes are insulated and by buying locally grown food. In theory if everyone made an attempt improvements could be made.</p> <p>However it can be difficult to change people's habits and attitudes and, when faced with other problems, individuals may not think about the future.</p> <p>"Everyone" and "we" should be considered as global population and only awarded Level 1.</p> <p>Schools can be considered to be the same as communities.</p>

Question			Answer	Marks	Guidance
			Written work contains mistakes in spelling, punctuation and grammar, which sometimes hinder communication. 0 marks Response does not address the question.		

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