

Geography B

General Certificate of Secondary Education (**Short Course**)

Unit **A772/01**: Key Geographical Themes (Foundation Tier)

Mark Scheme for June 2012

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Annotations

Annotation	Meaning
	Unclear
	Not used
	Use DEV within answer to show creditable detail/development
	Example / reference
	Use J within answer If only one basic valid idea for Level 1
	Annotate end of answer with L1 for overall level
	Annotate end of answer with L2 for overall level
	Annotate end of answer with L3 for overall level
	Not used
	Use PLC to indicate place specific detail for Level 3
	Correct point
	Omission mark
	Not used
	Not used

Question			Answer	Marks	Guidance
1	(a)	(i)	Precipitation, accept rainfall	1	1 x 1
		(ii)	Surface run-off (accept overland flow) or throughflow or groundwater flow credit if transfer is described without using terms in Fig. 1 e.g. water flows through the soil	1	1 x 1
		(iii)	Evaporation or transpiration or streamflow	1	1 x 1
	(b)		Leeds 1000 – 2499	2	2 x 1
	(c)		Problems could include: Flooding of / damage to home; so residents have to leave Loss of / damage to property / belongings; people may not be insured Fall in house prices; residents cannot sell their house Flooding of shops / factories / workplace; people cannot work / loss of earnings High insurance premiums; financial hardship / don't get insurance Drowning / people killed; swept away by strong current Roads flooded / disruption to transport; cannot get to work / school Crops damaged / farm animals killed; loss of income/possible food shortages/hunger Contaminated water / sewage in water; outbreak of disease	4	4 x 1 for basic ideas or up to 4 marks for a well developed explanation of one idea

Question	Answer	Marks	Guidance
(d)	Possible reasons could include: Higher rainfall, more snowmelt from hills More low / flat land / floodplain alongside river(s) Larger catchment area/denser network of streams/ivers Steeper valley sides in drainage basin Greater tidal surge Poor management/deforestation in drainage basin More built up areas in drainage basin / tarmac / concrete More settlements/more population living in flood prone areas Lack of investment in flood protection / no flood defences	4	4 x 1 for basic ideas or up to 4 marks for a well developed explanation of one idea credit near coast/river for 1 mark
(e)	Possible methods could include: Build / strengthen embankments / levees / make banks higher prevent river overflowing/increase carrying capacity of river Straighten river course / cut off meanders; to take water away more quickly Build a dam across river; to control water level and release of water into network Afforestation / plant trees; to soak up water/increase time lag Stop deforestation; to prevent further surface run-off Deepen / widen channel; to accommodate more water Flood barriers/levees alongside river; to prevent water overflowing Tidal barrier across estuary; to prevent inflow of sea water Diversionary spillways / overflow channels; to divert excess water Widen / higher bridges; to prevent water damming up behind debris	4	2 x 2 Two developed responses needed for full marks 1 mark for method, second mark for explanation of how river flooding is reduced Maximum of 3 marks for one well explained method

Question	Answer	Marks	Guidance
(f)	<p>Case Study: a river valley landform and processes</p> <p>Indicative content <i>Valid named river valley needed</i> <i>Specification content landforms are meanders, interlocking spurs, floodplains, river cliffs, valleys, waterfalls</i> <i>Accept other valid landforms such as delta, ox-bow lake</i></p> <p><i>Must explain how processes operate to shape/create/change the given landform example</i> <i>No credit for mention of process unless linked to landform</i></p> <p><i>Place specific detail could include accurate labels for features, location information</i></p> <p>Credit ideas in text and/or on diagram(s)</p> <p>Level 3 (7–8 marks) Demonstrates good knowledge of river landform and good understanding of processes. With detail for landform description/sketch and explanation of processes.</p> <p>Written work is legible and spelling, punctuation and grammar are accurate. Meaning is communicated very clearly.</p> <p>Level 2 (4–6 marks) Demonstrates sound knowledge and understanding of river landform and processes. With some detail for either landform description/sketch or explanation of processes.</p> <p>Written work is legible and spelling, punctuation and grammar are mostly accurate. Meaning is communicated clearly</p>	8	<p>Case study will be marked using three levels</p> <p>Award mark at top of level if answer consistently meets all the criteria for the level</p> <p>Award mark at middle of level if answer meets the criteria with some omissions, errors or inconsistency</p> <p>Award mark at the bottom of level if answer only just meets the criteria with several omissions, errors or inconsistency</p> <p>Annotate end of answer with L3, L2 or L1 for overall level Use J within answer if only one basic valid idea for Level 1 Use DEV within answer to show creditable detail/development Use PLC to indicate place specific detail for Level 3</p> <p>Level 3 Top of level will have detail for sketch/description and a clear explanation of how processes have formed the landform, with some place specific detail (such as rock type, named features, accurate location) Detailed response lacking place specific detail = bottom of L3 Must have a valid named river valley</p> <p>Level 2 Top of level will have a basic idea in description/sketch and for processes with detail/development for one of these. Will have additional features ideas for landform or a clear explanation of process(es)</p> <p>Bottom of level will have a basic feature/idea in sketch/description and a basic process idea or ... Detailed sketch/description with no valid processes ideas or Detailed processes ideas with no valid sketch/description</p>

Question	Answer	Marks	Guidance
	<p>Level 1 (1–3 marks) Demonstrates limited knowledge and understanding of a river landform or processes. With a basic feature for description/sketch or a basic idea about a process.</p> <p>Written work contains mistakes in spelling, punctuation and grammar, which sometimes hinders communication.</p>		<p>Level 1 Top of level will have one basic feature/idea for landform or a simple idea about a process.</p> <p>Bottom of level will be a named river valley with no further valid information.</p>

Question		Answer	Marks	Guidance	
2	(a)	(i)	One metre	1	1 x 1
		(ii)	Low Skirlington Accept Skirlington	1	1 x 1
		(iii)	Easington	1	1 x 1
	(b)		Relevant factors could include: Rock type, strength/power of waves, length of fetch, Coastal defences/management Explanation not needed	2	2 x 1 1 mark for each valid idea
	(c)		Problems could include: Loss of property, need to move Inability to sell property at risk/loss of investment Lack of insurance to compensate for losses Loss of business/livelihood if linked to farming and tourism Fear/anxiety of collapse of property	4	4 x 1 for basic ideas or up to 4 marks for a well developed explanation of one idea
	(d)		Methods could include: Gabions / boulder-filled wire cages/ revetments / wooden barriers /rip raps or rock armour / large boulders and rocks = all are wave-resistant structures built at the foot of cliffs to absorb the energy of the breaking waves. Sea wall / concrete wall built in front of the cliffs = deflect the power of waves and protect land behind the wall. Offshore breakwaters = force waves to break offshore; dissipates wave energy. Steel sheets erected in cliff face = adds strength to the cliff; protects the land behind it. Groynes / wooden breakwaters at right angles to coastline = trap moving beach material; build up protective beach. Beach replenishment/nourishment/recycling = energy of waves is absorbed by beach	4	Two developed responses needed for full marks 1 mark for method, second mark for explanation of how coastal erosion rate is reduced Maximum of 3 marks for one well explained method

Question	Answer	Marks	Guidance
(e)	<p>Advantages of managed retreat could include:</p> <ul style="list-style-type: none"> Attractive appearance Cheaper to maintain than hard engineering Creates new environments for birds, fish Creates recreational opportunities / nature reserves Increases areas of salt marsh Creates natural defence against erosion and flooding Once established is sustainable and requires little maintenance <p>Disadvantages could include:</p> <ul style="list-style-type: none"> Cannot be used where land is used for agriculture People lose their land as it is flooded People may lose their property/need to move Takes a long time to establish new environment and habitats Only suitable for lowland areas 	4	<p>Two developed responses needed for full marks</p> <p>1 mark for basic idea, second mark for explanation/development</p> <p>Maximum of 3 marks for a well explained advantage or disadvantage</p>

Question	Answer	Marks	Guidance
(f)	<p>Case Study: a coastal landform and processes</p> <p>Indicative content <i>Valid named coastal area needed, can be a named place e.g. Flamborough or stretch of coastline e.g. Holderness</i> <i>Specification Content = cliffs, headland, cave, arch, stack, beach, spit. Accept other valid landforms e.g. wave cut platform, stump, bars, tombolo.</i></p> <p><i>Must explain how processes operate to shape/create/change the given landform example</i> <i>No credit for mention of process unless linked to landform</i></p> <p><i>Place specific detail could include accurate labels for features, location information</i></p> <p>Credit ideas in text and/or on diagram(s)</p> <p>Level 3 (7–8 marks) Demonstrates good knowledge of coastal landform and good understanding of processes. With detail for landform description/sketch and explanation of processes.</p> <p>Written work is legible and spelling, punctuation and grammar are accurate. Meaning is communicated very clearly.</p> <p>Level 2 (4–6 marks) Demonstrates sound knowledge and understanding of coastal landform and processes. With some detail for either landform description/sketch or explanation of processes.</p> <p>Written work is legible and spelling, punctuation and grammar are mostly accurate. Meaning is communicated clearly</p>	8	<p>Case study will be marked using three levels</p> <p>Award mark at top of level if answer consistently meets all the criteria for the level</p> <p>Award mark at middle of level if answer meets the criteria with some omissions, errors or inconsistency</p> <p>Award mark at the bottom of level if answer only just meets the criteria with several omissions, errors or inconsistency</p> <p>Annotate end of answer with L3, L2 or L1 for overall level Use J within answer if only one basic valid idea for Level 1 Use DEV within answer to show creditable detail/development Use PLC to indicate place specific detail for Level 3</p> <p>Level 3 Top of level will have detail for sketch/description and a clear explanation of how processes have formed the landform, with some place specific detail (such as rock type, named features, accurate location) Detailed response lacking place specific detail = bottom of L3 Must have a valid named coastal area</p> <p>Level 2 Top of level will have a basic idea in description/sketch and for processes with detail/development for one of these. Will have additional features ideas for landform or a clear explanation of process(es) Bottom of level will have a basic feature/idea in sketch/description and a basic process idea or ... Detailed sketch/description with no valid processes ideas or ... Detailed processes ideas with no valid sketch/description</p>

Question	Answer	Marks	Guidance
	<p>Level 1 (1–3 marks) Demonstrates limited knowledge and understanding of a coastal landform or processes. With a basic feature for description/sketch or a basic idea about a process.</p> <p>Written work contains mistakes in spelling, punctuation and grammar, which sometimes hinders communication.</p>		<p>Level 1 Top of level will have one basic feature/idea for landform or a simple idea about a process. Bottom of level will be a named coastal area with no further valid information.</p>

Question			Answer	Marks	Guidance
3	(a)	(i)	Somalia	1	1 x 1
		(ii)	15 (accept 15000)	1	1 x 1
		(iii)	low	1	1 x 1
	(b)		Reasons could focus on positive and/or negative factors such as: Poor health care; lack of investment in hospitals / unavailability of doctors, medicines Healthy living conditions; access to safe water supply / hygienic sanitation Unhealthy diet / malnutrition; problems of food intake – lack of variety/unsuitable/ too much Improved education; more knowledge of childcare / healthy lifestyle (or vice versa)	4	4 x 1 for basic ideas or up to 4 marks for a well developed explanation of one idea Reasons must be linked to high and/or low infant mortality No double credit for positive/negative points linked to same factors
	(c)		2 marks for ideas about changes to literacy 1 mark for literacy will increase, second mark for reason more schools / teachers / increased spending on education 2 marks for ideas about changes to internet access 1 mark for internet access will increase, second mark for reason because more computers / internet cafes / mobile phones Families can afford PCs/mobile phones, improvement in national infrastructure such as broadband provision	4	2 x 2 or 3+1 Two developed responses needed for full marks 1 mark for any reference to increase e.g. "more", "higher", "rises" and "goes up", second mark for reason/explanation Credit reason for increase even if increase not stated Maximum of 3 marks for one well explained change No credit for how literacy/internet access affects development/quality of life.
	(d)		Life expectancy = how long people will live/are expected to live <u>and</u> as an age in years <u>or</u> as an average <u>or</u> for a country	2	1 mark for basic definition second mark for additional detail

Question	Answer	Marks	Guidance
(e)	<p>Benefits of aid could include: Provides money for investment in agriculture / water supply; helps to improve diet / health of local people Buys machinery to start new industries; creates more job opportunities / creates wealth Finances new projects such as h.e.p. / roads / clinics; help to develop local economy / improve quality of life</p> <p>Problems could include: If used inappropriately benefits are short-lived; does not promote sustainability Aid may be directed to capital-intensive project; may not help local people Country becomes dependent on aid; does not encourage self-help Aid may be tied to donor country; may not encourage appropriate development Aid from donor may be stopped/reduced Corruption may mean that aid does not reach the people it is intended for Aid in the form of loans creates debt</p>	4	<p>2 x 2 or 3+1 Two responses needed for full marks 1 mark for stating a basic idea, second for detail/explanation</p> <p>Maximum of 3 marks for a well explained benefit or problem</p> <p>1/2 marks only for lists of problems/benefits without explanation</p> <p>No credit for relief/emergency aid</p>

Question	Answer	Marks	Guidance
(f)	<p>Case Study: an aid project in an LEDC</p> <p>Indicative content <i>Aid project can be large or small scale and focus on NGO or government or international aid.</i></p> <p><i>No credit for responses which focus on fund raising in MEDCs</i> <i>Features of aid project should focus on what aid was spent on.</i> <i>Such as farming, health care, education, water supply, housing, sanitation, industry, job creation, credit specific ideas about refugee camps</i></p> <p><i>Affect on quality of life could be positive and/or negative and should be clearly linked to the aid project example given.</i></p> <p><i>Place specific detail could include named places within the LEDC, aid agencies involved, credible data linked to the project or its effects e.g. jobs created, costs of project</i></p> <p>Level 3 (7–8 marks) Demonstrates good knowledge and understanding of the features of a valid LEDC aid project and its affects on the people of the LEDC.</p> <p>Written work is legible and spelling, punctuation and grammar are accurate. Meaning is communicated very clearly.</p>	8	<p>Case study will be marked using three levels</p> <p>Award mark at top of level if answer consistently meets all the criteria for the level</p> <p>Award mark at middle of level if answer meets the criteria with some omissions, errors or inconsistency</p> <p>Award mark at the bottom of level if answer only just meets the criteria with several omissions, errors or inconsistency</p> <p>Annotate end of answer with L3, L2 or L1 for overall level Use J within answer if only one basic valid idea for Level 1 Use DEV within answer to show creditable detail/development Use PLC to indicate place specific detail for Level 3</p> <p>Level 3 Top of level will have detail about the features of the LEDC aid project with a clear explanation of its affects on the people of the LEDC, with some place specific detail (such as named places within the LEDC and/ or credible data linked to aid project or its impact on the people) Detailed response lacking place specific detail = bottom of L3</p>

Question	Answer	Marks	Guidance
	<p>Level 2 (4–6 marks) Demonstrates sound knowledge and understanding of a feature of a valid LEDC aid project and an affect on the people of the LEDC. With detailed ideas for one of these sections.</p> <p>Written work is legible and spelling, punctuation and grammar are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 (1–3 marks) Demonstrates limited knowledge and understanding with a basic idea about a valid LEDC aid project.</p> <p>Written work contains mistakes in spelling, punctuation and grammar, which sometimes hinders communication.</p>		<p>Level 2 Top of level will have basic idea(s) about a feature of the LEDC aid project and one affect on the people. Will have additional detail about the features or the affects.</p> <p>Bottom of level will have a basic idea about a feature of the aid project and a basic idea about one affect or ... Detail about the features of the aid project with no valid affects Valid named LEDC needed.</p> <p>Level 1 Top of level will have basic idea(s) about a valid aid project with no named LEDC Bottom of level will be a valid named LEDC place with no further valid information <u>or</u> a general idea about aid with no named LEDC or no reference to a valid aid project</p>

Question		Answer	Marks	Guidance	
4	(a)	Examples of primary industry could include Farming, fishing, forestry, mining, quarrying, extractive industries Definition of tertiary = provision of a service or transporting goods or selling goods	2	1 mark for example of primary industry 1 mark for definition of tertiary	
	(b)	(i)	8% (accept 7-9%)	1	1 x 1
		(ii)	Decreased	1	1 x 1
		(iii)	Tertiary	1	1 x 1
	(c)	(i)	Reasons for decline in secondary industry could include: Mechanisation/developments in technology; fewer people needed to work in factories Closure of manufacturing industries; production moved abroad Foreign competition in manufacturing; cheaper imports of products	2	2 x 1 or 1 x 2 1 mark for basic idea Second mark for second basic idea or for explanation/development of one idea No credit for increase in primary or tertiary
		(ii)	Reasons for increase in tertiary could include: Increase in service provision, wealthier population increase in retail sector/shopping centres, elderly population increase in health care services, economic development = increase in banking and financial services, development of tourist industry	2	2 x 1 or 1 x 2 1 mark for basic idea Second mark for second basic idea or for explanation/development of one idea No credit for decrease in primary and secondary
	(d)	Ways in which economic activities could increase the greenhouse effect <u>could</u> include: Power stations Manufacturing/Factories; Transport /more car ownership/more air travel Increased agriculture cattle farming/rice paddies; Deforestation; less trees to absorb carbon dioxide Increased use of aerosols / refrigerators/ air conditioning; release CFCs	4	2 x 2 or 3+1 Two developed responses needed for full marks 1 mark for idea, second mark for explanation/development Maximum of 3 marks for one well explained way Maximum of 2 marks for list of valid ways Credit reference to correct greenhouse gas(es) for development of idea given per economic activity No double credit for the same greenhouse gas	

Question	Answer	Marks	Guidance
(e)	Possible effects could include: Rising sea level; floods low-lying coastal areas Melting ice caps; sea level rises Extension of sub-tropical dry areas; adverse effects agriculture / water supply Change in rainfall patterns; desertification Change in temperature patterns; effects on tourism / agriculture Migration of tropical diseases to higher latitudes e.g. malaria Increased frequency and severity of extreme weather events Loss of habitats; polar bears on Arctic ice Loss of/change to ecosystems	4	2 x 2 or 3+1 Two developed responses needed for full marks 1 mark for idea, second mark for explanation/development Maximum of 3 marks for one well explained effect 2 marks maximum for a list of effects Credit explanation of how global warming causes the effect(s) and/or the consequences of the effect(s) Credit references to valid places linked to idea(s) as development e.g. flooding of Bangladesh Credit for valid ideas about possible positive effect Increased diversity of crops in temperate latitudes Increased tourism due to higher temperatures

Question	Answer	Marks	Guidance
(f)	<p>Case Study: a multinational company in a named country</p> <p>Indicative content <i>Must be a credible, named multinational company. Named country can be an LEDC or an MEDC.</i></p> <p><i>Advantages and disadvantages ideas must focus on people who live in the chosen country. Advantages could include jobs, wages, workers' benefits. Disadvantages could include low wages, poor conditions, affects of pollution on health.</i></p> <p><i>Place specific detail could include named places within the chosen country, credible data linked to MNC e.g. jobs, number of factories, information about MNC products/services</i></p> <p>Level 3 (7–8 marks) Demonstrates good knowledge and understanding of a valid multinational company and its advantages and disadvantages for the people within one named country in which it operates.</p> <p>Written work is legible and spelling, punctuation and grammar are accurate. Meaning is communicated very clearly.</p>	8	<p>Case study will be marked using three levels</p> <p>Award mark at top of level if answer consistently meets all the criteria for the level</p> <p>Award mark at middle of level if answer meets the criteria with some omissions, errors or inconsistency</p> <p>Award mark at the bottom of level if answer only just meets the criteria with several omissions, errors or inconsistency</p> <p>Annotate end of answer with L3, L2 or L1 for overall level Use J within answer if only one basic valid idea for Level 1 Use DEV within answer to show creditable detail/development Use PLC to indicate place specific detail for Level 3</p> <p>Level 3 Top of level will have detail to explain the advantages and disadvantages of a multinational company for the people of a country in which it operates, with some place specific detail (such as named places within the country and/ or credible data linked to the MNC and its products/services) Detailed response lacking place specific detail = bottom of L3</p>

Question	Answer	Marks	Guidance
	<p>Level 2 (4–6 marks) Demonstrates sound knowledge and understanding of a valid multinational company and an advantage and a disadvantage for the people within one named country with detailed ideas for one of these sections.</p> <p>Written work is legible and spelling, punctuation and grammar are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 (1–3 marks) Demonstrates limited knowledge and understanding with a basic advantage or disadvantage of a named multinational company for the people of a country in which it operates.</p> <p>Written work contains mistakes in spelling, punctuation and grammar, which sometimes hinders communication.</p>		<p>Level 2 Top of level will have basic ideas about an advantage and a disadvantage of the MNC for the people of the country. Will be additional detail about the advantage(s) or disadvantage(s).</p> <p>Bottom of level will have a basic idea about an advantage and a disadvantage of the MNC for the people of the country or...</p> <p>Detail for advantages with no valid disadvantages ideas or ... Detail for disadvantages with no valid advantages ideas or ...</p> <p>Valid named MNC and a country needed.</p> <p>Level 1 Top of level will have a valid named MNC and a basic advantage or disadvantage for the people. Bottom of level will be a valid named MNC with no further valid information <u>or</u> an advantage or a disadvantage with no valid named MNC.</p>

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