



**General Certificate of Secondary Education  
June 2010**

**Geography B**

**40351F**

**Foundation Tier**

**Unit 1: Managing Places in the 21<sup>st</sup> Century**

***Mark Scheme***

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**

**FOUNDATION TIER MARKING SCHEME**

**UNIT 1 (40351F)**

**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.

N.B. Only Level 1 and 2 descriptors will appear on Foundation marking schemes (front covers)

**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 – Foundation Tier**

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(a)(vi)	Most focus on local people  <b>Level 1 Basic (1–3 marks)</b> Basic understanding which brings in jobs and money with tentative points about living conditions (often single ideas). Jobs/money (2 marks) <i>Tourism creates jobs and people can earn more money. It is more reliable than farming and means people can improve their homes.</i>  <b>Level 2 Clear (4–5 marks)</b> Clearer understanding which considers individual opportunities and broader aspects of living conditions. Offers knowledge beyond resource. <i>Tourism brings work and money and offers people more opportunities than just farming. If people earn money they can afford better housing, food etc. Also, the area may have better facilities, like electricity and running water.</i>	(5 marks)
1(b)	Does not need to use Figure 1. Do not accept answers about global warming. Responses based on coastal defences acceptable.  <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>	(6 marks)

	<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. In St Lucia coral reefs have been damaged by tourist boats.</i></p>	
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<p>1(e)(i)</p>	<p>Simple copy (word for word with nothing else) of annotations on Figure 3 – 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> <p><b>Level 3 Detailed (7–8 marks)</b>            Detailed appreciation of how managed retreat can act as a natural defence.  <i>Managed retreat allows floodwater to encroach on the land up to where the land is naturally higher. This gives more space for wave energy to be absorbed. As salt marsh and vegetation develops it provides a natural protection against storms. An earth bank is also built. This is a natural looking feature that provides protection in the event of a severe storm.</i></p>	<p>(6 marks)</p>
<p>1(e)(ii)</p>	<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>	<p>(2 marks)</p>
<p><b>Total for Question 1: 50 marks</b></p>		



**Question 2**

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)	Drought Poverty 1 correct = 1 mark 2 correct = 2 marks 3-4 correct = 3 marks	access to services opportunities for training (3 marks)
2(b)(ii)	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)(iii)	<b>Level 1 Basic (1 – 4 marks)</b> Basic individual ideas about economic development - increasing jobs/incomes - opportunities created by cheap labour - opportunities for business (land/labour)/easy to set up - growing market (population) - companies moving in - possibility of tourism - improved facilities (healthcare/education) - more services available - better education/training opportunities - cheaper costs - limited regulation - transport developments  <b>Level 2 Clear (5 – 6 marks)</b> Some development which brings in broader factors/links points together - idea of a wide range of opportunities (multiplies) - idea of attracting multi-nationals/large companies - wide range of jobs (service opportunities) - improvements (government/individual schemes – housing/water/roads etc) - idea of growing wealth/taxation  Linked ideas might include: <i>'Better education and training in urban area will encourage new</i>	(6 marks)

	<i>businesses to set up.'</i>	
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</p> <p><i>There are lots of rivers</i></p> <p>2<sup>nd</sup> mark, some idea why it might increase the flood risk</p> <p><i>There are lots of rivers (1) so riverside areas could flood (2)</i></p> <p><i>There are lots of buildings near rivers (1) so water levels would only have to rise slightly for them to flood (2).</i></p> <p><i>Rivers join in Shrewsbury (1) so water levels could rise quickly.</i></p>	(4 marks)

2(c)(iii)	<p>Reference to <b>any</b> natural hazard acceptable. One hazard/range of hazards/one key idea (buildings etc) acceptable. Does not need to consider all 3 P's (prediction, planning, preparation).</p> <p><b>Level 1 Basic (1–3 marks)</b> Basic points which describe prediction/planning/preparation methods in general terms with no real exemplification (warn people/build safer buildings/tell people what to do etc). <i>Stronger buildings have been constructed in some cities and people are warned and told what to do in the event of an earthquake.</i></p> <p><b>Level 2 Clear (4–5 marks)</b> Clear points describing prediction/planning/preparation strategies with some exemplification (earthquake proof buildings, emergency procedures, emergency training, kits etc) <i>In Tokyo, Japan, many of the buildings are constructed with shock absorbers and cross bracing to withstand earthquakes. Some buildings have broader bases so they are not top heavy. Also there are earthquake drills and children are taught what to do if an earthquake happens.</i></p>	(5 marks)
2(d)	1 mark for each bar (2 x 1)	(2 marks)
2(e)(i)	<p>Must be based on map evidence – one reason developed. Reasons might include</p> <ul style="list-style-type: none"> <li>- only 3 park and rides</li> <li>- all roads lead to the town centre</li> <li>- restricted number of road entries</li> <li>- restricted by river/few river crossings</li> <li>- high density of roads/buildings</li> <li>- narrow roads/easily blocked</li> </ul>	(2 marks)
2(e)(ii)	2–5 km	(1 mark)
2(e)(iii)	Park and ride	(1 mark)
2(f)	<p>Accept use of Shrewsbury park and ride.</p> <p><b>Level 1 Basic (1–4 marks)</b> Uses an example of traffic management and offers a simple explanation about how it might reduce congestion. 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 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</p> <p><b>Level 2 Clear (5–6 marks)</b> Uses an example(s) of traffic management and offers a clear</p>	(6 marks)

	<p>explanation about how it might reduce congestion. Some depth of understanding (place/type).</p> <p><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></p>	
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2(g)(i)	Urban management pedestrianisation ecotown (3x1)	(3 marks)
2(g)(ii)	2 x 1 marks or 2 marks for developed point. - has community facilities (1) such as.....(1) - list of examples (1) - working together/joining together (1) to improve .....(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: 50 marks</b>		