

Version 1.0



**General Certificate of Secondary Education
June 2011**

**Geography
Full Course**

4035

Specification B

**Unit 1 – Managing Places in the 21st Century
Higher Tier**

Post-Standardisation

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

HIGHER TIER MARKING SCHEME

UNIT 1 (40351H)

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; uses a good range of specialist terms where appropriate
Considerable accuracy in spelling, punctuation and grammar.
Text is legible.

Level 3 : Detailed

Knowledge of accurate information appropriately contextualised and/or at correct scale
Detailed understanding, supported by relevant evidence and exemplars
Well organised, demonstrating detailed linkages and the inter-relationships between factors.
Clear and fluent expression of ideas in a logical form; uses a wide range of specialist terms where appropriate
Accurate use of spelling, punctuation and grammar
Text is legible
Level 3 does not always equate to full marks, a perfect answer is not usually expected, even for full marks.

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', 'L2' or 'L3' 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 L3, detail and balance here.*
- 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.

1(a)(i)	<p>1 mark – goes up/doubled/steady increase 2nd mark – accurate use of data/more than doubled/steady increase between 1990-2010.</p>	2 marks
1(a)(ii)	<p>Any two reasons (must be resident population – not tourism) – growth of industry / jobs – to be near family – people retiring – attractiveness of area (beach/climate)</p>	2 marks
1(a)(iii)	<p>Accept a broad interpretation of coastal environment.</p> <p>Level 1 Basic (1–4 marks) Max 2 – generic words (pollution/damage/habitat/ecosystem) – or copied points from figure 1. 3/4 marks. Some cause and effect. Use of example or Figure 1 <i>Development can cause a lot of pollution and with lots of people visiting the sea could be affected by oil from boats and litter. A lot of building might harm the visual appearance of the environment. This can be seen on the Mediterranean coast.</i></p> <p>Level 2 Clear (5–6 marks) Clear understanding of environmental impacts. Use of resource and/or clear use of example(s). <i>Development can mean a lot of building which would harm the environment. Industry can cause a lot of pollution to the sea by pumping out waste which could harm marine habitats. Millions of visitors might add to air pollution from cars and litter. Heavy industry like oil refineries and ports can also harm marine areas by increasing sea temperatures.</i></p>	6 marks
1(a)(iv)	<p>– National Forests – National Parks – Nature Reserve</p>	1 mark
1(b)(i)	<p>Level 1 Basic (1-2 marks) Basic description with limited explanation/does not consider whole coast OR describes the pattern on the whole coast with no explanation. <i>“Wave energy in the south west is strongest because the winds are strongest.”</i></p> <p>Level 2 Clear (3-4 marks) Clear description with at least one reason well expressed or clear reason(s) with lack of description. <i>“The area to the south west has the highest wave energy; most of the south east is moderate while the north coast is mainly low with some moderate areas. This is because the south west has the strongest winds, while in other areas such as the north, the waves are less strong.”</i> Max Level 2 if no real use of Figure 2 but shows understanding of the link between wind/wave energy.</p>	6 marks

	<p>Level 3 Detailed (5-6 marks) Detailed description of whole area with links to prevailing winds/sheltered areas etc expressed. <i>“The area to the south west has the highest wave energy, the south east is moderate, and the north coast is low with the exception of two west facing areas where it is moderate. The south west has high wave energy because it is open to the strong westerly prevailing winds. The north coast is more sheltered from the wind so wave energy is generally low.”</i></p>	
1(b)(ii)	<p>1 mark – strong wave energy – more erosion 2nd mark – added detail: – more hydraulic power (not just names of processes)/stronger waves add to affect of processes – bigger waves – more force/stronger – bigger waves carry more material which adds to abrasion (use of technical language not required).</p>	2 marks
1(c)(i)	<p>4×1 Arch Stack Cave Wave cut platform</p>	4 marks
1(c)(ii)	<p>Level 1 Basic (1–3 marks) Basic understanding of process (names of processes with no real explanation) and incomplete sequence. <i>The sea hits the cliff and it is eroded forming caves and arches. Eventually the arch gets bigger and collapses leaving a stack.</i></p> <p>Level 2 Clear (4–5 marks) Some clear link between processes and features and an understanding of the sequence of erosion. <i>The force of waves hitting the bottom of the cliff causes cracks and caves to develop. The waves carry sand and this speeds up erosion when it hits the cliff. Where land sticks out into the sea, the caves on each side break through to form an arch. With continued erosion, the arch collapses, leaving a stack.</i></p>	5 marks
1(d)(i)	<p>Level 1 Basic (1-2 marks) Describes basic differences between Zone A and Zone B, or more information about the zone, with limited explanation. <i>“Zone A has a wider beach than Zone B which is narrower because it has collected more sand.”</i></p> <p>Level 2 Clear (3-4 marks) Some description (can be implied) (more than bigger or smaller) and some explanation which involves some understanding of the groyne. <i>“At Zone A the beach is much wider than at Zone B where it is a very narrow strip. This is because at A the groyne catch the sand and this allows the beach to build up.”</i></p>	6 marks

	<p>Level 3 Detailed (5-6 marks) Detailed description and detailed explanation that includes linked ideas about longshore drift. <i>“At Zone A the beach is wider and at a clear angle whereas at Zone B it is narrow and straight. This is because longshore drift is moving beach material along the coast from west to east and it is captured by the groynes, giving a wider and angular beach. Not much material is reaching Zone B so there is very little beach.”</i></p>	
1(d)(ii)	<p>The key is why and not how.</p> <p>Level 1 Basic (1–2 marks) Basic understanding of the idea of valuable assets near the coast using Figure 4 or individual ideas. <i>Areas need to be protected because they might have towns, roads or industry like on Figure 4.</i></p> <p>Level 2 Clear (3–4 marks) Clearer appreciation of the need for coastal management with some development beyond Figure 4/use of own knowledge. <i>Many coastal areas have large towns, communication routes and business near the sea. This can be seen on Figure 4. If areas like this were to flood, millions of pounds worth of damage could be done and a lot of businesses ruined. Local road networks might be damaged for months and people killed.</i></p>	4 marks
1(e)	<p>Level 1 Basic (1–2 marks) Basic description of techniques (putting sand on beach/widening beach) OR Basic understanding of how soft engineering protects coastal areas (wide beach stops the sea reaching cliffs). MAX Level 1 if response only about managed retreat.</p> <p>Level 2 Clear (3–4 marks) Clear description of soft engineering methods (use of beach replenishment/re-profiling) OR Clear understanding of how soft engineering protects coastal areas (wide beach absorbs wave energy → reducing erosion).</p>	4 marks
1(f)	<p>Level 1 Basic (1–4 marks) Some awareness of the links between planning/using information and management OR Description of managed retreat with a general understanding of how it might protect the area in the future. Max 2 – list of management methods with no real development – mention of SMP (shoreline management plans) and/or ICZM (Integrated coastal zone management)</p> <p>Level 2 Clear (5–6 marks) Clear understanding of identifying risk areas and linking this to</p>	8 marks

	<p>management strategies OR developed ideas which explain how SMP and/or ICZM works OR Description/explanation of managed retreat in relation to rising sea levels or future management.</p> <p>Level 3 Detailed (7–8 marks) Detailed appreciation of using past information/current data to make decisions about future management OR Detailed understanding of SMP and/or ICZM OR Detailed explanation of how managed retreat might be part of a strategy to manage increasing sea levels.</p>	
	Total for Question 1: 50 marks	

2(a)(i)	Lagos	1 mark
2(a)(ii)	<p>Level 1 Basic (1–2 marks) Basic points about: More developed – stable Less developed – rapid growth Max Level 1 – repeating data with limited comparison. Max 1 mark if only MDC or LDC considered.</p> <p>Level 2 Clear (3–4 marks) Identifies basic differences between MDCs and LDCs. Accurate use of data to back up points.</p>	4 marks
2(a)(iii)	<p>(2 x 1) Credit two correct responses if on the same line. Any two points which could include push/pull factors. MAX 1 for reversed point (jobs in city/few jobs in countryside). No marks for simply stating 'push/pull' factors. Be aware of double crediting ('services' and then 'school')</p>	2 marks
2(b)(i)	<p>Level 1 Basic (1–4 marks) Shows awareness of resource or individual ideas which largely describe problems such as poor housing and basic generic ideas (pollution etc). <i>“There are lots of problems including poor housing, lack of sanitation and clean water and lots of pollution.”</i></p> <p>Level 2 Clear (5–6 marks) Shows awareness of resource and own ideas which describe some of the problems, and begins to consider the idea of challenge. Some appreciation of cause and effect. <i>“Poor housing and overcrowding is a real problem because it leads to an increase in disease. Supplying clean water and sanitation is a challenge for the government.”</i></p> <p>Level 3 Detailed (7–8 marks) Wide range of factors identified. Shows awareness of resource and individual ideas – picks up ideas which go beyond immediate points on the photograph. E.g. traffic, managing services, dealing with waste etc. Shows an understanding of cause and effect in relation to challenges. <i>“Urban areas are overcrowded and often have large slums with no proper sanitation. In these conditions disease spreads easily and there are real challenges of managing waste. With new people constantly arriving in the city housing the urban poor and supplying clean water is a real challenge.”</i></p>	8 marks

2(b)(ii)	<p>Level 1 Basic (1–3 marks) Largely generic ideas which might focus on housing schemes or improving services. <i>In some areas housing schemes have been set up to build better houses and piped water has been put into some areas.</i> Limited use of examples.</p> <p>Level 2 Clear (4–6 marks) Clearer ideas with individual schemes (housing, water) or broader development schemes. Clear use of examples. <i>In Sao Paulo there are government housing schemes and self-help schemes where improved housing is being built. In Mumbai old slums are being cleared and flats built for the poor. In these areas services such as water, electricity and drainage are included.</i></p>	6 marks
2(c)(i)	Any one of 6 0 777 021 8 2	1 mark
2(c)(ii)	3 (km not required)	1 mark
2(c)(iii)	Two different facilities (2x1) Golf course Leisure/Recreation centre/sports centre/Activity centre Playing field Park (Forest Park)/named park Sculpture trail Cycle track/National Trail/Recreational Route Forest/Woodland River/reservoir Footpath	2 marks
2(c)(iv)	Must express 'why' for the second mark (2x2) marks. 1 mark for basic reason. – near a river – burial ground – near landfill site – near prison – near sewage works – near power station – steep land 2 nd mark for some explanation – near a river (1) so the land might flood (1) – the land is steep (1) so it is difficult to build on (1) – expensive to build on (1) because of the steep land (1) – burial ground (1) cannot be built on (1) – near sewage works (1) so people will not want to live there (1) – near power station (1) so visual pollution (1) – near prison (1) building restrictions (1) – near landfill site (1) people will not want to live there (1) – nature trail (1) building may be restricted (1) building might disturb wildlife (1).	4 marks

<p>2(c)(v)</p>	<p>Accept interpretation of social environment as long as clearly urban/industrial. Max 2 marks.</p> <p>Level 1 Basic (1–2 marks) Some reference to urban/industrial area – basic point about pollution with simple qualification. <i>There are lots of roads on the map so there will be a lot of traffic pollution.</i></p> <p>Level 2 Clear (3–4 marks) Wide range of appropriate points which reference an urban/industrial area and some development/own knowledge. Clear reference to why it is a hazard. <i>On the map there are a lot of roads and factories. These create quite a lot of air pollution. Waste material might get into the rivers because they pass close to large industries. This can cause health problems in developing countries such as cholera.</i></p>	<p>4 marks</p>
<p>2(d)</p>	<p>Accept points about pedestrianisation (if appropriate)</p> <p>Level 1 Basic (1–3 marks) Lists methods with limited explanation. <i>“Park and Ride could be used and public transport developed. This would reduce car numbers.”</i></p> <p>Level 2 Clear (4–5 marks) Describes methods with some clear explanation about how they would reduce vehicle numbers and congestion. <i>“Improving public transport and making it more reliable and cheaper may encourage more people to use it instead of driving cars. This would reduce car numbers in town centres and cut congestion.”</i></p>	<p>5 marks</p>
<p>2(e)</p>	<p>Level 1 Basic (1-2 marks) Basic points about redevelopment projects with no real reference to Figure 9. <i>“Redevelopment projects can make areas look nicer and create lots of jobs.”</i></p> <p>Level 2 Clear (3-4 marks) Clear appreciation of how a redevelopment scheme might resolve some of the issues in Area A. OR Use of an example to express how redevelopment schemes can improve areas. <i>“Redevelopment schemes often include knocking down old houses and building new ones. This would improve the housing in Area A. If the houses are built separate from roads it might also increase air quality.”</i></p> <p>Level 3 Detailed (5-6 marks) Detailed understanding of how redevelopment projects could improve some of the key factors in Area A. OR</p>	<p>6 marks</p>

	<p>Use of an example to express how redevelopment schemes can improve socio-economic conditions. <i>“Redevelopment projects include new housing which would improve housing conditions and create jobs which might increase incomes. If the area has better lighting and more secure homes people will feel safer. Making some areas pedestrian only or putting in cycle ways could reduce air pollution.”</i></p>	
2(f)	<p>Explanation of ‘sustainable’ can be implied through use of environmentally friendly management techniques.</p> <p>Level 1 Basic (1–4 marks) Basic ideas which might list a number of factors (energy generation/building) with only tentative understanding of ‘sustainable’. Limited use of example(s) No example – max 3 marks.</p> <p>Level 2 Clear (5–6 marks) Good use of example(s) to show a clear understanding with some specific ideas (energy generation, building, community development etc) and general points about resource management. Clear awareness of the idea of ‘sustainability’ (does not have to be defined).</p>	6 marks