



**General Certificate of Secondary
Education**

Geography
(Specification B)

Foundation Paper

**Unit 1: Managing Places in the 21st
Century**

Specimen Mark Scheme

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the first operational examinations.

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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.

Where an answer fails to achieve Level 1, zero marks should be given.

Level 1: Basic

Knowledge of basic information

Simple understanding

Few links; limited detail; uses a limited range of specialist terms

Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.

Level 2: Clear

Knowledge of accurate information

Clear understanding

Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate

Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.

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 e.g. *Just L2, reasonably accurate knowledge or some clear understanding.*

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 mark 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 creditworthy. 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.

SECTION A - The Coastal Environment

Question 1

- 1(a)(i) (2 x 1)
 A – Pacific
 B – Atlantic **2 marks**
- 1(a)(ii) 1 correct – 1 mark
 2 correct – 2 marks
 ¾ correct – 3 marks **3 marks**
- 1(a)(iii) (2 x 1)
 West
 Miami **2 marks**
- 1(a)(iv) **Level 1 (Basic) 1–4 marks**
 Basic understanding which identifies the advantages of coastal areas and begins to show awareness of the links between living and working environments / idea of coastal areas as attractive places to live. Use of the resource to identify key ideas.
 Knowledge of basic information
 Simple understanding
 Few links; limited detail; uses a limited range of specialist terms
 Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.
 “There is lots of business in coastal areas so people often live there to work in local industry. This can be seen in Miami where some of the world’s largest businesses are found. The weather is also often good so people like to retire to coastal areas”.
- Level 2 (Clear) 5–7 marks**
 Clear understanding of the question with detailed use of the resource which identifies a number of economic and environmental opportunities offered by coastal areas. Added detail which develops understanding or adds locational detail.
 Knowledge of accurate information
 Clear understanding
 Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate
 Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.
 “Increasingly business is setting up in coastal areas and with the growth of tourism in many coastal locations there are a lot of job opportunities. People tend to move towards job opportunities, this can be seen in Florida with some of the world’s largest companies. Increasingly people from richer countries retire to the coast where the weather and environment are more appealing. An example of this can be seen in Europe with a lot of British people buying holiday or retirement homes in Spain or other parts of the Mediterranean coast.” **7 marks**

1(b)(i)	(4 x 1) Attrition Corrosion Abrasion Hydraulic action	4 marks
1(b)(ii)	(4 x 1) A – Beach B – Wave cut platform C – Cave D – Stack	4 marks
1(b)(iii)	<p>Level 1 (Basic) 1–3 marks Shows awareness of process but sequence not always complete and no real use of technical language. Knowledge of basic information Simple understanding Few links; limited detail; uses a limited range of specialist terms Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors. “When waves bash against the bottom of a cliff bits will eventually break and are taken away by the sea. Eventually the gap produced gets bigger and forms a cave at the bottom of the cliff.</p> <p>Level 2 (Clear) 4–5 marks Shows a clear awareness of the sequence of events and some technical appreciation of process. Knowledge of accurate information Clear understanding Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors. “When waves hit the bottom of a cliff the force of the water gets into cracks and breaks the rock around the crack. This is called hydraulic action. Once a crack is made larger the sea works on it by hurling pebbles and sand at it, wearing the rock away until a small cave is formed. With continued erosion the cave will get larger and larger.”</p>	5 marks
1(c)(i)	Groyne	1 mark
1(c)(ii)	→ Arrows left to right	1 mark
1(c)(iii)	1 mark for basic point / 2 nd mark for some development. The cliffs may be made of soft material (1) so will erode quickly (1). There are lots of houses on the cliff top (1) so they need to be protected (1). The area is a holiday area (1) so the beach needs to be protected (1).	2 marks
1(d)(i)	1m/per year	1 mark
1(d)(ii)	4029	1 mark
1(d)(iii)	6km	1 mark

1(d)(iv) South-East (SE)

1 mark

1(d)(v) **Level 1 (Basic) 1–3 marks**

Shows a basic understanding of how local coastal protection decisions affect people in different ways with tentative appreciation of the idea of conflict.

Knowledge of basic information

Simple understanding

Few links; limited detail; uses a limited range of specialist terms

Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.

“People at Happisburgh will not be very happy because without protection some of their homes may fall into the sea. People at Sea Palling will feel happier because they know that their homes are safe. People at Happisburgh might think that this is not very fair.”

Level 2 (Clear) 4–5 marks

Shows a clear understanding that decisions taken in a local area can affect people in very different ways and that this may cause local conflict and resentment.

Knowledge of accurate information

Clear understanding

Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate

Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.

“With no coastal protection the village of Happisburgh will eventually disappear and a whole community will be lost. Just down the coast at Sea Palling the village is protected by defences. People in Happisburgh will consider this to be very unfair and it may cause bad feeling between the two communities which are 6km apart. Local residents may protest and it may affect only long term community spirit in the area.”

5 marks

1(e)(i) **Level 1 (Basic) 1–3 marks**

Basic appreciation of human impacts on the environment (pollution, litter, land-use change). Largely descriptive and only tentative links to the idea of ‘damage’.

Knowledge of basic information

Simple understanding

Few links; limited detail; uses a limited range of specialist terms

Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.

“The sea is used by lots of people for both leisure and industry. Often oil gets into the sea causing oil pollution which may harm fish. Lots of building has taken place in coastal areas, changing the landscape from a natural area to a more built up environment.

Level 2 (Clear) 4–5 marks

Clear examples of how use of coastal areas puts pressure on land and/or marine based habitats with clear reference to the idea of ‘damage’.

Knowledge of accurate information

Clear understanding

Answers have some linkages; occasional detail/exemplar; uses some

specialist terms where appropriate

Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.

“When leisure boats or tankers pollute the sea with oil the pollution can harm marine ecosystems for a long time. When oil tankers sink this can cause massive amounts of damage. Many coastal areas have become very built up, totally changing the landscape and making it difficult for animals like birds to survive.”

5 marks

1(e)(ii) **Level 1 (Basic) 1–3 marks**

Basic understanding of conservation and protection with ideas about restricting development etc. Generic ideas with no real exemplification.

Knowledge of basic information

Simple understanding

Few links; limited detail; uses a limited range of specialist terms

Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.

“In some areas coastal areas have been turned into nature reserves where it is not possible to build and birds can nest without being disturbed.

Level 2 (Clear) 4–5 marks

Clear reference to an example which describes some of the measures being used to protect the environment.

Knowledge of accurate information

Clear understanding

Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate

Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.

“Some coastal areas like Hurst Castle Spit in Hampshire and parts of Norfolk have been made into Nature Reserves. In these areas the wildlife is protected and building is not allowed. There are strict conservation rules and the area is managed by nature wardens.

5 marks

Total marks for Question 1: 50

SECTION B - The Urban Environment**Question 2**

- 2(a)(i) Mumbai **1 mark**
- 2(a)(ii) Lagos **1 mark**
- 2(a)(iii) 1 correct – 1 mark
2 correct – 2 marks
3 / 4 correct – 3 marks **3 marks**
- 2(a)(iv) Asia **1 mark**
- 2(b)(i) 2 x 2
1 mark for explanation and 1 mark for an example. A push factor is something that forces you to move (1), for example drought which may stop you growing enough food (1). **4 marks**
- 2(b)(ii) **Level 1 (Basic) 1–3 marks**
Basic description of conditions with tentative links to 'quality of life'.
Knowledge of basic information
Simple understanding
Few links; limited detail; uses a limited range of specialist terms
Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.
"The houses are made out of bits of wood and are very close together. There is no proper sanitation or water supply. Because of this there will be quite a lot of disease and ill-health."
- Level 2 (Clear) 4–5 marks**
Clear appreciation of how conditions can affect 'quality of life' with relevant links expressed.
Knowledge of accurate information
Clear understanding
Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate
Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.
"With the houses so close together if there is an outbreak of infection it will spread very easily. With no sanitation water may become contaminated leading to stomach problems or water related diseases. If people are ill they cannot work and cannot afford medical care."
- 5 marks**
- 2(b)(iii) **Level 1 (Basic) 1–4 marks**
General description of how urban conditions are being improved. Ideas might include self-help schemes, government schemes, NGO projects etc. Shows awareness of the question but limited detail and locational exemplification.
Knowledge of basic information
Simple understanding
Few links; limited detail; uses a limited range of specialist terms
Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.

“In Brazil people are getting together to build better houses. The government are giving them some of the materials so that they can build better houses. The new houses will have running water.”

Level 2 (Clear) 5–7 marks

Clearer appreciation of particular schemes and how they are making a difference to quality of life.

Knowledge of accurate information

Clear understanding

Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate

Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.

“In Mumbai a local women’s group have set up a self-help scheme to build some basic houses. These will have electricity, running water and a toilet which will cut down the need to buy expensive bottled water or drink contaminated water. This should reduce the chance of disease. In Nairobi, Water Aid are putting in clean water supplies in some of the poorest areas.”

7 marks

2(c)(i) 3 x 1

Brownfield site

Central Business District

Ecotown

3 marks

2(c)(ii) Advantages

(4 x 1) or (2 x 2)

Four single points (1) – make it safer / make it cleaner

Two developed points (2) – with less care there will be less noise and air pollution.

4 marks

Disadvantage

1 simple idea (1) where will the traffic go?

1 developed idea (2) all the traffic will have to use other roads, causing congestion in other areas.

2 marks

2(d)(i) **Level 1 (Basic) 1–3 marks**

Describes some of the characteristics shown on the resource with tentative development.

Knowledge of basic information

Simple understanding

Few links; limited detail; uses a limited range of specialist terms

Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.

“When town centres decline shops close down and buildings fall into decay. The general environment begins to look very run down.”

Level 2 (Clear) 4–5 marks

Clear understanding of the question, good use of the resource and some developed ideas.

Knowledge of accurate information

Clear understanding

Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate

- Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.
 “When town centres decline the larger shops move away because of a lack of trade. Shops are left empty or taken over by cheaper shops selling basic goods. The general area falls into decline with areas being vandalised.” **5 marks**
- 2(d)(ii) 1 mark basic point – rising unemployment
 2nd mark some development – less money in the area so shops cannot afford to stay open. **2 marks**
- 2(e) **Level 1 (Basic) 1–4 marks**
 Some appreciation of improvements to the economy and the environment but lacks balance. Points often simple developments from the resource.
 Knowledge of basic information
 Simple understanding
 Few links; limited detail; uses a limited range of specialist terms
 Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.
 “With new shops and services opening new jobs will be created. There will be lots of money in the area. The canal will be much cleaner and it will be a more attractive environment.”
- Level 2 (Clear) 5–7 marks**
 Clear understanding of improvements to both the economy and the environment with developed ideas beyond the immediate resource.
 Knowledge of accurate information
 Clear understanding
 Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate
 Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.
 “The redevelopment scheme will create lots of building jobs and once it is completed hundreds of people will be needed to work in the new shops and services. The new houses will bring people back into the area. A car-free zone will mean no pollution and the general landscaping will improve the environment.” **7 marks**
- 2(f) **Level 1 (Basic) 1–3 marks**
 Basic points about building techniques. Simple descriptions which have no reference to the idea of sustainability.
 Knowledge of basic information
 Simple understanding
 Few links; limited detail; uses a limited range of specialist terms
 Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.
 “Modern buildings can have solar panels, and also small wind turbines. This will mean that they can use much less energy, especially if they are well insulated.”
- Level 2 (Clear) 4–5 marks**
 Clear understanding about how building techniques can make developments more eco-friendly.
 Knowledge of accurate information

Clear understanding

Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate

Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.

"Houses can use solar energy and small wind turbines to generate their own electricity. If they use efficient heating systems and houses are well insulated they can produce all the energy they need.

5 marks

Total Marks for Question 2: 50