

GCSE

Geography B

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

General Certificate of Secondary Education (Short Course)

Mark Scheme for June 2016

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations These annotations are on RM Assessor and must be used to clarify marking decisions

Annotation	Meaning
	Correct point. Place tick where credit given or point awarded within the answer.
	Unclear
	Use within case study response to indicate incorrect content, highlight with red shading
	Omission mark. Use to indicate something missing from response
	Annotate at end of case study answer for overall Level 1
	Annotate at end of case study answer for overall Level 2
	Annotate at end of case study answer for overall Level 3
	Use within case study answer to show basic point(s) for a Level 1 response only. Place the annotation near the last creditable idea within the case study answer.
	Use DEV with case study answer to show creditable detail/development of response
	Use DEV within a 4 mark response to show development of an idea or explanation
	Use PLC within case study answer to show creditable place specific detail for Level 3
	Use to show that all additional pages have been checked for content
	Use red highlighter within case study answer to show content that is incorrect (add red cross)
	Use green highlighter within case study answer to show creditable detail located in the wrong section of the case study page

Awarding Spelling, Punctuation and Grammar to scripts with a cover sheet

If a script has a **scribe cover sheet** it is vital to check which boxes are ticked and award as per the instructions below:

- a) Assess the work for SPaG in accordance with the normal marking criteria.
The initial assessment must be made as if the candidate had not used a scribe (or word processor) and was eligible for all the SPaG marks.
- b) Check the cover sheet to see what has been dictated (or what facilities were disabled on the word processor) and therefore what proportion of marks is available to the candidate.
- c) Convert the SPaG mark to reflect the correct proportion using the conversion table below.

SPaG mark awarded	Mark if candidate eligible for one third (eg grammar only)	Mark if candidate eligible for two thirds (eg grammar and punctuation only)
0	0	0
1	0	1
2	1	1
3	1	2

1. If a script has a **word processor cover sheet** attached to it the candidate **can** still access SPaG marks, unless the cover sheet states that the checking functionality is enabled, in which case no SPaG marks are available.
2. If a script has a **word processor cover sheet** **AND** a **scribe cover sheet** attached to it, see point 1 above.
3. If the script has a **transcript, Oral Language Modifier, Sign Language Interpreter or a Practical Assistant cover sheet**, award SPaG as normal.

Qu:	Answer	Marks	Guidance
1a)i)	1 mark for Giltar Point	1	1x 1
1a)ii)	1 mark for 2 km	1	1x 1
1a)iii)	1 mark for sand or sand dunes or dunes	1	1x 1
1b)	Deposition/longshore drift/transportation as a main process ✓ Additional marks for how beach is created: Loss of (wave) energy (dev) Transportation of beach materials (dev) Deposition by constructive waves (dev) Swash deposits material (dev) Swash stronger than back wash for deposits to build up (dev) Deposition takes place in sheltered bay (dev)	4	4 x 1 No credit for ideas about erosion
1c) i)	1 mark for headland	1	1 x 1
1c) ii)	1 mark reserved for a named erosion process ✓ abrasion/corrosion or hydraulic action or solution/corrosion 2 nd mark for how process erodes (dev) Abrasion = rocks flung against headland by waves (dev) Hydraulic action = air/water forced against headland (dev) Solution = chemicals in sea water dissolve headland rock (dev) 3 rd mark for how process changes the headland (dev) Erosion makes cracks in headland wider (or similar) (dev)	3	3 x 1 No credit for attrition, this involves pebbles/rocks becoming smaller, rounder, smoother as a consequence of abrasion Must include all three ideas for full marks

Qu:	Answer	Marks	Guidance
1d)	<p>Coastal erosion methods could include:</p> <p>Hard engineering methods ✓ such as sea walls ✓ rip rap ✓ rock armour ✓ revetments ✓ off shore reefs ✓ = create a physical barrier to reduce the impact of waves against the coastline (dev)</p> <p>Soft engineering methods ✓ such as beach replenishment ✓ beach nourishment ✓ groynes to trap longshore drift material ✓ Beach absorbs wave energy to reduce impact on coastline (dev) Credit for managed retreat ✓ reduces long term impact by allowing erosion of coastline to reach a natural equilibrium (dev)</p>	4	<p>2 x 2 Must be ✓ + (dev) x 2</p> <p>1 mark for a valid method, 2nd mark for explanation of how impact of erosion is reduced (dev)</p>
1e) i)	1 mark for ocean	1	1 x 1
1e) ii)	1 mark for surface run-off	1	1 x 1
1f)	<p>Causes of flooding of the built up area include:</p> <p>Heavy precipitation ✓ = increased run off into stream (dev) Ice melting ✓ = increased surface run off into stream (dev) Soil saturated ✓ = no throughflow so more run off (dev) Winter = less leaves on trees = ✓ less interception/transpiration ✓ = more run off (dev) Location of built up area at end of river network ✓ = built up of discharge from streams / transfers (dev) Location of built up area on flat land ✓ = floodplain area liable to flood (dev) Steep relief ✓ = rapid transfer of water (to built up area) (dev)</p>	4	<p>2 x 2 Must be ✓ + (dev) x 2</p> <p>1 mark for a possible cause of flooding 2nd mark for explanation (dev)</p> <p>Must show clear reference to Fig. 2</p>

Question	Answer	Marks	Guidance
1(g)	<p>Case Study: an example of a river valley landform.</p> <p>Indicative content <i>Must include a named river valley and a valid river landform</i> <i>Accept a valid named gorge or dale or delta as a correct example</i></p> <p><i>Specification Content = meanders, interlocking spurs, floodplains, river cliffs, valleys, waterfalls</i></p> <p><i>Accept other valid landforms such as terraces, delta, ox-bow lake, floodplain, gorge.</i></p> <p><i>Sketch will show correct shape of landform with labels for features; such as a rock layers, overhang and plunge pool for a waterfall</i></p> <p><i>Processes ideas must be coherently linked to landform example and will give detail about how the process(es) operate(s), such as: hydraulic action is where water is forced into cracks in the rock and/or information about how the landform is changed, such as: undercutting of the soft layer of rock causes the overhang to collapse.</i></p> <p><i>Credit valid process ideas labelled on sketch</i> <i>Do not credit ideas in sketch if repeated in text or vice versa</i></p> <p><i>Place specific detail could include the name of the landform such as 'High Force' waterfall, or other valid places names associated with the river valley landform example or correct detail about the rock type/materials associated with the landform</i></p>	9	<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 Valid named river valley needed for top of Level 3</p> <p>Top of level will have a clear labelled sketch of a river landform with detailed information about relevant processes, with place specific details. (such as a named landform or detail about the specific features)</p> <p>Detailed response lacking place specific detail = bottom of L3</p> <p>Level 2 Valid named river valley needed for top of Level 2</p> <p>Top of level will have a sketch of a river landform with valid information about relevant processes, with either valid labels on the sketch or detail about the processes.</p> <p>Bottom of level will have a basic sketch and a basic process idea or ...</p>

Question	Answer	Marks	Guidance
	<p>Level 3 (7-9 marks) Demonstrates good knowledge and understanding of the features of a river landform and the associated process(es) which affect(s) the landform</p> <p>Level 2 (4-6 marks) Demonstrates sound knowledge and understanding of a river landform and how a process can affect the landform. With detail about the landform or the process(es).</p> <p>Level 1 (1-3 marks) Demonstrates limited knowledge of a river landform or a process which can affect river landforms.</p>		<p>Valid labels on landform sketch with no valid process ideas</p> <p>Some detail about processes without a valid landform sketch</p> <p>Level 1 Valid named river valley landform needed for top of Level 1</p> <p>Top of level will have a valid landform with a basic landform sketch or a basic process idea</p> <p>Bottom of level will have a named river valley with no valid sketch or process idea or ...</p> <p>a basic landform sketch with no valid river valley or process idea</p> <p>a basic process idea with no valid river valley or landform sketch</p>
	<p>Spelling, punctuation and grammar (SPaG) are assessed Using the separate marking grid on page xx</p>	<p>SPaG 3</p>	

Qu:	Answer	Marks	Guidance
2a) i)	1 mark for Tanzania	1	1 x 1
2a) ii)	1 mark for Germany	1	1 x 1
2a) iii)	1 mark for 28%	1	1 x 1
2b)	<p>Evidence to show that Tanzania is less economically developed than Germany could include:</p> <p>Higher primary % ✓ = farmers growing own food/subsistence or employed on labour intensive cash crop farms (dev)</p> <p>Lower secondary % ✓ = lack of industry/investment/technology (dev)</p> <p>Lower Tertiary % ✓ = poorer population/lack of demand, limited service provision in LEDC. (dev)</p> <p>credit if valid evidence/explanation ideas are linked to why Germany is more economically developed than Tanzania (no credit for repetition of evidence for Tanzania and Germany)</p>	4	<p>2 x 2</p> <p>1 mark for evidence from Fig 9, 2nd mark for explanation of how evidence shows economic development</p> <p>Maximum 3 marks for detailed explanation of one piece of evidence</p> <p>Two valid pieces of evidence needed for full marks</p>
2c)	<p>1 mark for primary</p> <p>2nd mark for valid reason such as, picking crops/farming job/plantation/agriculture(or similar)</p>	2	2 x 1
2d)	<p>Relevant location factors for secondary industry could include:</p> <p>Near raw materials ✓ = reduce transport costs (dev)</p> <p>Near component supplies ✓ = reduce transport costs (dev)</p> <p>Near transport routes ✓ = for raw materials/components (dev) finished goods to market (dev); access for workers (dev)</p> <p>Near population centres ✓ = for workforce (dev), for markets (dev)</p> <p>Away from population centres ✓ = pollution (dev)</p> <p>Large site/area ✓ = needed for factory, stockyards (dev)</p>	4	<p>Maximum of three marks for a well explained idea</p> <p>Full marks available for four basic, valid ideas</p> <p>Must include at least two valid factors for full marks</p>

Qu:	Answer	Marks	Guidance
2e)	<p>Ideas to explain how the aid could help local people could include:</p> <p>Restored water system/water containers = access to clean, safe water ✓ = for drinking, cooking, hygiene (dev) = reduce spread of disease (dev) = healthier (dev)</p> <p>Shelter materials = rebuild/repair/build new homes ✓ = safe, secure place to live if home has been destroyed/damaged (dev)</p> <p>Food aid = reduce hunger ✓ = food supplies/crops may be affected by disaster (dev) = improve health (dev)</p> <p>Hygiene kits = keep family clean and healthy ✓ limit spread of disease (dev)</p>	4	<p>4 x 1 for basic ideas or up to 3 marks for a well developed explanation of one idea</p> <p>At least two ideas needed for full marks</p> <p>No credit for simple repetition of ideas shown in Fig. 12</p>
2f)	<p>Problems caused by MEDC aid to LEDCs could include:</p> <p>Large scale aid schemes may damage environment ✓ = such as flooding of farm land for HEP scheme (dev)</p> <p>Aid may exploit natural resources used by locals ✓ = such as forests, soil, water (dev)</p> <p>Aid may be tied or loaned ✓ = may cause future debt (dev) or dependency on MEDC products (dev)</p> <p>May encourage dependency on aid ✓ = instead of stimulating local development (dev)</p> <p>May depend on MEDC donations ✓ = compassion fatigue in MEDCs affects aid supply (dev)</p> <p>May not support/help those most in need ✓ = due to corruption (dev)</p> <p>May not be enough emergency aid ✓ = to save lives (dev)</p>	4	<p>2 x 2</p> <p>1 mark for valid problem, second mark for explanation of problem (either cause or consequence)</p> <p>Maximum of 3 marks for one well explained problem</p> <p>Must include two problems for full marks</p>

Qu	Answer	Marks	Guidance
2(g)	<p>Case Study: An economic activity that has damaged the physical environment</p> <p>Indicative content <i>Must be a clear, valid example of an economic activity</i> <i>Location can be local, regional or national scale</i></p> <p><i>Evidence of damage to physical environment must be coherently linked to the example given and could include:</i> <i>reference to pollution of air, water, soil, habitats</i> <i>impact upon wildlife/natural vegetation and/or ecosystems</i> <i>Credit for impact on human health</i> <i>Credit for ideas about global climate change if clearly linked to example given</i></p> <p><i>Management ideas must be coherently linked to the example given and could include reference to pollution control/prevention such as quotas/fines/legislation; or measures taken to protect specific habitats or endangered species such as forest reserves; credit for monitoring of pollution/damage to physical environments</i></p> <p><i>Credit for restoration of damaged environments /habitats or creation of new habitats to offset damage caused elsewhere</i> <i>Credit for ideas about effectiveness of management on the physical environment, success and/or failure</i></p> <p><i>Place specific detail could include accurate data for pollution or damage to physical environment; named companies involved or other organisations such as Greenpeace, named places associated with example given</i></p>	9	<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 BP 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 Valid economic activity and location needed for top of Level 3 Top of level will have detail about how the economic activity has damaged the physical environment and how this damage has been managed, with some place specific detail (such as relevant place names or credible data).</p> <p>Detailed response lacking place specific detail = bottom of L3</p> <p>Level 2 Valid economic activity and location needed for top of Level 2 Top of level will have a valid idea about how the economic activity has damaged the physical environment and how this damage has been managed, with detail about either the damage or the management.</p>

Qu	Answer	Marks	Guidance
	<p>Level 3 (7-9 marks) Demonstrates good knowledge and understanding of an economic activity example which has damaged the physical environment and how this damage has been managed. With detail for both sections.</p> <p>Level 2 (4-6 marks) Demonstrates sound knowledge and understanding of an economic activity example which has damaged the physical environment and how this damage has been managed. With detail for one of these sections.</p> <p>Level 1 (1-3 marks) Demonstrates limited knowledge and understanding of how an economic activity can damage the physical environment or how such damage can be managed.</p>		<p>Bottom of level will have a basic damage idea and a basic management idea ... or Some detail about the damage with no valid management ideas...or Some detail about the management with no valid damage ideas</p> <p>Level 1 Valid economic activity needed for top of Level 1 Top of level will have a valid example with a basic idea about damage to the physical environment or a basic idea about how damage can be managed</p> <p>Bottom of level will have a valid economic activity with no further valid information or ... a basic environmental damage idea or a basic idea about how damage can be managed with no valid economic activity given.</p>
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page xx	SPaG 3	

Spelling, punctuation and grammar (SPaG) assessment grid

<i>High performance 3 marks</i>
Candidates spell, punctuate and use rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.
<i>Intermediate performance 2 marks</i>
Candidates spell, punctuate and use rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>Threshold performance 1 mark</i>
Candidates spell, punctuate and use rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

The use of 0(zero) marks.

0 marks should be awarded when

- The candidate writes nothing;
- The candidate's response bears no relation to the question;
- The candidate's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning.

Maximum of 1 mark if candidate has only written one sentence

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