



GCSE MARKING SCHEME

SUMMER 2016

**GEOGRAPHY – SPECIFICATION B
UNIT 1 (Foundation Tier)
4241-01**

INTRODUCTION

This marking scheme was used by WJEC for the 2016 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

UNIT 4241/01 – Unit 1 Foundation Tier – Question 1

Question 1		Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total
1	Study the map and data below. They show information about the Pennine Way.							
(a)	(i) (ii) (iii)	Tick the correct answers to complete the sentences below.	Credit these answers only. Credit one mark for each correct answer.	Furthest south = Peak District Most visitors = Yorkshire Dales Edale to Malham = 90 kms			3	3
(b)		Study the cross section below. Complete the following sentences.	Credit one mark for each correct answer.	Kirk Yetholm = 110m (allow 100-120m) Cross Fell = 142km (allow 140-145)			2	2
(c)	More people are visiting countryside areas like National Parks each year.							
	(i)	Complete the 'heads' and 'tails' sentences by drawing lines to link with the correct answer. One has been done for you.	If it is not clear which box has been chosen, or there is more than one line to a box, no marks. Credit one mark for each correct linked box.		2			2

		Question 1	Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total
	(ii)	Explain why people living in villages and small towns along the route may benefit from these tourists.	<p>Levels of response marking. Work upwards through the levels.</p> <p>Award 0 marks if the answer is incorrect or irrelevant.</p> <p>Level 1: Simple statement(s). (1 mark)</p> <p>Level 2: Simple statement(s) are briefly elaborated. (2 marks)</p> <p>Level 3: Detailed and specific elaboration of initial statement(s). (3/4 marks)</p>	<p>Simple statements Jobs for local people</p> <p>Simple elaboration Local bus/train services are used more so service may be kept open.</p> <p>Detailed elaboration Shopkeepers/hotels and B&B's/pubs/cafes gain more customers so make more money</p> <p>Tourists spend money in local area which has a positive impact on the local economy so council services could be improved such as rebuilding a village community hall.</p>		4			4
(d) One of the issues in National Parks is the increasing number of people who buy a second home.									
	(i)	<p>Complete the graph using the following figures.</p> <p>Yorkshire Dales 15%</p> <p>Peak District 4%</p>	<p>Credit one mark for each correctly drawn bar.</p> <p>Does not have to be shaded to get mark.</p> <p>Yorkshire Dales line should be halfway between 14 and 16. If it touches either line, no mark.</p>	<p>Yorkshire Dales = 15%</p> <p>Peak District = 4%</p>			2		2

	(ii)	Explain why second home ownership may cause conflict.	<p>Levels of response marking. Work upwards through the levels.</p> <p>Award 0 marks if the answer is incorrect or irrelevant.</p> <p>Level 1: Simple statement(s). (1 mark)</p> <p>Level 2: Simple statement(s) are briefly elaborated. (2 marks)</p> <p>Level 3: Detailed and specific elaboration of initial statement(s) (3/4 marks)</p>	<p>Simple statements</p> <ul style="list-style-type: none"> - less homes for local people - house prices go up <p>Simple elaboration</p> <ul style="list-style-type: none"> - second home owners reduce housing supply for locals so young people have to move away. <p>Detailed elaboration</p> <ul style="list-style-type: none"> - second home owners may be resented by locals which causes bad feeling/poor community spirit. - Second home owners make less use of local services such as shops and schools so they may close down making life more difficult for residents. 		4			4
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Question		Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total	
(e)	(i)	<p>Choose one of these problems and describe possible solutions. You should refer to example(s) in your answer.</p>	<p>Levels of response marking. Work upwards through the levels.</p> <p>Award 0 marks if the answer is incorrect or irrelevant.</p> <p>Level 1: Simple statements. (1 mark)</p> <p>Level 2: Simple statements are briefly elaborated. (2 marks)</p> <p>Level 3: Detailed and specific elaboration of initial statements including place specific references for top of level. (3/4 marks)</p> <p>If write about <u>both</u>, credit only one.</p>	<p>Possible answers might include;</p> <p>Footpath erosion</p> <ul style="list-style-type: none"> • Develop new routes • Artificial surfaces used • Fence off areas so the land can recover • More signposts and notice boards to raise awareness • Use of volunteers to save money • Ban mountain bikes and horses from some routes <p>Traffic problems</p> <ul style="list-style-type: none"> • Better public transport/use of local minibus service • Road hierarchy schemes • Park and ride schemes • By-pass main towns • Limit car parking/ improve car parking • More cycle ways <p>Example of elaborated response</p> <ul style="list-style-type: none"> • By-pass around (named town) helps the flow of traffic, taking it away from the town centre, making journey quicker 	4				4

Study the information about a rural Visitor Centre which has been designed to be eco-friendly.

	(ii)	<p>Choose two design features and explain why each is an example of sustainable building design.</p>	<p>No credit for choice of <u>features</u>.</p> <p>Credit either one mark for a simple statement and one for an elaboration for each feature.</p> <p>Or</p> <p>Credit two simple statements for each feature.</p> <p>Only two marks available for each feature.</p>	<p><u>Solar Panels</u></p> <ul style="list-style-type: none"> • Renewable energy source • Reduces need for fossil fuels • Can be used to heat water in building <p><u>Sheep wool</u></p> <ul style="list-style-type: none"> • Natural material and renewable resource • Available locally so reduces transport costs and use of fuel. • Reduces heat loss so more energy efficient. <p><u>Grass/sedum on roof</u></p> <ul style="list-style-type: none"> • Cuts down on heat absorption • Insulates from the cold • Absorbs rain so reduces flood risk • Benefits local wildlife <p><u>Local timber and stone</u></p> <ul style="list-style-type: none"> • Provides local employment • Reduces need for imported products • Sustainable forests can be used • Blends in with local environment <p><u>Water barrels</u></p> <ul style="list-style-type: none"> • Recycles rainwater so saves water use • Can be used to flush toilets • Reduced flood risk 	2	2			4
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Question		Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total
(f)	<p>CASE STUDY: Either:</p> <p>(i) A case study about housing in an urban area</p> <ul style="list-style-type: none"> Name the urban area Describe the pattern of housing in different parts of this urban area. Explain why different groups of people live in different parts of this urban area. <p>Or</p> <p>(ii) Changes in retail (shopping) provision.</p> <ul style="list-style-type: none"> Name the urban area. Describe how shopping services are distributed across the area . Explain why this pattern exists. 	<p>Levels of response mark scheme. Work upwards from the lowest level. Award QWC as an integral part of a best fit decision.</p> <p>Award 0 marks if the answer is incorrect or irrelevant</p> <p>Level 1: Simple statements. Communication is basic: there is little or no structure and/or ideas are communicated in brief statements/bullet points. (1 mark)</p> <p>Level 2: Gives a range of generic descriptive or explanation points either of which is simply elaborated. Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar. (2/3 marks)</p> <p>Level 3: Provides an elaborated account which includes some description or explanation specific to the place. Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy. (4/5 marks)</p> <p>Max Level 2 if only one housing or shopping area is discussed.</p>	<p>Accept any example that relates to an LEDC, MEDC or NIC.</p> <p><u>Description</u> Should include type of housing and the geographical location within the urban area. Credit labelled sketch maps.</p> <p><u>Explanation</u> Must refer to specific groups such as by age, gender, socio-economic status. Explanation could include local or national housing policies, house prices, and variations in transport or services such as schools, shops and leisure.</p> <p><u>Explanation</u> The distribution of shopping services must form the basis for the description and the explanation.</p> <p><u>Description</u> The description of how shops are distributed will depend on the name of the urban area stated. Typical responses are likely to refer to the wider and scattered distribution of low-order shops (convenience shops) across a larger area. High order shops are likely to be located in the central business district. Large retail parks may be referred to. These are likely to be located on the edge of towns adjacent to main road junctions. The explanation of the pattern may relate to the expectancy frequency of use by the customers. Alternatively, the pattern may be explained with reference to historic or transport/access reasons. Some responses may make specific reference to the uniqueness of a particular location.</p>	2	3		3	8
TOTAL				10	13	7	3	33

Assessment of spelling, punctuation and the accurate use of grammar

Level	Performance descriptions
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the 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.
<i>Intermediate performance</i> 2 marks	Candidates spell, punctuate and use the 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>High performance</i> 3 marks	Candidates spell, punctuate and use the 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.

UNIT 4241/01 – Unit 1 Foundation Tier – Question 2

Question 2		Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total
2	Study the map and climate data below. It shows information about London (UK) and Kuala Lumpur (Malaysia)							
(a)	(i)	Compare the climate of the two places by completing the passage below.	Credit these answers only. Credit one mark for each correct answer.	More than November 14°C			3	3
	(ii)	One type of rainfall in Kuala Lumpur is convectional rainfall. Complete the diagram by adding the three correct numbers.	Credit one mark for each correct answer.	Left to right 4 1 2	2		1	3
	(iii)	A large company based in London has decided to open a new office in Kuala Lumpur. Several senior managers, along with their families, will move permanently to Malaysia. Describe how the climate in Malaysia may affect their lifestyle.	Answers must relate to climate and the effects on lifestyle, not just the effect of moving. Credit 2 simple statements, or two marks for an elaborated statement. No marks for simple climate statements	Responses may include reference to a range of factors related to lifestyle such as work / travel / leisure / clothing / housing / local foods/ daily routines / yearly routines. There may be some comparison with living and working in the UK. e.g. They will need to buy/wear lightweight clothing(1) as it is hot all year round/ no summer or winter differences in temperature (1) e.g. They may find sporting activity more tiring (1) , as the temperature and humidity are high all year round (1). e.g. Outside activities such as barbecues may be more difficult to plan (1) because of heavy rain all year round (1)		2		2

Question		Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total												
(b) Kuala Lumpur is in the tropics.																				
	Explain why plants in tropical areas grow at a rapid rate.	<p>Award 0 marks if the answer is incorrect or irrelevant.</p> <table border="1"> <tr> <td>Level 1 1 mark</td> <td>Simple statements</td> </tr> <tr> <td>Level 2 2 marks</td> <td>Simple statements are briefly elaborated.</td> </tr> <tr> <td>Level 3 3/4 marks</td> <td>Detailed and specific elaboration of initial statements.</td> </tr> </table>	Level 1 1 mark	Simple statements	Level 2 2 marks	Simple statements are briefly elaborated.	Level 3 3/4 marks	Detailed and specific elaboration of initial statements.	<p>Simple statement: It's hot and wet.</p> <p>Simple elaboration: It's hot all year round (most of the year), most days there is heavy rainfall.</p> <p>Detailed elaboration: Temperatures remain hot all year, (at least 25 degrees C). The sun is always overhead. Rainfall inputs are high, with either afternoon downpours or rainy seasons. High levels of nutrients are constantly available due to rapid nutrient recycling, caused by high humidity rates.</p>	2	2			4						
Level 1 1 mark	Simple statements																			
Level 2 2 marks	Simple statements are briefly elaborated.																			
Level 3 3/4 marks	Detailed and specific elaboration of initial statements.																			
(c) Study the weather map below. It shows a winter anticyclone over the United Kingdom in January 2014.																				
	(i) Complete the sentences by circling each correct answer.	Credit one mark for each correct answer.	<p>An anticyclone is an area of high pressure.</p> <p>Winds tend to be light in an anticyclone.</p>	2				2												
	(ii) Compare the weather in Birmingham and Edinburgh by completing the table below. Use the information in the key to help you.	<p>Credit one mark for each correct answer.</p> <p>No mark if minus sign not used for Birmingham temperature.</p>	<table border="1"> <thead> <tr> <th></th> <th>Birmingham</th> <th>Edinburgh</th> </tr> </thead> <tbody> <tr> <td>Cloud cover</td> <td>1/8</td> <td></td> </tr> <tr> <td>Temp in °C</td> <td>-2</td> <td></td> </tr> <tr> <td>Wind strength</td> <td></td> <td>15</td> </tr> </tbody> </table>		Birmingham	Edinburgh	Cloud cover	1/8		Temp in °C	-2		Wind strength		15			3		3
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Question		Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total
(d) In July 2013 the UK was affected by a heatwave.								
	<p>Study the information below which gives information about the heatwave.</p> <p>Describe how the heatwave could have affected each of the following groups of people.</p> <p>Holidaymakers.</p> <p>Farmers.</p>	<p>For each group of people ;</p> <p>Credit one mark for a simple statement and one mark for an elaboration.</p>	<p>Responses may include some of the following points.</p> <p><u>Holidaymakers</u></p> <ul style="list-style-type: none"> • Beaches/tourist attractions crowded • Roads more congested • Risk of heatstroke/sunburn • Need to keep hydrated especially children and elderly • Enjoy outside activities/ BBQ etc. <p><u>Farmers</u></p> <ul style="list-style-type: none"> • Crops need watering more frequently • Problems of water supply if streams dry up • Need to harvest crops before they spoil. • Risk of losing crops in a fire. • Animals need supply of water or could suffer with heatstroke e.g. pigs • Animals may need to be provided with shade. 		4			4

Question		Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total
(e)	Describe the hazards brought about by a prolonged period of high pressure in winter.	<p>Levels of response marking. Work upwards through the levels.</p> <p>Award 0 marks if the answer is incorrect or irrelevant</p> <p>Level 1: Simple statements (1 mark)</p> <p>Level 2: Simple statements are briefly elaborated. (2 marks)</p> <p>Level 3: Detailed and specific elaboration of initial statement. (3/4 marks)</p> <p>Credit reference to relevant named examples.</p> <p>Max Level 2 if only one hazard mentioned.</p>	<p>Responses may include reference to any of the following hazards and the effects on people.</p> <ul style="list-style-type: none"> • Frost may damage crops which could lead to a farmer losing money. • Hazards of icy roads leading to more accidents /increase in insurance claims. • Increased risk of hypothermia and other health problems. • Problems for elderly people in keeping warm in their homes and concern about heating bills. • Problems of people slipping over and injuring themselves. • Transport may be affected with cancellations and delays due to icing up of points on railways etc. or airport runways affected so delays to passengers. • Early morning fog causes poor visibility which could lead to road accidents. 	2	2			4

Question		Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total
(f)	<p>CASE STUDY: Either:</p> <p>(iii) A case study about managing an area threatened by coastal erosion.</p> <ul style="list-style-type: none"> Name the coastal area you have studied. Explain why the coastal area needs to be managed at this location. Describe how the coastal area is being managed. <p>Or</p> <p>(iv) A case study about flood prevention along a river.</p> <ul style="list-style-type: none"> Name a place where a river has been managed to prevent flooding. Describe the disadvantages of the flood prevention scheme. Explain why people hold different views about this flood prevention scheme. 	<p>Levels of response mark scheme. Work upwards from the lowest level. Award QWC as an integral part of a best fit decision.</p> <p>Award 0 marks if the answer is incorrect or irrelevant</p> <p>Level 1: Simple statements. Communication is basic: there is little or no structure and/or ideas are communicated in brief statements/bullet points. (1 mark)</p> <p>Level 2: Gives a range of generic descriptive or explanation points either of which is simply elaborated. Information is communicated by brief statements. There is a basic structure. There is reasonable accuracy of spelling, punctuation and grammar. (2/3 marks)</p> <p>Level 3: Provides an elaborated account which includes some description or explanation specific to the place. Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy. (4/5 marks)</p>	<p>Answers must relate to coastal areas where erosion is a threat.</p> <p><u>Explanation</u> Depending on the location chosen, explanation might include marine and sub-aerial processes. May refer to rates of erosion or erosion events in the past.</p> <p><u>Description</u> May refer to a variety of engineering approaches to managing coastal erosion. Could also comment on how successful the management has been.</p> <p>Answers must relate to rivers and the flood risk.</p> <p><u>Explanation</u> For the descriptive section, only the disadvantages of the scheme should be rewarded. Typically this will relate to cost/disruption in the construction phase/disruption and problems for those living nearby/problem of river navigation/lowering of visual quality.</p> <p><u>Description</u> For the explanation response, at the higher levels, the groups referred to must be overt and clear. Differing viewpoints may stem from issues about the cost to protect just some people whilst those not protected may still pay for the scheme. Some may be more disadvantaged by the completed scheme than others (eyesore/access issues etc.) . Some responses may relate to issues being created further downstream. Some may relate to issues affecting the local environment/ecosystem.</p>	2	3		3	8
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