



GCSE MARKING SCHEME

SUMMER 2016

**GEOGRAPHY B
UNIT 2B (Foundation Tier)
4242/02**

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.

GCSE GEOGRAPHY
SUMMER 2016 MARK SCHEME
UNIT 4242/02 – UNIT 2B SECTION A FOUNDATION TIER
Part A

Question		Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total
(a)	Study the graph on page 2 of the separate Resource Folder .							
	Circle the three correct answers in the sentences below which describe the trend in house building in England between 1950 and 2010.	Credit these responses only.	205,000 (1) 1968 (1) decreased (1)			3		3
(b)	Study the map on page 3 of the separate Resource folder . It shows population change in England between 2001 and 2011.							5
	(i) What was the population change in the North East region?	Credit this response OR any number between 2% and 4.9%	2-4.9% (1)			1		1
	(ii) An increase in population and a fall in house building has led to a housing shortage in England. Give two problems for people in areas where there is a housing shortage.	Credit 2 simple answers each with one mark. No credit for any explanation given or examples. Do not accept poor quality of life or poor standard of living.	Homelessness (1) Overcrowding (1) Relationship problems e.g. arguing with parents if having to live at home (1) Might have to share a home with others (1) House prices increase (1) Poverty caused by high rents/high house prices (1) Have to move/forced to move away (1) Cannot move (1)	2				2
(c)	Study the map on page 4 of the separate Resource Folder . It shows green belts in England. Use the map to complete the table below. You should tick (✓) two correct statements.	Credit one mark for each correct answer ticked.	Green belts are found surrounding urban areas. The Green belt which is furthest north is around Newcastle upon Tyne.			2		2

(d)	The Campaign to Protect Rural England says that a large amount of green belt is used for new housing developments. As a result, many woodland ecosystems are damaged.						
	(i)	Complete the food web to show that: owls eat voles badgers eat hedgehogs	Credit one mark for each correctly drawn arrow.	One arrow drawn from vole to owl (1) One arrow drawn from hedgehog to badger (1)		2	2
	(ii)	Name one tertiary consumer in this food web.	Credit one correct answer which must be from this food web.	Owl/fox/badger (1)		1	1
	(iii)	Suggest how this ecosystem could be affected if oak trees were cut down in order to build houses.	Credit each valid simple statement with one mark to a max of 2. Credit linkage/ elaboration for a further two marks. If no statements are about this ecosystem, max 2 marks.	Voles/ caterpillars reduced (1) so hedgehogs cannot feed on them (1) so number of hedgehogs decreases (1) so badger numbers decrease (1).		4	4

(e)	Explain why some people disagree with building new housing on green belt land.	<p>No credit for naming group.</p> <p>Credit up to two valid statements each with one mark (to max 2).</p> <p>For either valid statement, credit a valid <i>explanation / development point</i> for one additional mark (1+2 or 2+1).</p> <p>Or credit one valid statement that is explained by a chain of reasoning (1+1+1).</p> <p>Do not credit extinction of wildlife.</p> <p>Do not credit loss of jobs on farms.</p> <p>Do not credit cost of building houses.</p>	<p>Building on green belt damages the ecosystem / woodland / grassland (1) reducing habitats (1) damaging the food chain (1) reducing biodiversity (1).</p> <p>Ruins the view (1) ruins peace and quiet (1) so upsets local people (1).</p> <p>Building on green land can increase surface runoff (1) leading to an increase in the risk of flooding (1) and causing damage to homes and businesses (1).</p> <p>Reduces amount of farmland (1) so less food produced (1)</p> <p>Leads to urban sprawl (1) which increases traffic/ congestion (1).</p> <p>Less recreation space (1) so people have less opportunity for leisure/ walking (1).</p> <p>There are plenty of brownfield sites (1) so no need to use green belt (1).</p>	3			3
(f)	Explain why some people agree with building new housing on green belt land.	<p>No credit for naming group</p> <p>Credit up to two valid statements each with one mark (to max 2).</p> <p>For either valid statement, credit a valid <i>explanation / development point</i> for one additional mark (1+2 or 2+1).</p> <p>Or credit one valid statement that is explained by a chain of reasoning (1+1+1).</p> <p>Do not credit generic responses for building housing – ideas must be related to green belt land.</p>	<p>There isn't enough housing in the countryside (1) for young people (1) and this can lead to homelessness (1).</p> <p>There isn't enough housing in cities (1) because of population increase (1).</p> <p>Creates jobs by building houses / in services/ shops (1) so leads to positive multiplier (1).</p> <p>It is peaceful and quiet (1) so popular with people retiring (1).</p> <p>More council tax paid (1) so council can spend money on services / schools (1).</p> <p>To create more affordable housing (1) so young people can remain in the area (1).</p>	3			3

(g)	The Government is trying to encourage house building on brownfield sites.								
	(i)	What is a "brownfield" site? Tick (✓) the correct statement in the table below.	Credit this response only. Award 0 marks if more than one answer is ticked.	Previously developed land that can be redeveloped.	1				1
	(ii)	Study the information on page 5 of the separate Resource Folder . Suggest why the Government is in favour of building on brownfield sites.	Credit up to two valid statements each with one mark (to max 2) OR one fully elaborated response. For each valid statement, credit a valid <i>explanation / development point</i> for one additional mark (2+2). Do not credit any 'lifting' from the resource – credit only elaboration of these ideas.	Acts as a catalyst for community regeneration and restoration (1) providing affordable housing (1) create opportunities for employment (1). Can increase prices of housing creating more profit for local people (1). Infrastructure already there (1) so cheaper (1). <u>Enough to build 1.4 million homes</u> .. so no need to build on green belt land (1). <u>Shops and services are nearby</u> ... so creates new customers (1) increasing income for local businesses (1) so reduces need to use the car (1) <u>Reduces need for new roads</u> ... so saves money (1) which can be invested into health/ education/ housing (1). <u>Brownfield land is unattractive</u> ...so development removes an eyesore (1). <u>Brownfield land is polluted</u> ... uses up derelict land (1) thereby cleaning up environmental health hazard / eyesores (1) and improving the image of the area (1).		4			4
Total					9	9	8		26

Part B

Question		Rationale	Expected answer	AO1	AO2	AO3	SPaG	Total
(a)	Study the map on page 6 of the separate Resource Folder . In which region of England is the city of Newcastle upon Tyne located? Tick (✓) the correct statement in the table below.	Credit the correct response only. If more than one answer is ticked then no marks can be awarded.	North - East			1		1
(b)	Study the graph below. It shows the estimated number of future households in Newcastle upon Tyne. Describe the trend in the estimated number of households in Newcastle upon Tyne between 2015 and 2030. Use <i>figures in your answer</i> .	Reserve 1 mark for the trend. Credit up to 2 marks for using figures to describe overall trend. Credit 2 marks for calculation i.e. will increase by 15,000	It has increased (1) steadily (1) 122,000 in 2015 (1) to 137,000 in 2030 (1)			3		3
(c)	Study the map on page 7 of the separate Resource Folder							
(i)	What is the direction from Newcastle CBD to the Callerton development zone?	Credit one mark for the correct use of the compass.	North-West (1)			1		1
(ii)	What is the distance from Newcastle CBD to the Walker Riverside brownfield site?	Credit one mark for a response within this range. Units (km) must be given.	2.5km – 9km (1)			1		1

(d)	Study the map on page 8 of the separate Resource Folder .							
	Suggest two reasons why some people may be against the proposal to build houses in the Callerton green belt area. Use evidence from the map on page 8 of the separate Resource Folder to support your answer.	<p>Credit up to two valid statements each with one mark (to max 2).</p> <p>For each valid statement, credit a valid <i>explanation / development point</i> for one additional mark.</p> <p>For each valid statement, credit the accurate use of map evidence (below) for one additional mark.</p> <p><u>Map evidence:</u></p> <p>Reference to place names affected by the development Callerton, Westerhope, Woosington etc.</p> <p>Reference to roads B6324, A696</p> <p>Accurate use of direction or distance (in addition to place name or road).</p> <p>Do not accept that people will lose jobs because they will be late for work.</p>	<p>Residents in Callerton (1) will have views spoiled (1) could lead to house prices being reduced (1) cause stress / unhappiness (1) could have poorer health (1) because of increases in air pollution (1)</p> <p>Users of roads will be annoyed / inconvenience (1) because if increase in congestion (1)</p> <p>Loss of habitats (1) so wildlife will die/ move away (1)</p> <p>More traffic (1) on the B6324 (1) leads to accidents (1)</p> <p>Golfers will be disturbed (1) by noise of construction (1) as it is next to the golf course (1)</p>		4	2		6
(e)	Newcastle City Council is considering building housing on a number of brownfield sites in the city. These are shown on the map on page 7 of the separate Resource Folder .							
	(i) Study the newspaper article on page 9 of the separate Resource Folder . Explain why building housing on brownfield sites would help to improve the local economy.	<p>Credit up to two valid statements each with one mark (to max 2). For each valid statement, credit a valid <i>explanation / development point</i> for one additional mark. (2+2)</p> <p>OR credit one valid statement and one that is well elaborated. (3+1) or (1+3)</p> <p>Or credit one valid statement followed by a chain of reasoning</p>	<p>Provides jobs (1) could lead to the positive multiplier effect (1) because spending increases in local shops (1)</p> <p>House prices increase (1) because the area improves visually (1) and more people are attracted to the area so more people using local shops (1)</p> <p>New shops / businesses will be <u>attracted</u> (1) due to the improvements in the area (1) and they could also contribute to the positive multiplier effect (1) and will pay more taxes (1)</p>	4				4

			(1+1+1+1) Do not accept social or environmental impacts.						
	(ii)	Suggest why some people, who are already living in East Newcastle, may disagree with new housing being built on nearby brownfields sites.	Credit each valid simple statement with one mark to a max of 2. Credit linkage/ elaboration for a further two marks. Max 3 if no statements are about East Newcastle. Do not credit any 'lifting' from the resource – credit only elaboration of these ideas. Ideas must relate to the people living in the urban area not loss of ecosystem (for example) unless the answer explains how this impacts on the residents.	Increased housing density (1) in Walker Riverside/ Byker (1) so less privacy (1) more noise (1). More traffic (1) on the A184 (1) so more noise / air pollution (1) Schools don't have enough places (1) so pupils have to travel (1). The metro will be busier (1) so journeys to work are longer (1). There will be more competition for jobs (1) because population is larger (1).		4			4
	(f)	Any new housing built in Newcastle upon Tyne should be designed to be environmentally and socially sustainable. Complete the sentences below to explain how the following features may be sustainable. One has been completed for you.	Credit one mark for each valid statement. Credit max one mark per statement. Credit environmental, economic or social responses.	Houses have loft insulation so – householders will use less energy to heat their homes (1) so less CO2 emitted (1) cost less to heat (1) Recycling facilities are provided so – less raw materials need to be used (1) reduces landfill (1) not wasting resources (1) Green wildlife corridors will be created around housing so – wildlife will have a habitat (1) absorbs CO2 (1)	3				3
Total					7	8	8		23

Part C

	AO1	AO2	AO3	SPaG	Total
Question. <i>In this part you will advise Newcastle City Council which housing development option is best for Newcastle</i>	3	7	1	4	15
TOTAL for Unit 2B Foundation	18	24	18	4	64

LEVEL DESCRIPTIONS FOR PART C	
0	Award 0 marks if the answer is incorrect or irrelevant.
Level 1 1-3 marks	The candidate's response contains little specific detail about the area. There is no elaboration beyond that provided directly by the sources. <i>Communication is basic: there is little or no structure and / or ideas are communicated in brief statements / bullet points.</i>
Level 2 4-7 marks	The candidate's response contains some specific detail about the area and options. There is some elaboration of ideas beyond that provided by the sources. <i>Information is communicated by brief statements. There is a basic structure. There is some accuracy of spelling, punctuation and grammar.</i>
Level 3 8-11 marks	The candidate presents a letter that provides advice. Different options are considered, along with the effects of each and a clearly explained decision is made. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i>

Performance descriptions spelling, punctuation and the accurate use of grammar	
0	Candidates do not reach the threshold performance outlines 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> 2-3 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> 4 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.

Procedure for Part C

- This section is marked using a process of best fit where the candidate response is compared to levels of response mark scheme. Levels marking should be applied working upwards from the lowest to the highest level. The mark scheme comprises a number of hurdles that must be jumped in order to access marks within a level.
- Award QWC as an integral part of a best fit decision when making a judgement on the level.
- In levels marking candidates are credited for the quality of their answers, as opposed to merely crediting the number of responses they make. **Remember that you should apply no ticks when marking this section.** Mark the letter by indicating in the text where a contribution to a particular level has been made.
- Candidate responses in the letter and matrix should be considered together. As the degree of integration for a Level 3 response falls outside that possible to demonstrate in the matrix alone, marks in the highest level may, therefore, only be awarded to candidates who have completed the letter.
- If the candidate scores fewer than 7 marks in the letter look at the matrix. Apply a levels mark (L1 or L2) in the text wherever you judge a statement at that level has been written.
- Write a statement at the bottom of the matrix to indicate the overall level so far attained e.g. low / middle / high Level 1 / Level2.
- Credit the higher of the two marks gained by either the letter or matrix.

Award 0 marks if the answer is incorrect or irrelevant.

Once a mark (out of 11) has been awarded for the geographical content, award an additional mark (out of 4) as an assessment of the spelling, punctuation and the accurate use of the grammar.