GCSE

Geography B

90351F   Managing places in the 21st century
Mark scheme

Version 1.0: Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' 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.

Further copies of this mark scheme are available from aqa.org.uk

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.

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 at the end of the answer on the right hand side of the script.

Ticks must not be used where an answer is levels marked.

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

Use of Annotation Tool

The following annotations must be used:
- **Level 1 or Level 2 to indicate level of achievement**
- **Ticks on points marked questions**
- **"Seen" on any questions that have no other notation**
- **"Seen" where no other notation has been used on a page**

Other annotation that can be used:
- **Question mark - where an answer is unclear**
- **Underline - to indicate an error or incomplete answer (can be used with a question mark)**
- **Omission mark - where an answer is incomplete or a key point is missing**

General Advice

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.

1(a)(i)	Malaysia (accept Malaya)	1 mark AO1
1(a)(ii)	1 mark for both points (or intersection of cross) accurately marked, 1 mark for completed line. 1 mark if one point (or intersection of cross) accurate and completed line. On 480 or just below – not acceptable if there is a gap above the 480 line. Must not touch the 470 line.	2 marks AO3
1(a)(iii)	2 x 1 - Accept two answers if on one line. If more than two answers accept first two answers. Electrical goods (accept electrical ; Chemicals; Oil products (accept oil) Accept tourism since it is an export earner.	2 marks AO2
1(a)(iv)	**Level 1 Basic (1-4 marks)** Largely descriptive account of the different types of industry found near the coast. Some use of Figure 1 (implied use of Figure 1) or own knowledge (can be example(s) **or** development of ideas) **or** superficial use of both. Max – 2 marks if a simple list of activities with little or no locational reasoning (command is 'Explain') **or** simply identifies opportunities created by industry (jobs/money etc). For 3rd/4th mark answer offers some reasoning, although not always complete or clear. *'Lots of industry is found near the coast (IMPLIED use of Figure 1). This includes shipping and factories. In Southampton there are oil refineries and chemical works. The oil for these industries arrives by ship. There is also lots of tourism in coastal areas because people like to be near the sea.'* **Level 2 Clear (5-6 marks)** **Accept** one industry (tourism) if there is appropriate clarity and links to the coast as a locational factor. Use of Figure 1 **and** own knowledge (can be example(s) **or** development ideas). Offers some clearly developed reasons (command is 'Explain') why the coast is an important factor for the development/growth of industry. Explanation must be clear and complete. *'In Southampton there are lots of industries near the coast, including ship building, oil refining and chemical works. There are also lots of ports used for importing and exporting products on large ships, so being near the sea is vital. Large industries that rely on imported products like oil need large areas of flat land near deep water channels so*	6 marks 3 AO1 2 AO2 1 AO3

| | *Southampton is ideal. There is also a lot of tourist related industry near the coast because most people still want beach related holidays so that they can use the sea for water activities.'* | |

	Spelling, Punctuation and Grammar (SPaG)	
	Threshold Performance 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.	1 mark
	Intermediate Performance 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.	2 marks
	High Performance 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.	3 marks
1(b)	Conservation is not about hard/soft engineering. MAX Level 1 – if candidates discuss shoreline management (hard/soft engineering etc) with some context of how it protects physical environments. Allow access to both levels if context is about using managed retreat ideas in the context of the environment, as long as there is appropriate depth, as described in the level descriptors. 'Conservation' can be expressed by using environmental agencies, local or national planning initiatives **or** any appropriate conservation-related organisation. Might reference the idea in relation to zoning policy. No marks if just names/describes engineering project with no reference to idea of the coastal environment. **Level 1 Basic (1-2 marks)** Identifies methods of protection/names of protection agencies (National Trust; nature reserves, etc) with limited description of how they actually protect areas **or** names coastal defence measures and offers some link to environmental protection. Might focus on conservation (use of wardens in nature reserves etc) rather than "protection against economic development" expressed in the question. 1 mark – if appropriate place/example identified but no appropriate development give 1 mark. *'Some areas are nature reserves where people are not allowed to go and this stops the area being damaged.'*	4 marks AO1

Level 2 Clear (3-4 marks)
Some reference to restrictions on development (might be vague). Identifies methods of protection and offers some appreciation of how they operate to protect coastal areas in relation to economic development. Answers based on ideas about managed retreat need to have the same level of understanding/links to protecting the environment (rather than protection against flooding).

'Some coastal areas are made into nature reserves. In these areas building is restricted so the environment does not get damaged. Also the plants and animals are protected by having rules and making sure visitors do not disturb the wildlife. They have wardens to look after the area to make sure that it is not harmed.'

1(c)(i)	**Y** – Headland **Z** – Bay	2 marks AO2
1(c)(ii)	Be aware of implied reference in relation to the question ; - "retreated further…….." implying the clay - "it is harder….." implying the chalk 1 mark – single point: *chalk sticks out so must be harder* *clays/sands further back (no link to erosion)* 2 marks – developed point/relative point (one rock relative to another) – links softness to erosion *'The clays and sand have eroded back further than the other rocks so must be softer.'* MAX 1 mark if generic points about clay being softer but no relative reference to Figure 2.	2 marks 1 AO2 1 AO3
1(d)(i)	1 correct – 1 mark Recurved End / Prevailing Wind (not just wind) 2 correct – 2 marks Mud 3-4 correct – 3 marks Salt Marsh	3 marks AO1
1(d)(ii)	Deposition (no marks if more than one circled)	1 mark AO1
1(d)(iii)	**Level 1 Basic (1-2 marks)** Basic ideas about either how sediment is moved along a beach (by waves/wind) **or** how sediment is deposited to form a spit **or** basic idea of both ("material is moved along the beach and dumped") Just identifies/names "longshore drift"with no development-1 mark *'Sediment is moved along a beach and deposited.'* *'Sediment is deposited because there is a curve in the coastline and it gets dumped, forming a spit .'* **Level 2 Clear (3-4 marks)** Describes how sediment is moved along a beach (use of term *longshore drift* with some explanation is sufficient) and shows awareness of how sediment is deposited to form a spit. *'Sediment is moved along the coast by the action of longshore drift. Where the coast has a bend the sediment keep moving in its original direction, eventually be deposited to form a spit.'*	4 marks 2 AO1 2 AO2

1(e)(i)	Accept ticks/crosses or any clear mark. If more than three identified accept first three answers. 3 x 1 marks **rock armour** **sea wall** **gabions**	3 marks AO1
1(e)(ii)	**Level 1 Basic (1-2 marks)** Points largely identified from Figure 4 (sea walls/concrete barriers) with limited understanding of how these protect coastal areas beyond simple ideas about *'stopping waves/creating barriers'*. Limited appreciation of what they are protecting the coast from. Accept implied reference to hard engineering, "It creates a barrier………", since hard engineering is mentioned in the question. Simple identification of methods with no explanation ("there is a big sea wall") – MAX 1 mark. Basic link for 2 marks. *'On the photograph there are big sea walls. This means that the sea cannot get to the land.'* **Level 2 Clear (3-4 marks)** **Clear reference to "How". Some development of ideas.** Identifies hard engineering methods and shows some understanding of how they work ("deflects wave energy") and what are protecting areas against (accept points about flooding). *'Sea walls and concrete steps stop the power of the waves. This reduces the amount of energy so flood risk will be reduced. They also create a barrier between the land and sea so flooding will be reduced.'*	4 marks 2 AO1 1 AO2 1 AO3
1(f)(i)	Accept ticks/crosses or any clear mark. If more than two identified accept first two answers. 2 x 1 marks – **first** and **fourth** statement correct	2 marks AO1
1(f)(ii)	A – 2 x 1 marks – Simple identified points (water spreads out/salt marsh formed/earth bund/natural barrier/more space for water/reduce wave energy/allows area to flood) **or** 2 marks for developed/linked point: *'The water spreads out in the wetland, allowing some managed flooding"* *"The earth bank will stop water flowing inland, reducing flooding"* B – **Broad interpretation of "opportunities" (animal habitats/human links- bird watching)** 2 x 1 marks – simple points (nature reserves or bird hide/new trees/more vegetation/new habitats) 2 mark for developed/linked point: *'Managed retreat allows nature reserves to develop. This would*	4 marks 2 AO2 2 AO3

		encourage wildlife.'	
		Total for Question 1: *43 marks*	

2(a)(i)	4 x 1 marks **10 million (must have million or m)** **7** **less developed** **China**	4 marks AO2
2(a)(ii)	1 mark for each completed bar (line must touch the appropriate horizontal grid line at some point but not the horizontal grid line either side). **Width of bar not critical.** Dhaka 22 million Mexico City 21 million	2 marks AO3
2(a)(iii)	Moscow (if more than one city named accept the first answer)	1 mark AO2
2(a)(iv)	Accept points which include *push and/or pull* ideas. Reversed points are considered a single point. **Level 1 Basic (1-2 marks)** List points with no development/reasoning or relative judgements. *'Jobs/money/housing/schools/hospitals/water/disasters/war/drought/famine"* **Just 'jobs and money' – 1 mark** Single idea – 1 mark Two plus ideas – 2 marks Reversed basic statements ("few jobs/many jobs") are Level 1. *'There are jobs in the city and schools for children. There is also running water.'* ***Max Level 1 if the focus is about movement between countries.*** **Level 2 Clear (3-4 marks)** **Relative points (between rural/urban areas)** Offers some development/reasoning which suggests relative opportunity/advantage of urban areas. Makes linked points. ("Better education can lead to better jobs so increased income") *'There are more jobs in the city and people can get higher wages. Also there is more chance of education which will lead to better job opportunities and getting clean water which means less disease.'* **MAX** 3 marks if just a number (2 plus) of *more/better* type of observations with marginal development ("improve standards of living …….") 4 marks for some development of this (such as the disease point above).	4 marks 1 AO1 2 AO2 1 AO3

2(b)		6 marks 3 AO1 2 AO2 1 AO1
	Level 1 Basic (1-4 marks) Identifies problems (basic list of problems – MAX 2 marks). Some tentative or implied appreciation of the idea of 'challenge' or development of pressures (too many people/no landfill/links to disease). *'With so many people moving to the city there are lots of slums, many with no proper water supply or sanitation systems. Pollution is a real problem; this is clearly shown in Figure 7. In Rio de Janeiro, Brazil, crime is a problem and there is growing traffic congestion. It is a challenge because these cities are poor and cannot afford to do anything about these problems.'* MAX L1 if only Figure 7 **or** only own named example. **Level 2 Clear (5-6 marks)** Reference to Figure 7 and own named example. Some appreciation of *challenge* (might be implied – "poor water quality – disease" / "lack of housing – more slums") which goes beyond simply describing problems. This might be expressed in terms of the magnitude of the problem. ('The volume of traffic is increasing all the time but there are no new roads so managing congestion is difficult.') *'Rapid urban growth has caused slums to develop in many cities, including Mumbai (India) and Rio de Janeiro (Brazil). Dharavi, a large slum in Mumbai is so crowded it would be impossible to put in proper sanitation, and growth is so rapid the government cannot keep up with water supply. Because most of the people are poor, supplying housing that they can afford is a real challenge. Dealing with waste is a real problem; this can be clearly seen in Figure 7, where waste is just thrown in rivers, adding to the risk of disease. Creating waste plants and dealing with waste safely costs a lot of money which poor areas don't have. Managing all of these things is a real challenge.'*	

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	Intermediate Performance 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.	2 marks
	High Performance 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.	3 marks
2(c)(i)	1 mark – basic idea *'lots of different land uses'* , "*serves many purposes"* Max 1 mark if copied developments from resource 2 marks – some development, *'a place where people live and work'* or identifies different land uses to express mixed use idea, *'the area has industry, shops and housing'*. "Economic/social/environmental benefits"	2 marks 1 AO2 1 AO3
2(c)(ii)	2 x 1 marks. Any two reasonable (and clearly different) points: Improving living conditions (1 mark) Can be expressed as a need **or** potential improvement. Other possible ideas: • Poor quality environment • Industrial decline • Dereliction • Brownfield area • Low quality housing • Lack of services/facilities • High unemployment/lack of jobs/poor income • Poor links to city centre • Few recreational facilities	2 marks AO2

2(c)(iii)	Not just generic ideas (improve schools/better housing). **1. Improve educational opportunities**: Could pick out links to the science/learning centre or training links to new business. 1 mark – simple point which is identified from the resource *'new science learning centre'* 2nd mark – some development , *'which will increase opportunity for learning new skills and gaining science qualifications'* – *or makes comparison with what was there before(before-after idea)* **2. Improve housing conditions:** 1 mark - simple point which identifies new homes/residential areas being built. 2nd mark – some development (modern, more comfortable facilities) compares with what it was like before (before- after idea).	4 marks AO2
2(c)(iv)	"Physical environment" can include the built environment. Own knowledge can be development of ideas and/or locational exemplification. **Focus needs to be local environment NOT global warming etc** **General reference to pollution with no obvious qualification ("There will be less pollution") - Level 1** **Level 1 Basic (1-2 marks)** Simple ideas identified (more parks/more trees/less traffic, cleaning up urban areas etc) with limited development or explanation. Some use of resource **or** own ideas. *'They have planted trees and developed a park so the environment looks much nicer and it is a cleaner place to live.'* **Level 2 Clear (3-4 marks)** Use of resource and some development and/or additional use of example(s). Goes beyond simply identifying points and offers some reasoning/explanation. *'At Brindley Place, in the centre of Birmingham, the regeneration scheme has cleaned up the rivers and canals and created riverside walks. The area is now far less polluted and the river environment is much healthier. In Figure 8, they have created new parks and planted lots of trees. This improves the environment and will encourage more wildlife into the area. It also makes the area a lot cleaner and having pedestrian areas reduces traffic pollution.'*	4 marks 2 AO1 2 AO3

2(d)(i)	2308	1 mark AO3
2(d)(ii)	2 x 1 marks 285093- Business Park (NOT just "park") 257129 -Park and Ride (P&R)	2 marks 1 AO2 1 AO3
2(d)(iii)	2 x 1 marks NE (north-east) 3km	2 marks AO3
2(d)(iv)	2 x 1 **or** 1 x 2 **No evidence from ordnance survey map extract – 0 marks.** 2 basic points (2x1) - (near Norwich /away from city centre/more quiet than Norwich/nice countryside or woods /near roads and/or railway/industrial estate/healthy rural environment). **or (**1 mark**) -**implied observation without full evidence "It will be easy to get to work in Norwich (or nearby city)" (NOT just "it is easy to get to work"). **or** 2 marks for a developed point (near Norwich with roads nearby so it will be easy to get to work).	2 marks AO2

2(e)	**Own knowledge can be place based or about sustainability.**	4 marks
		2 AO1
	Level 1 Basic (1-2 marks)	2 AO2
	List of eco-friendly/sustainable ideas, either identified from Figure 10 **or** own knowledge/example. Focus might be narrow, only considering one or two aspects of sustainability (renewable energy; recycling, etc) with no real development.	
	If points simply selected from Figure 8 with limited development – MAX 2 marks.	
	'Sustainable settlements will have recycling facilities and not use very much energy. They will be built so that they do not damage the environment.'	
	Level 2 Clear (3-4 marks)	
	Use of Figure 8 and some development (either an understanding of "*sustainable*" **or** other place examples). Descibes a range of features that might make a settlement sustainable, going beyond what is identified on Figure 8.	
	'Sustainable settlements should try and be environmentally friendly and not have a big impact on other places. This means that buildings are energy efficient and they use renewable energy. They also recycle things like water. To try and cut down on pollution they have less cars and local facilities and jobs so that people do not have to drive everywhere.'	