

GCSE

# Geography B

90351H Managing places in the 21<sup>st</sup> century

Mark scheme

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9035

June 2015

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Version 1.0: Final

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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](http://aqa.org.uk)

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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.

#### 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.

#### Level 3: Detailed

Knowledge of accurate information appropriately contextualised and/or at correct scale  
Detailed understanding, supported by relevant evidence and exemplars  
Well organised, demonstrating detailed linkages and the inter-relationships between factors  
Clear and fluent expression of ideas in a logical form; uses a wide range of specialist terms where appropriate  
Accurate use of spelling, punctuation and grammar  
Text is legible  
Level 3 does not always equate to full marks, a perfect answer is not usually expected, even for full marks.

## **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, Level 2 or Level 3 to indicate level of achievement**
- **Ticks on points marked questions**
- **“Seen on any questions that have no other annotation**
- **“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)	<p>1 mark – single idea about lots of activities/different land uses (or suggested multi-use by identifying range of activities).</p> <p>1 mark – just tourism</p> <p>2<sup>nd</sup> mark – offers some development (range of economic and social activities/facilities) or uses examples to express a range of activities <i>'there are lots of different industries, such as ..... '</i></p>	<p>2 marks</p> <p>1 AO1</p> <p>1 AO2</p>
1(a)(ii)	<p><b>COMMON QUESTION</b></p> <p><b>Level 1 Basic (1-4 marks)</b> 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) <b>or</b> development of ideas) or superficial use of both.</p> <p>Max – 2 marks if a simple list of activities with little or no locational reasoning (command is 'Explain') <b>or</b> simply identifies opportunities created by industry (jobs/money etc).</p> <p>For 3<sup>rd</sup>/4<sup>th</sup> mark offers some reasoning, although not always complete or clear. <i>'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.'</i></p> <p><b>Level 2 Clear (5-6 marks)</b> <b>Accept</b> one industry (tourism) if there is appropriate clarity and links to the coast as a locational factor. Use of Figure 1 <b>and</b> own knowledge (can be example(s) <b>or</b> development ideas).</p> <p>Offers some clearly developed reasons (command is 'Explain') why the coast is an important factor for the development/growth of industry.</p> <p>Explanation must be clear and complete.</p> <p><i>'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</i></p>	<p>6 marks</p> <p>3 AO1</p> <p>2 AO2</p> <p>1 AO3</p>

	<p><i>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.'</i></p> <p><b>Spelling, Punctuation and Grammar (SPaG)</b></p> <p><b>Threshold Performance</b> 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.</p> <p><b>Intermediate Performance</b> 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.</p> <p><b>High Performance</b> 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.</p>	<p>1 mark</p> <p>2 marks</p> <p>3 marks</p>
<p>1(b)</p>	<p>Conservation is not about hard/soft engineering.</p> <p>MAX Level 1 – if candidates discuss hard/soft engineering with some context of how it protects physical environments. Allow access to both levels if response 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.</p> <p>Examples of Coastal Zone Management (ICZM) are acceptable (St Lucia/Great Barrier Reef)</p> <p>Tourism is an appropriate example of economic activity.</p> <p><b>Level 1 Basic (1-2 marks)</b> Some notion of conservation/environmental protection. Identifies methods of conservation (nature reserves/land-use planning/environmental groups etc) /names and offers a basic idea of management with some link to environmental protection/protection against development.</p> <p><i>'Some areas are nature reserves where people are not allowed to go</i></p>	<p>4 marks AO1</p>

	<p><i>and this stops the area being developed.'</i></p> <p><b>Level 2 Clear (3-4 marks)</b>                  Identifies methods of conservation and offers a clear appreciation of how they operate to protect coastal areas from economic development.</p> <p><i>'Some coastal areas are made into nature reserves. In these areas building is restricted so the environment does not get damaged by development. Also the plants and animals are protected by having rules and making sure visitors do not disturb the wildlife. Some plants and animals are not allowed to be disturbed so any form of development is restricted'.</i></p>	
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1(c)(i)	<b>COMMON QUESTION</b> <b>Y – Headland                  Z – Bay</b>	2 marks AO1
1(c)(ii)	<p><b>NOT</b> about climate change/ rising sea levels.                  2 x 2 marks                  1 mark for basic identification and 1 mark for some development/reasoning.</p> <p>Possible ideas;</p> <ul style="list-style-type: none"> <li>• some areas are more exposed to wave attack                      rock type/harder or softer rock                      some areas have a wider beach                      some areas are more exposed to storms</li> <li>• rock structure makes areas more prone to weathering/erosion</li> <li>• human activity in coastal areas</li> <li>• some areas are protected by engineering</li> </ul>	4 marks 1 AO1 2 AO2 1 AO3
1(d)	<p>Essentially, the process is about:</p> <ul style="list-style-type: none"> <li>• the prevailing wind affecting wave patterns;</li> <li>• swash forcing sediment up the beach at the same angle as the prevailing wind;</li> <li>• backwash allowing material to move down the beach under gravity;</li> <li>• resulting in sediment moving along the beach.</li> </ul> <p>It is a “<b>Describe</b>” question so it is essentially about how complete the description is.</p> <p><b>Level 1 Basic (1-2 marks)</b>                  Identifies parts of the process but not the whole sequence <b>or</b> has errors in the process. No use of technical language (prevailing wind; swash; backwash; longshore drift).</p> <p><i>‘Material is washed up the beach at an angle and comes back down straight. Because of this it moves along the beach.’</i></p> <p><b>Level 2 Clear (3-4 marks)</b>                  Links the idea of prevailing wind (or wave angle) with the angle of movement sediment up the beach and how this moves sediment along the beach. Clear use of technical language.                  MAX 3 – Clear reference to movement up and down the beach (swash/backwash) without movement along the beach.</p> <p><i>‘When waves hit the beach at an angle, sediment is moved up the beach at the same angle as swash. It comes back down straight. In this way it is moved along the beach. This is called longshore drift.’</i></p> <p>Well annotated diagram can get full marks.</p>	4 marks 3 AO1 1 AO2



<p>1(e)</p>	<p>It is an “<b>Explain</b>” question so there must be some reasoning for the second mark in each pair.                  2 x 2 marks                  Allow a max of 1 mark (in each pair) for a largely descriptive idea.</p> <p>Indicative content might include explanation about:</p> <p><b>Recurved end</b>                  Descriptive points might include;</p> <ul style="list-style-type: none"> <li>• different angle to spit</li> <li>• curved inland</li> <li>• fragmented</li> </ul> <p>Explanation might include;</p> <ul style="list-style-type: none"> <li>• effect of currents shaping land</li> <li>• currents shaped the end</li> <li>• change in wind direction</li> <li>• currents greater than drift action</li> </ul> <p><b>Mudflats</b>                  Descriptive points might include;</p> <ul style="list-style-type: none"> <li>• no/little vegetation</li> <li>• behind spit/coastal side of spit</li> </ul> <p>Explanation might include;</p> <ul style="list-style-type: none"> <li>• silt deposited/not washed away</li> <li>• deposition by rivers</li> <li>• area protected from currents</li> </ul> <p><b>Salt marsh</b>                  Descriptive points might include;</p> <ul style="list-style-type: none"> <li>• where river enters the sea</li> <li>• behind the spit</li> </ul> <p>Explanation might include;</p> <ul style="list-style-type: none"> <li>• deposited silt by rivers</li> <li>• area protected from currents</li> <li>• not covered at low tide</li> <li>• allows growth of salt marsh plants</li> </ul>	<p>4 marks                  2 AO2                  2 AO3</p>
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<p>1(f)</p>	<p>Quality and depth of explanation will move response through the levels.</p> <p><b>Level 1 Basic (1-4 marks)</b> Offers a description of hard engineering methods (either using resource <b>or</b> own knowledge) with some understanding of how they protect coastal areas from storm waves.</p> <p>MAX 2 marks – list of hard engineering techniques with no explanation.</p> <p><i>‘There are lots of hard engineering techniques, including sea walls, gabions and rock armour. This can be seen in Figure 4 where a large sea wall has been built to protect the town behind it. The sea wall creates a barrier and stops the sea reaching the land.’</i></p> <p><b>Level 2 Clear (5-6 marks)</b> Use of <b>Figure 4</b>, and brings in some development which could be; an understanding of how hard engineering methods work; additional examples of hard engineering methods; an example of where hard engineering is used. Offers an understanding of hard engineering by identifying a number of techniques and offers some precise explanation about how they protect coastal areas from the action of the sea (idea of a barrier / reducing wave energy)</p> <p><i>‘Figure 4 shows a large sea wall. This is an example of hard engineering, because it creates a barrier between the land and the sea so that storm waves cannot flood the town. Another example of hard engineering is at Ventnor, on the Isle of Wight, where there are sea walls, gabions, rock armour and tetrapods. These also provide a barrier and stop the sea eroding the cliff. They take the energy from the waves before it can do any damage.’</i></p> <p><b>Level 3 Detailed (7-8 marks)</b> Use of Figure 4 and own example to make developed points. Identifies hard engineering techniques and offers a detailed explanation of how hard engineering reduces flood risk.</p> <p>Ideas might include;</p> <ul style="list-style-type: none"> <li>- Curved sea wall returning water towards the sea</li> <li>- Different types of technique and how they reduce wave energy</li> <li>- Rock armour at base of sea walls to reduce undermining</li> </ul> <p><i>‘Hard engineering usually does two things. Firstly, it creates a barrier between the land and the sea and secondly, it attempts to reduce the power of storm waves or tries to make waves break further out to sea so they don’t do as much damage when they reach the coast. In Figure 4 a sea wall has been built. This creates a barrier so that storm waves cannot reach the town and create a flood risk. In Ventnor, Isle of Wight, the cliff is fragile and subject to landslides, so a hard engineering has been used to protect the cliff. This includes offshore bars, groynes, sea walls, rock armour and tetrapods. These create a barrier between the</i></p>	<p>8 marks 4 AO1 3 AO2 1 AO3</p>
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	<p><i>sea and the land so that the sea cannot erode the cliffs. They also take some of the energy from the waves or make the waves break earlier so that the waves that hit the sea wall or cliff are less powerful.'</i></p>	
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<p>1(g)</p>	<p>“Own knowledge” can be knowledge of process or an example of place.  <b>Level 1 Basic (1-2 marks) Largely descriptive</b>                  Simple description of Figure 5 which identifies elements of managed retreat with only tentative observations about how it works to reduce the flood risk.</p> <p><i>‘Managed retreat is where the sea is allowed to flood a certain area. A new wall is built to reduce flooding.’</i></p> <p><b>Level 2 Clear (3-4 marks)</b>                  Shows some awareness of how managed retreat reduces the flood risk.</p> <p><i>‘Managed retreat allows an area to flood up to a new defence. A new earth bund is built to stop floodwater moving inland’</i></p> <p><b>Level 3 Detailed (5-6 marks)</b>                  Detailed use of Figure 5 with developed ideas about how managed retreat reduces the flood risk.                  Ideas might include;                  - Allowing floodwater to spread out so that there is less water elsewhere                  - Use of salt marsh as a natural defence (reduce wave energy)</p> <p><i>‘Managed retreat allows some areas of low population to flood up to new barriers or natural slopes in the landscape. During high tide this gives a large area for water to flood into rather than channelling water further inland along estuaries. This will reduce the risk of flooding further inland.’</i></p>	<p>6 marks                  2 AO1                  3 AO2                  1 AO1</p>
<p><b>Total for Question 1: 43 marks</b></p>		

<p>2(a)(i)</p>	<p>Both places need to be considered to score any marks. MAX -1 mark if no units anywhere in answer.</p> <p>1 mark – Tokyo remains similar/small increase; Kolkata has large increase          - Repeats data (one went from .... to ....., etc)          - Manipulates one data set</p> <p>2nd mark – Manipulation of data of both places (one went up by...,the other went up by....)</p>	<p>2 marks AO3</p>
<p>2(a)(ii)</p>	<p><b>COMMON QUESTION</b></p> <p>Accept points which include <i>push and/or pull</i> ideas. Reversed points are considered a single point.</p> <p><b>Level 1 Basic (1-2 marks)</b> List points with no development/reasoning or relative judgements.</p> <p><i>‘Jobs/money/housing/schools/hospitals/water/disasters/war/drought/famine’</i> <b>Just ‘jobs and money’ – 1 mark</b></p> <p>Single idea – 1 mark Two plus ideas – 2 marks Reversed basic statements (“few jobs/many jobs” ) are Level 1.</p> <p><i>‘There are jobs in the city and schools for children. There is also running water.’</i></p> <p>Max Level 1 if the focus is generic movements between countries</p> <p><b>Level 2 Clear (3-4 marks)</b> <b>Relative points (between rural/urban areas)</b> 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”)</p> <p><i>‘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.’</i></p> <p><b>MAX</b> 3 marks if just a number (2 plus) of <i>more/better</i> type of observations with marginal development (“<i>improve standards of living</i>”/ “<i>better quality of life</i>”).</p> <p>4 marks for some development of this (such as the disease point above)</p>	<p>4 marks 1 AO1 2 AO2 1 AO3</p>

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<p>2(b)</p>	<p><b>COMMON QUESTION</b></p> <p><b>Level 1 Basic (1-4 marks)</b>          Identifies problems -basic list of problems ( water pollution /poor housing etc ) - MAX 2 marks)</p> <p>For 3/4 marks expect some tentative or implied appreciation of the idea of ‘challenge’ or development of pressures (too many people/no landfill/links to disease).</p> <p><i>‘With so many people moving to the city there are lots of slums, many with no proper water supply or sanitation systems. Water 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.’</i></p> <p>MAX L1 if only Figure 7 or only own named example.</p> <p><b>Level 2 Clear (5-6 marks)</b>          Reference to Figure 7 and own named example.          Some appreciation of <i>challenge</i> (might be implied – “poor water quality –dealing with disease” / “lack of housing – leading to the growth of 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.’)</p> <p><i>‘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.’</i></p>	<p>6 marks          3 AO1          2 AO2          1 AO3</p>
	<p><b>Spelling, Punctuation and Grammar (SPaG)</b></p> <p><b>Threshold Performance</b>          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.</p> <p><b>Intermediate Performance</b>          Candidates spell, punctuate and use the rules of grammar with</p>	<p>1 mark</p> <p>2 marks</p>

	<p>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.</p> <p><b>High Performance</b> 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.</p>	<p>3 marks</p>
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<p>2(c)(i)</p>	<p><b>COMMON QUESTION</b></p> <p>1 mark – basic idea ‘lots of different land uses’/”serves many purposes” - might be expressed as ;“economic/social/environmental benefits”</p> <p>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’.</p>	<p>2 marks 1 AO2 1 AO3</p>
<p>2(c)(ii)</p>	<p><b>This question is about WHY regeneration was required, not what was done.</b></p> <p><b>“Own knowledge” can be related to an understanding of socio-economic deprivation or a particular example.</b></p> <p>Accept implied points about the need for regeneration (“new industries were created to bring jobs to the area”) - implying an unemployment issue)</p> <p><b>Level 1 Basic (1-2 marks)</b> Identifies characteristics of areas that are deprived without any real development. No real reference to particular problems/issues or comparative ideas (“housing is much poorer quality than surrounding areas”, etc).</p> <p>Might include observations such as:</p> <ul style="list-style-type: none"> <li>• run down area</li> <li>• poor housing</li> <li>• no jobs.</li> </ul> <p>Some reference (actual/implied) to Figure 8 <b>or</b> individual ideas/ example(s).</p> <p><i>‘Some areas are very poor where housing is not good. In Figure 8 a lot of industry has closed down and the area was very run down.’</i></p> <p><b>Level 2 Clear (3-4 marks)</b> Shows an understanding about the idea of Regeneration of cause-effect/how it helps to resolve problems.</p> <p>Shows some awareness of how regeneration projects focus on particular problems and attempt to improve areas that are relatively poorer. Clear focus on the idea of <b>why</b> they are needed rather than simply identifying problems.</p> <p>Use (implied use) of Figure 8 and some clear development/use of individual ideas <b>or</b> example.</p>	<p>4 marks 1 AO1 2 AO2 1 AO3</p>

	<p><i>'In areas like Birmingham Eastside there are not many jobs and the general conditions are poor. Many businesses have closed down, causing rising unemployment and leaving areas derelict. Regeneration was required in order to improve the look of the area and encourage new business to open up. This will bring jobs back to the area and encourage people to live and work in the area.'</i></p>	
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<p>2(c)(iii)</p>	<p><b>Accept regeneration projects from MEDCs or LEDCs</b></p> <p><b>Level 1 Basic (1-2 marks)</b>          Considers “create opportunities” in generic terms, simply identifying ideas such as:</p> <ul style="list-style-type: none"> <li>• jobs</li> <li>• money (“jobs and money” type of response)</li> <li>• nicer housing</li> <li>• shopping opportunities</li> <li>• better environment</li> </ul> <p>Use or implied use of Figure 8 <b>and</b> some basic reference to an example.</p> <p><i>‘Looking at Figure 8 it is clear that regeneration will bring more jobs and money into the area. It will also make the area a lot cleaner and it will look a lot nicer.’</i></p> <p><b>Level 2 Clear (3-4 marks)</b>          Clear links to “creating opportunities” for local people which brings in observations about socio-economic and/or environmental improvements which will affect local people.          Broader range of ideas which bring in socio-economic points and links these to living conditions/comparative living conditions (before-after regeneration).</p> <p>Wider use of Figure 8 <b>or</b> a clearly identified example.</p> <p><i>‘Regeneration projects like those in Birmingham Eastside and Brindley Place have created lots of jobs and brought money into the areas. This means that local people can have a higher standard of living and better quality of life. These projects have also built new housing which gives people modern, high quality housing instead of living in old, run down housing. These areas are also much safer now with a lot less crime.’</i></p> <p><b>Level 3 Detailed (5-6 marks)</b>          Links to improving <i>conditions for local people</i> which brings in a range of socio-economic and environmental considerations and expresses how these will affect local people.</p> <p>Use of Figure 8 <b>and</b> a clearly identified example.</p> <p><i>‘Regeneration projects like those in Birmingham Eastside and Brindley Place in Birmingham have created lots of jobs and brought money into the areas. This means that local people can afford to have a higher standard of living, live in nicer houses and have a better quality of life. These projects have also built new housing which gives people modern, high quality housing instead of living in old, run down housing. The general environment has been improved by cleaning the area up and</i></p>	<p>6 marks          3 AO1          2 AO2          1 AO3</p>
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	<p><i>planting trees, making it a much healthier place to live and creating places where people can meet up and socialise. These areas are also much safer now with a lot less crime.'</i></p>	
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2(d)(i)	<p>7 3 238084 9 5</p>	1 mark AO3
2(d)(ii)	Housing/Residential/Buildings	1 mark AO2
2(e)(i)	<p>2 x 1 marks – any single points</p> <p>Examples might include:</p> <ul style="list-style-type: none"> <li>• Direction from any identified point</li> <li>• Distance from any identified point</li> <li>• Point linked to grid reference</li> </ul> <p>Can have more than one from each of the above ideas.</p> <p>2 marks for a linked idea. <i>'North-east of Norwich (1) which is approximately 7km from the city centre' (1).'</i></p>	2 marks 1 AO2 1 AO3
2(e)(ii)	<p><b>Interpret “Seen as a good location” in a broad sense (for developers or as a place to live).</b></p> <p>Must use evidence from Ordnance Survey map</p> <p>2 x 2 marks - any two reasonable points.</p> <p>1 mark for a basic idea with no real development, for example:</p> <p>Ideas might include;</p> <ul style="list-style-type: none"> <li>• Flat land</li> <li>• Near railway station</li> <li>• Close to Norwich</li> <li>• Lots of space/open land</li> <li>• Near roads</li> <li>• Near industrial estate</li> <li>• Existing settlement nearby</li> <li>• Attractive surroundings/countryside/woodland</li> <li>• Existing services.</li> </ul> <p>2<sup>nd</sup> mark for some development (not a different point)/use of map interpretation.</p> <p><i>'It is near a railway station so will be easy to get to Norwich.'</i></p> <p><i>'It is near a railway station so people can get to work.'</i></p> <p><i>“There is open countryside so it will be a peaceful place to live”</i></p> <p>MAX 2 marks if a list of more than two points with no development.</p>	4 marks AO2

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	MAX 3 marks if two different ideas suggested but development is the same idea (mention of <i>near railway station</i> ) (1) and near roads (1) and same reason for both <i>easy to get to work</i> (1).	
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2(f)	<p><b>Level 1 Basic (1-4 marks)</b> Lists ideas, largely from Figure 10 which identify what might be considered to be environmentally friendly/sustainable (renewable energy; recycling; using grey water, etc). Some basic development.</p> <p>MAX 2 marks if points copied from resource.</p> <p>Up to 2 marks for a definition of sustainability in relation to urban areas.</p> <p><i>'The development will use renewable energy and it has recycling facilities. It will also encourage the use of buses so less cars are used. This can be seen in the Bedzed development, in London.'</i></p> <p><b>Level 2 – Clear (5-6 marks)</b> Use of Figure 10 and/or some individual ideas/example(s) to describe elements of sustainability and offer some understanding of what it means.</p> <p><i>'The development will use renewable energy which will last forever so is sustainable. It will also look after the environment so it will be good for future generations. The development also tries to use less resources and will re-use water, saving resources. Bedzed, in Surrey, is another example of a sustainable development. It has carbon neutral housing which is energy efficient and does not add to levels of air pollution.'</i></p> <p><b>Level 3 – Detailed (7-8 marks)</b> Uses a range of points from Figure 10 and develops them using own ideas to show a good understanding of the concept of 'sustainability'. This can be illustrated by considering the holistic nature of sustainable settlements <b>or</b> developing detailed links (greater use of renewable energy means less use of fossil fuels which will run out/cause pollution; encouraging the use of public transport will mean less pollution/less congestion; recycling/re-using grey water means that less resources will be needed. The idea of 'sustainability' can be illustrated by considering social/economic/environmental factors.</p> <p><i>'Sustainability means that the community tries to be self-sufficient and not damage the environment. The idea is that it will last into the future and be a place where people can live and work in harmony with their surroundings. Places like Hanham Hall, near Bristol, are an example of this. Hanham Hall and Rackheath have renewable energy. This will last forever and means that they do not rely on fossil fuel, which will run out and causes pollution. All the buildings are energy efficient so they are comfortable and cheap to run. People are encouraged to recycle and re-use water as well as growing some of their own food. Other examples, like Bedzed, have their own local health, shopping and working facilities which cuts down on traffic and makes the place more self-sufficient.'</i></p>	8 marks 5 AO1 3 AO2
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