

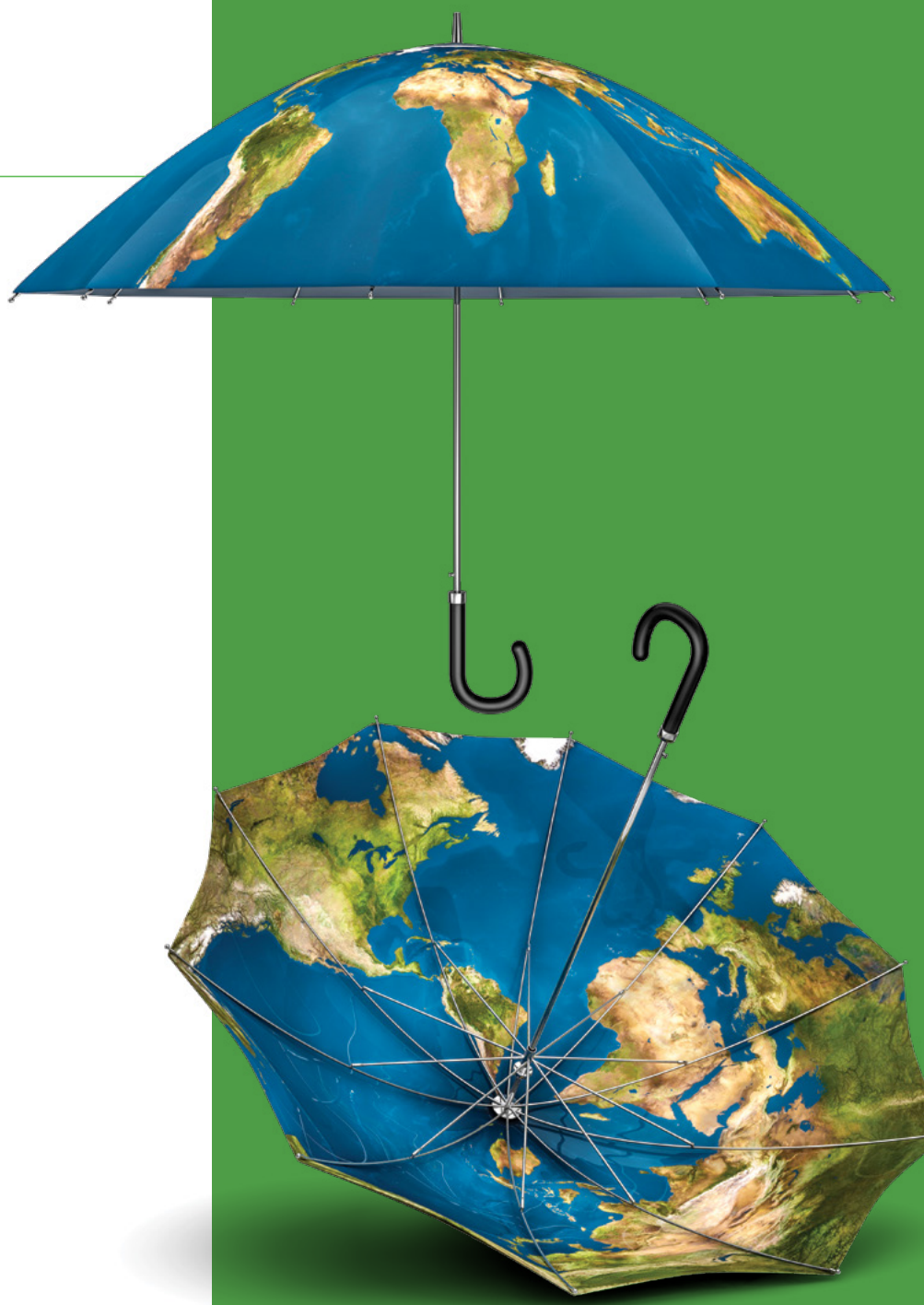
GCSE GEOGRAPHY

(8035)

EXAMPLE RESPONSE

Answers and commentaries
Paper 3: Geographical applications

Version 1.0 September 2021



Paper 3: Geographical applications

The following exam answers are all taken from the Autumn 2020 series.

Question 01.3

Explain the link between economic development and urbanisation.

[4 marks]

Student A

Response

In urban areas people have better access to social and economic facilities which will improve their quality of life, and improve living standards. China's economic transformation is driven by urbanisation/

Commentary

This answer has largely copied directly from the resource material. It does identify points which are linked to the question so is creditworthy, but there is no attempt to develop ideas and no evidence to suggest that the terminology used (social and economic facilities, quality of life) is understood.

Level 1, 1 mark

Student B

Response

Economic development is linked with urbanisation as more jobs are created in urban areas and people earn money which they then spend in local businesses. This means that people can improve their quality of life.

Commentary

There is a simple link expressed between economic development, job creation and income. This is then considered in a basic way in relation to the idea of the multiplier and quality of life, as expressed in the resource. These ideas are not developed in any meaningful way, consequently the answer essentially has a number of basic points, making it a very secure Level 1 response.

Level 1, 2 marks

Student C

Response

As urbanisation occurs companies move in because of the growing market. This creates job opportunities, giving people more money which they can use to improve their quality of life by buying better food and getting better housing.

Commentary

The cause-effect idea expressed in relation to economic opportunities (company growth, markets, job opportunities) is quite simplistic, but it does show a clear developmental link. This is taken slightly further by expressing an awareness of how this might link to quality of life. The idea of getting better housing suggests that the student has some understanding of what is meant by quality of life.

Level 2, 3 marks

Student D

Response

Economic development creates employment opportunities in urban areas and this encourages people to move to cities. When people earn a regular income it gives them an opportunity to improve their lives by improving their housing conditions or being able to send their children to school. It also gives the government more tax revenue which they can spend on improving health and education services for local people.

Commentary

This response offers a clear narrative about how urbanisation and economic development are linked and shows a sound awareness of what is meant by quality of life and social and economic facilities. There is a clear multiplier link and an understanding of how industrial development is linked to government spending and the subsequent development of social facilities. This response is very secure at Level 2 and scored full marks. Had this been a three level question it would have got into Level 3.

Level 2, 4 marks

Question 01.4

Suggest two reasons why estimates of future urban population may not be accurate.

[2 marks]

Student A

Response

1. Because it is an estimate
2. There may be things that change the situation.

Commentary

Although simply saying because it is an estimate may be a logical observation, we always have to remember that it is a geography examination and consequently answers are expected to have a geographical context. The second point is really expressing a very general observation and does not demonstrate any real geographical understanding.

0 marks

Student B

Response

1. The future is unpredictable
2. There may be factors that decrease urban populations, like disease.

Commentary

The first point is really simply stating an obvious point which does not demonstrate any real geographical context. The second point is a clearly logical reason and offers a geographical context which is linked to the topic being considered within the exam.

Level 1, 1 mark

Student C

Response

1. Introducing birth control policy might reduce the birth rate.
2. A city might have an economic boom, encouraging higher levels of migration.

Commentary

Both points are logical and have a clear geographical context and are linked to the topic being considered within the exam.

Level 1, 2 marks

Question 01.5

Suggest one challenge that urbanisation creates for rural areas.

[2 marks]

Student A

Response

Urbanisation makes it difficult for rural areas to keep up.

Commentary

A very vague statement which lacks clarity in relation to the question and offers no explanation of what it is trying to say.

0 marks

Student B

Response

People migrating might cause a population imbalance.

Commentary

A useful and logical idea which identifies an appropriate point, but does not develop it by stating why it might be a challenge.

1 mark

Student C

Response

Might lead to a population imbalance

Lack of investment in rural areas

Commentary

Identifies two separate points, either of which could be considered appropriate. Neither point is developed. The question command requested one challenge, consequently the answer cannot achieve the second mark.

1 mark

Student D

Response

It might reduce the number of younger people so farms might not be able to get enough workers.

Commentary

Identifies an appropriate idea (younger people migrating) and develops the point by considering the impact, which is clearly stated as a challenge.

2 marks

Question 02.1

Suggest why cities in LIC and NEEs are often referred to as unequal cities.

[6 marks]

Student A

Response

Because in cities people don't have the same opportunities, some are paid more and some are paid less and some live in slums. In HIC cities people are much better off and live in bigger houses and get more opportunities. This shows that cities are very unequal.

Commentary

The response shows basic awareness of socio-economic differences in cities, but does not offer any development or reference to the resources. Observations about differences in relation to HIC cities is not relevant in relation to the question (a number of students approached the question in this context). The response is creditworthy since it demonstrates a very simple level of understanding.

Level 1, 1 mark

Student B

Response

Cities often attract low skilled people who end up in informal jobs which don't pay much and live in slums, where conditions are very poor. Because they are not educated they cannot take advantage of any opportunities that exist in the urban areas. At the same time some people live in nice apartments and are able to afford a good quality of life. This shows why LIC cities are referred to as 'unequal'.

Commentary

The opening sentence sets the scene and offers some awareness of why poverty exists within cities and there is almost an implied sense of inequality. The second sentence confirms this idea so there is a degree of clarity at this point. Had the student expanded ideas about opportunities that exist, modern amenities and what constitutes quality of life, the response would have been stronger.

Level 2, 3 marks

Student C

Response

They are referred to as unequal cities as there are extremely wealthy people living in very close proximity to extremely poor people (Figure 2). In cities like Mumbai, multi-millionaires can see the slums from their high rise luxury apartments. Poor people often don't have access to services like health and education and with prices continuously rising they cannot easily afford food and other things rich people take for granted. Poor people also cannot take advantage of the opportunities the city has to offer.

Commentary

The student appears to have referenced the resources and introduces the idea of rich and poor in the first sentence, which sets the scene quite effectively. The point about Mumbai is interesting, but in the context of the question (and the assessment objectives) is really making the same point as the first sentence. The response goes on to use key ideas in the resources (access to services and prices rising) and offers some development of these points. Consequently, the answer is secure at Level 2.

Level 2, 4 marks

Student D

Response

There are huge income inequalities in LIC/NEE cities, the wealth gap between the richest and poorest is massive, with the richest 5% having about 90% of the wealth. Industrialisation has given some people the opportunity to become very wealthy and live in luxury homes while significant numbers of people live in slums with no water, sanitation or electricity connected. The difference in wealth means that there are also inequalities in nutrition, health and educational opportunities. In some African cities the difference in life expectancy between wealthier areas and slums can be over 30 years and opportunities for slum dwellers to improve their lives is limited. In conclusion, there are huge economic, social and environmental differences within most LIC/NEE cities.

Commentary

This candidate has clearly studied the resources in some detail and reflected back to work done during the course on this subject. The idea of inequality is strongly introduced and there is ongoing discussion about how this manifests itself in relation to cities in LIC/NEEs. There are very specific references to quality of life indicators and how different aspects (health, housing, education, access to basic services) are evidence of inequality. This is clearly evidenced through the use of life expectancy information and the suggestion that reducing inequality is challenging. This response introduces the idea of inequality and uses specific information to build up a coherent discussion.

Level 3, 6 marks

Question 02.1

Slums of hope or slums of despair?

Which do you think best describes urban slums in LIC/NEE cities?

Use evidence from the resources booklet and your own understanding to support your answer.

[9 marks]

Student A

Response

I believe slums of despair is the most accurate description of urban slums because in Lagos three quarters of the population live in slums and conditions are dire. People live in one room shacks and have no running water or sanitation. Children play amongst sewage and industrial chemicals. The slums look like rubbish tips with dirty water everywhere and they are very overcrowded. Lots of children have stomach problems and breathing difficulties.

There's a lot of traffic everywhere and traffic congestion causes air pollution.

Commentary

This response makes a judgement and identifies a number of appropriate points from the resource which support the initial judgement. The observations made are largely copied from the resource (in places word for word) and there is no real attempt to develop the ideas or suggest why they might indicate despair (for example, the idea about air and water pollution could have been linked to health problems and children having stomach and breathing difficulties could have been developed in relation to their limited opportunities for healthcare and future life chances).

Level 1, 2 marks

Student B

Response

I believe that they are 'slums of hope' because as shown in the slums of Dharavi, India, there are an estimated 20,000 factories, providing formal and secure work for thousands of people. There are also opportunities for people to start their own businesses and so the area is seen as a beacon of hope. An increasing number of children are receiving an education and developing skills which will allow them to escape the slums.

At the same time they could be called 'slums of despair' because of the lack of clean water and the fact that disease is rife and many of the poorest people suffer from a lack of food and don't have proper sanitation. Overall aside from the health problems, I believe that the slums are a beacon of hope because conditions are often better than in rural areas and children have opportunities to improve their lives. Also, there is often a strong community spirit and government planning is trying to improve conditions for the slum residents.

Commentary

This response makes a judgement and offers specific reference points to support their position. They have used observations from throughout the resource booklet and linked points together effectively (for example, observations about factories providing formal and secure work). The idea of hope is expressed in relation to both the current situation and the future (education developing skills which will allow children to escape the slums). There are clearly referenced points which make observations about social, economic, political and environmental factors. The answer is largely resource based, but offers development and clarity.

Level 2, 6 marks

Student C

Response

Slums are found in many cities and each one is different. Consequently, the level of hope or despair will differ. In some slum areas there is clear evidence of despair, with people living in appalling conditions with no services and the constant fear that their homes will be bulldozed. With no clean running water and proper sanitation systems disease is rife and life expectancy low. These conditions can be seen in Lagos and Kibera, where people live amongst a sea of sewage and industrial waste. However even in these 'despairing' conditions there is hope. Some children have the opportunity to go to school and there is work, even though it is low paid and often informal.

At the same time, other slum areas have been seen as a hive of activity where people have a real sense of optimism and hope, despite living in poor conditions. This can be seen in Dharavi, the largest slum in India, in the city of Mumbai. Here there are flourishing industries, including manufacturing and Hi-Tech businesses where slum dwellers are able to earn a regular income and develop their skills. Children have the opportunity to go to school and there is a strong community spirit, with people helping and looking after each other. Although the area is overcrowded and has high levels of pollution and disease there is real hope. Also the government are improving services like water and electricity supply and building new homes for some of the poorest people.

Overall, I think there is hope, especially if local people can work with planners to bring about improvements to basic services.

Commentary

This response offers a thoughtful discussion which considers slums as individual areas and consequently considers that each slum area can be judged independently in relation to hope or despair. The resources are used in a detailed way to support this view and to also express elements of both hope and despair within individual slums. There are clear references to socio-economic and political considerations and observations about how the elements of despair can and are being managed, suggesting that these areas are dynamic and are not necessarily stuck in a cycle of despair. This response uses the resources very effectively, offers thoughtfully developed points to support the discussion and brings in wider learning.

Level 3, 9 marks

Section B: Fieldwork

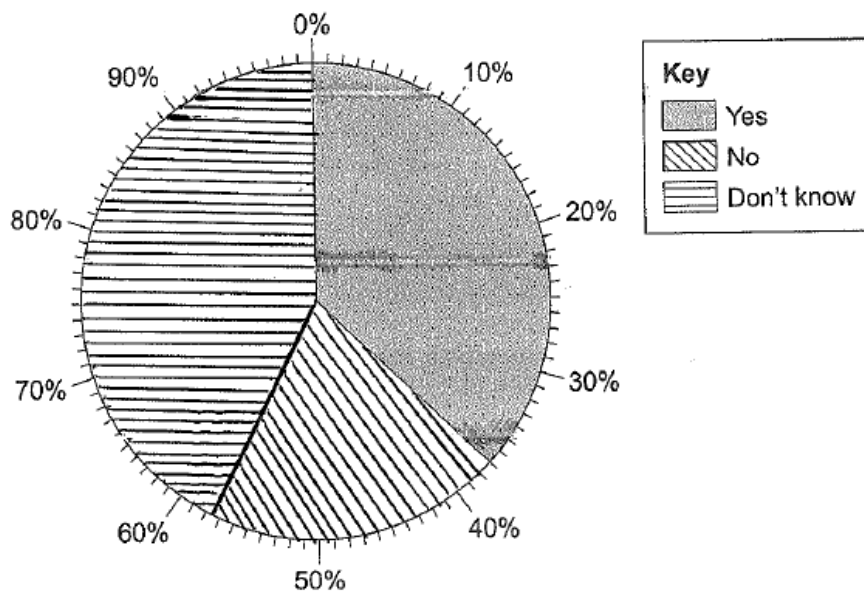
Question 04.1

Complete the pie chart below to show the results of the questionnaire.

[1 mark]

Student A

Response



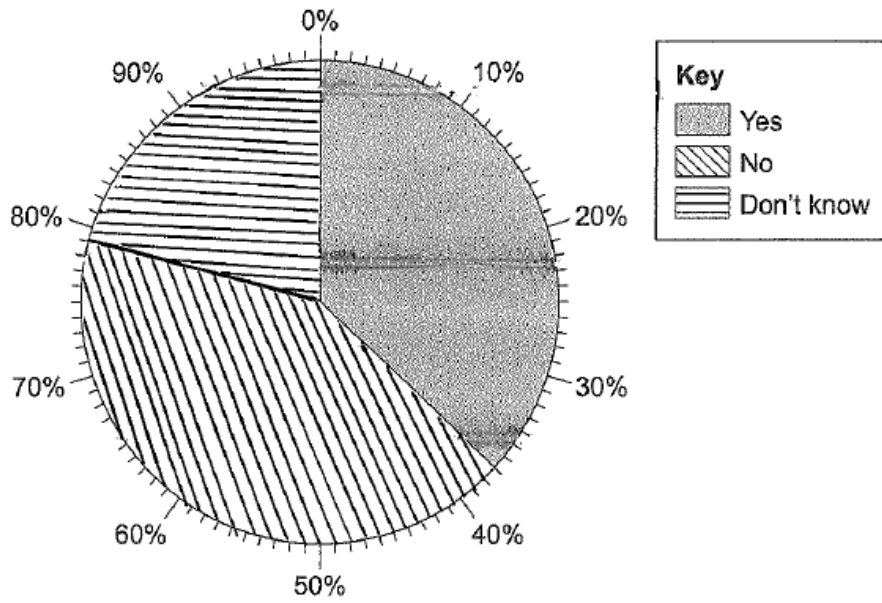
Commentary

The graph is not accurately completed.

0 marks

Student B

Response



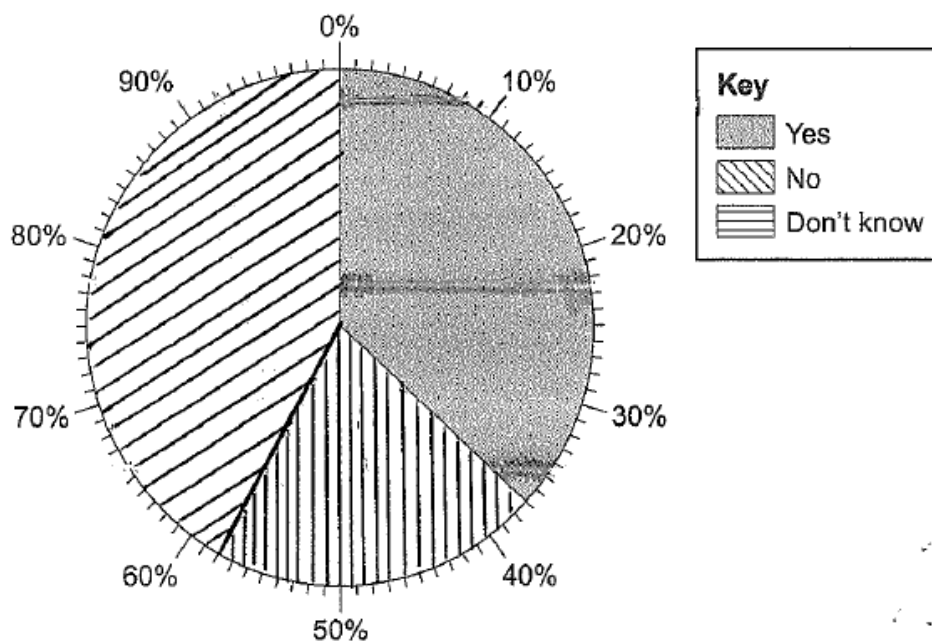
Commentary

The order of the segments does not match the order of the key, which is the accepted convention.

0 marks

Student C

Response



Commentary

The shading is not as on the key.

0 marks

Question 04.1

Using Figure 4, describe the pattern shown by the results of the car park survey.

[2 marks]

Student A

Response

37% of people said there was a parking problem.

Commentary

The idea of pattern was related to space (comparing the three car parks in terms of location) or time (comparing the relative use of the three car parks). This response used the questionnaire, which was not appropriate and also there was no consideration of pattern.

0 marks

Student B

Response

The car park nearest the high st was busiest.

Commentary

This response identified one element of locational pattern without offering any development (the answer could have evidenced the identified point by using data).

Level 1, 1 mark

Student C

Response

Saturday at 11am is busier than Wednesday at 3pm in all three car parks. There are between 17 and 31 more cars in the car parks on Saturday.

Commentary

This response identifies a pattern of use and offers evidence to support the idea.

Level 1, 2 marks

Question 4.3

To what extent can the student draw reliable conclusions from the data?

[4 marks]

Student A

Response

The student can conclude that Saturday is busier than Wednesday and that 37 people think there is a parking problem.

Commentary

There is no attempt to offer any evaluative comment, the response simply offers a concluding statement which tends to repeat the data.

0 marks

Student B

Response

The student can draw some reliable conclusions because there is a range of data linked to the topic, although it might not be accurate.

Commentary

There is some awareness of the need to assess the value of the data. The student makes a basic observation about the range of data allowing the opportunity for reliable conclusions to be drawn. One basic idea with no attempt to justify or develop the statement.

Level 1, 1 mark

Student C

Response

The data only compares two days of the week rather than every day so is not a complete picture. Although the questionnaire asked 100 people, with is a good sample, it is quite simplistic and question 2 is slightly subjective. As a result it might mean that the conclusions are only partly reliable.

Commentary

The student clearly understands the question and challenges the validity of the data in relation to the ability to offer reliable conclusions. Consideration of an incomplete picture because of the limitation of the survey demonstrates clarity of understanding. The second point about the subjectivity of the survey is appropriate, but the student offers no reasoning to support this observation.

Level 2, 3 marks

Student D

Response

I don't think that the conclusions can be very reliable for a number of reasons. Only about half of the questionnaires appear to use a car so their view on parking problems will not be well informed. This is backed up by the fact that 42% of the people asked said they 'don't know' if there is a parking problem. The car park surveys give some useful information but were only done on two days at two times, which is not really enough evidence to draw accurate conclusions.

Commentary

The student identifies three reasons why the data might limit the opportunity to draw reliable conclusions (nature of the questionnaire, limited days of the week for the survey and the single time of the survey). In each case there is evidence to support the observations and also an overall concluding statement which references back to the question.

Level 2, 4 marks

Question 4.6

Suggest two ways that the data collection method could be adapted in order to make it more useful.

[2 marks]

Student A

Response

By showing how the data collection was done.

By presenting the data using a map.

Commentary

The first point presented does not address the key idea of adaptation. The second point focuses on presentation rather than data collection (an error made by a number of students).

0 marks

Student B

Response

By only selecting the bigger pebbles that could be measured easily.

By collecting more pebbles.

Commentary

Both points focus on the idea of adapting the method. However, the first point is inappropriate since it would not make the data more useful, it would be more likely to cause an anomaly. The second point is essentially suggesting a larger sample size so is creditworthy.

Level 1, 1 mark

Student C

Response

By having a larger sample size and collecting more pebbles.

By using more than three sampling points along the river.

Commentary

This response suggests two appropriate ways that the data collection could be adapted in order to provide additional useful data.

Level 1, 2 marks

Question 4.9

Suggest two types of primary data that the student could use in their urban deprivation enquiry.

[2 marks]

Student A

Response

Score chart/Survey

Tally chart

Commentary

The student identified three possible answers (rather than the two requested). All three ideas are too vague and are essentially techniques that might be used to collect evidence rather than examples of primary evidence.

0 marks

Student B

Response

Measure the height of groynes.

Measure how fast the river is flowing

Commentary

Two types of primary evidence are identified, but neither are linked to the urban deprivation enquiry, as expressed in the question (a number of students identified primary data which was clearly inappropriate).

0 marks

Student C

Response

The could do a housing quality survey

Life expectancy information.

Commentary

The first point is appropriate in relation to the identified enquiry. The second point is not primary evidence.

Level 1, 1 mark

Student C

Response

Environmental quality survey from 1 (poor) to 5 (very good)
Use a questionnaire to ask people their views about the area.

Commentary

Both points are appropriate examples of primary data.

Level 1, 2 marks

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