

# GCSE

# **GEOGRAPHY B**

90351F – Managing places in the 21<sup>st</sup> century  
Mark scheme

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9035  
June 2014

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Version 0.1/Stage: 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)

## **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.

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## Annotation of Scripts

One tick equals 1 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 achieved by means of annotating 'L1', 'L2'.

The consequent mark within this level should appear in the right-hand margin.

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

Examiners should add their own brief justification for the mark awarded e.g. *Just L2 clear and balanced here.*

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

## General Advice

Marks for each sub-section should be added in the right-hand margin next to the maximum mark available which is shown in brackets. All marks should then be totalled in the 'box' at the end of each question in the right-hand margin. The totals should then be transferred to the boxes on the front cover of the question paper. These should be totaled. The grand total should be added to the top right-hand corner of the front cover. No half marks should be used.

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.

Quality of Written Communication (QWC) is part of the award of marks in levels marked answers only. In levels marked answers the quality of the geography is assessed and a level and mark awarded according to the geography. As is sometimes the case, the geography may be sound at a particular level but the examiner may not be sure as to whether there is quite enough to raise the mark within that level. In this case the examiner should consider the QWC of the answer. QWC that fulfils the criteria for the level should lead to the rise in the mark but where the QWC does not fulfil the criteria, the answer should remain at the mark first thought appropriate. In cases where QWC has been used in the award of marks, the examiner should indicate this with QWC and arrows that indicate either an upward or downward trend according to its impact on the final award of the mark.

1(a)(i)	1 x 1 Caribbean (Sea not required)	1 mark A03 - 1
1(a)(ii)	2 x 1 1 mark - both points identified but no line 1 mark- one point accurate and line completed 2 marks – points and line accurate (line must reach 2010) 2 marks - line which accurately goes through the two points. (points and line must not touch line below or above)	2 marks A03 - 2
1(a)(iii)	2x1 Must be <b>physical</b> factors. Basic identification of two points with no reasoning ( beach/good weather etc) – 1 mark Attractions with no reference to physical environment – 1 mark Must include some appreciation of “why” (once) for two marks. Any appropriate points which might include: <ul style="list-style-type: none"> <li>• Any aspect of the climate (hot/sunny)(1)- for sunbathing (1)</li> <li>• Beach/Sea/Warm sea (1) – swimming (1)</li> <li>• Vegetation</li> <li>• General scenery/physical attractiveness/nature reserve</li> </ul>	2 marks A02 - 2
1(a)(iv)	1 + 1 Accept broad definition of “physical” to include flora and fauna and tourism related ideas. 1 mark – basic idea – ‘it might cause water pollution’; increases litter-not just word “litter” 2 mark – some development which shows cause and effect (not just “damage”) <i>‘Lots of tourists might pollute the sea which will harm the wildlife’.</i> Unqualified “pollution”(unless type can be implied ) /global warming– no marks	2 marks A02 - 2
1(a)(v)	“Coastal environment” can be considered in broad terms (physical, social, economic). <b>Level 1 Basic (1-2 marks)</b> Offers some descriptive understanding about how the zoning process works and how it is used to manage the area.  <i>“The zoning policy means that only certain activities can take place in certain areas. So fishing areas are separated from recreation areas so that they don’t get in each other’s way. Also some areas are nature reserves which help to protect the wildlife.”</i>  <b>Level 2 Clear (3-4 marks)</b> Identifies elements of the zoning policy and considers how it protects areas/reduces conflict. Offers clear “protection” idea with some linked reasoning (cause- effect).	4 marks A01 - 1 A02 - 2 A03 - 1

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	<p><i>“The zoning policy separates different uses so that there is less conflict between different uses such as fishermen and swimmers. It means that fish stocks and the environment can be protected while at the same time local fishermen can continue to earn a living.</i></p>	
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1(b)(i)	1 x 1 1972	1 mark A03 - 1
1(b)(ii)	1 x 1 4km (km not required)	1 mark A03 - 1
1(b)(iii)	2 x 1 Water treatment works (accept “water treatment”) Oil storage terminal (accept “oil storage”)	2 marks A03 - 2
1(b)(iv)	<p><b>Level 1 Basic (1-2 marks)</b>                      “Multi-use” expressed through use of examples/vague description.                      Identifies uses/attractions (2) -1 mark. More than 2 – 2<sup>nd</sup> mark                      Range of tourism related activities only – Max Level 1                      BE AWARE OF EXAMPLES JUST TAKEN FROM THE MAP-Level 1</p> <p><i>“There are lots of different things going on, including docks, housing and industry.”</i></p> <p><b>Level 2 Clear (3-4 marks)</b>                      Offers awareness of “Multi-use “ through definition (a place that has a wide range of functions) and a range of examples (not all of one type eg, industry)                      Offers some reasoning beyond simply identifying functions which suggests an understanding of ‘multi-use’. Goes beyond generic identification and offers some reasoning/links between activities.</p> <p><i>“The area has a wide range of uses, including docks, industry, housing and marinas. This means that it is used for work, leisure and as a place where people live, showing that it is a multi-use area.”</i></p>	4 marks A01 - 2 A02 - 2
1(c)	4 x 1 temperature weathering wear abrasion	4 marks A01 - 2 A02 - 2
1(d)(i)	2 x 1 Any two reasonable points, which might include: - Evidence of slumping/slipping//landslides - Rotational slump/shape of cliff (jagged) -Softer rock/Weaker rock (might name a soft rock- “clay”) - Distinct cracks in cliff - Buildings falling over the cliff /near cliff top - Pattern of vegetation on the cliff NOT ACCEPTABLE - Wave action - Coastal defences - Small beach	2 marks A01 – 1 AO2 - 1

1(d)(ii)	3 correct = 2 marks 1 or 2 correct = 1 mark Rainfall Cracks appear Slumping	2 marks A01 - 2
1(e)(i)	3 x 1 A = Cave B = Arch (Natural arch) C = Stack	3 marks A01 - 3



<p>1(e)(ii)</p>	<p><b>Level 1 Basic (1-2 marks)</b>                  Basic understanding of erosion or some sense that there is a sequence expressed in Figure 4.                  Might focus just on the stump with no reference to the complete headland. (two simple ideas – 2 marks)                  Names processes with no clear reference/understanding – Level 1</p> <p><i>“The stump was bigger but has been worn away by the sea. Eventually the top collapsed, forming a stump”</i></p> <p><b>Level 2 Clear (3-4 marks)</b>                  Clear understanding of processes, with use of technical language OR shows understanding of sequence (4<sup>th</sup> mark – shows relationship between stack and stump).</p> <p><i>“The sea wears away the bottom of the cliff, forming a cave. Eventually it gets bigger and wears through the cliff forming an arch. The top falls in and this creates a stack. Further erosion means that the top of the stack collapses and a stump is left”</i></p>	<p>4 marks                  A01 - 2                  A02 - 2</p>
<p>1(f)</p>	<p><b>Level 1 Basic (1-4 marks)</b>                  Basic description of different techniques used in soft engineering (accept managed retreat) with limited appreciation of ‘how’ they protect coastal areas (“stops wave energy”)                  MAX 2 marks if no example (types/places) used OR answer is based on managed retreat (idea of using the environment as protection) OR simply named terminology (beach replenishment/reprofiling etc with no real understanding)</p> <p><i>“Soft engineering is using the environment to protect the coast. Sand is put back on the beach to create a wider beach, stopping the waves reaching as far inland. The beach is also kept even, so it does not wear away. Beach replenishment is seen at Pevensey in Sussex.”</i></p> <p><b>Level 2 Clear (5-6 marks)</b>                  Describes soft engineering methods, with some technical language. Offers a clear appreciation of a soft engineering scheme or locational detail of a scheme. Some understanding of ‘how’ the methods actually protect coastal areas by providing a natural defence which absorbs wave energy.</p> <p><i>“An example of soft engineering can be seen at Pevensey Bay in Sussex. Here beach sediment has been put back on the beach to create a wide, gently sloping beach. This is called beach replenishment. The beach is also kept even, to reduce the effects of longshore drift. Protecting the beach means it stops the waves reaching the back of the beach. They have also planted grasses to stop the sand being blown inland. All of this stops waves breaking through and flooding the land.”</i></p>	<p>6 marks                  A01 - 4                  A02 - 2</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>
2(a)(i)	<p>4×1 60 (sixty) Four (4) Asia 2015</p>	<p>4 marks A02 - 3 A03 - 1</p>
2(a)(ii)	<p>1 x 1 Increase in the percentage of the population living in towns and cities.</p> <p>MORE THAN ONE BOX TICKED – NO MARKS</p>	<p>1 mark A01 - 1</p>
2(a)(iii)	<p>“WHY” could be referenced by mathematical demographics (more people being born than dying) OR reasons for demographic change (jobs, money etc.)</p> <p><b>Level 1 Basic (1-2 marks)</b> Some reference to migration OR understanding of natural increase OR a basic reference to each with no real exemplification. Basic comments (“lots of children being born/lots of people moving in to cities” – with tentative reasons) <i>“Lots of people are moving to urban areas because they think that they will get a job and earn money.”</i></p> <p><b>Level 2 Clear (3-4 marks)</b> Clearer cause-effect links established with some reasoning. Response may focus on migration AND/OR natural increase. If one, some clear development, if both clear understanding of each and some clear exemplification.</p>	<p>4 marks A01 - 3 A02 - 1</p>

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	<p><u>Migration</u> <i>Wider range of opportunities (examples drawing out improvements in living conditions beyond jobs/money) encourages migration, therefore adding to urban growth.</i></p> <p><u>Natural Increase</u> <i>Youthful populations in many less developed urban areas so birth rates will be higher. Improvements in living conditions reducing death rates so natural increase adds to urban growth.</i></p>	
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2(b)(i)	2 x 1 marks for correct shading. Ethiopia – solid dark shading (accept grey pencil) Tanzania - lines (accept hatched lines in any direction)	2 marks A03 - 2
2(b)(ii)	1 x 1 2 (two)	1 mark A03 – 1
2(c)(i)	2 x 1 + 1 1 mark – basic identified idea/ problem with no real cause-effect considered 2 <sup>nd</sup> mark – some development/suggestion of cause-effect  Lack of access to clean water 1 mark – poor health – disease 2 <sup>nd</sup> mark – “People would have to drink contaminated water and they would become unwell.”  Not owning the land on which your home stands 1 mark – cannot change things – no security – no rights – not worth improving your home – paying rent but not owning home – home could be removed  2 <sup>nd</sup> mark – “If you don’t own the land you can be moved and lose your home.”	4 marks A01 - 2 A02 - 2
2(c)(ii)	<p><b>Level 1 Basic (1-2 marks)</b>                  Largely generic ideas with no clear locational or exemplar context.                  Limited attempt to explain.</p> <p><i>“People can be given materials to build their own homes and water systems can be included in houses. This will improve the quality of life”</i></p> <p>MAX 2 Marks – general urban improvement - tentative link to housing</p> <p><b>Level 2 Clear (3-4 marks)</b>                  Uses an example (place or improvement scheme) to explain how housing conditions are being improved.</p> <p><i>“In the Indian city of Mumbai, slum housing is being improved in different ways. A self-help scheme is being used where people are given proper building materials to build solid homes rather than the existing shacks that they live in. These homes have more space, a clean water system and electricity. The government is also putting in sanitation systems so that slum areas can connect up to them, meaning that homes can have proper toilets.”</i></p>	4 marks A01 - 3 A02 - 1

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2(d)(i)	2 x 1 Only consider horizontal line (bar at top). 1 mark for each correct bar Horizontal line must be touching appropriate line at some point and must not touch grid line above or below.	2 marks A03 - 2
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<p>2(d)(ii)</p>	<p>1 + 1 x 2                  “Urban environments” can be considered in a broad context (social/economic as well as environmental)                  Be aware of repeated stems; i.e “Less cars so there will be less air pollution” “Less cars so .....” The less cars will get credit once.                  “Pollution” must be qualified.                  1 mark for simple point with no real cause-effect expressed ‘cleaner’, ‘less noise’, ‘less air pollution’.                  2<sup>nd</sup> mark for some development/cause and cause-effect link established   <i>“It would reduce the number of cars(1)causing less noise.pollution(1)”</i>  <i>“There would be less air pollution(1)because of less congestion(1).”</i>  <i>“Fewer roads would need to be built(1) so less trees would need to be cut down(1)”</i>  <i>“There would be fewer cars(1)so it would be safer for pedestrians(1)</i>  <i>“It will mean less traffic(1)so the air will be healthier”(1)</i>                  Global warming with no reference to “urban” – 0 marks</p>	<p>4 marks                  A01 - 2                  A02 - 2</p>
<p>2(d)(iii)</p>	<p>2x1                  1 mark - naming a method – question is about reducing numbers NOT reducing pollution.                  Possible examples might include;                  - park and ride                  - more public transport/trains                  - new guided busways                  - closing roads /pedestrianisation                  - car sharing                  - congestion charging                  - increase parking charges                  - restricting the use of cars on certain days                  - road management                  - walkways                   2<sup>nd</sup> mark for some development/reasoning (how the method works OR how it reduces traffic)   <i>“Park and Ride means people leave their cars at the edge of the town and travel by bus, reducing the number of cars in the city centre.”</i></p>	<p>2 marks                  A01 - 2</p>
<p>2(e) (i)</p>	<p>2x1                  1 mark - basic points (Max 1 mark if no reasoning - i.e characteristics)                  “less money”                  “fewer jobs”                  “poor education”                  “low levels of health”                  “poor housing quality”                  “closing industry”                  “high crime rates”                  “social problems” (drugs/drink issues etc)                  “relative government spending”                  “poor reputation/environment”</p>	<p>2 marks                  A01 - 2</p>

	<p>OR 2 marks for developed point / some appreciation of “Why”  <i>‘Education is poorer so children get poorer qualifications and less well paid jobs.’</i></p>	
<p>2(e) (ii)</p>	<p>“One way” can be considered as an individual method OR a general scheme which might include a number of ideas (like a regeneration scheme).                  SPEC focus on improving social conditions (health, education, housing )                  BUT could also consider parts of regeneration schemes (multi-use ideas which include socio-economic points)</p> <p><b>Level 1 Basic (1-2 marks)</b>                  Basic ideas which offer simple, undeveloped ideas, such as ‘create jobs’, ‘build industries’, ‘clean the area up’ OR basic linked ideas about methods “clean the area up by putting in litter bins”                  Just “jobs and money” with no qualification – 1 mark.</p> <p><i>“Poor urban areas can be improved by creating jobs and opening up new factories.”</i></p> <p><b>Level 2 Clear (3-4 marks)</b>                  Some development which links points together to outline improvement. Examples might be used (credit up).</p> <p><i>“New industries could be developed, creating work. This would improve incomes and means that people would spend more money on improving the general look of an area.”</i></p>	<p>4 marks                  A01 - 3                  A02 - 1</p>

<p>2(f)</p>	<p><b>Level 1 Basic (1-4 marks)</b>                  Describes some of the changes identified on Figure 8 and considers how they will improve socio-economic and environmental conditions. MAX 2 marks if simply identifies changes with no real development/ explanation.  <i>“There are a lot more trees” “There is more seating” “There are better toilets”.</i></p> <p><i>“Improving pedestrian crossings will make it a lot safer. The landscaping will make it cleaner and quieter, which will attract lots of people and be good for business. Planting trees will make the whole area more attractive and a nicer place for people to sit.”</i></p> <p><b>Level 2 Clear (5-6 marks)</b>                  Identifies changes from Figure 8 and considers how they might improve the area both socio-economically and environmentally OR some appreciation of linked socio-economic and environmental factors.</p> <p><i>“Improving the local environment by landscaping and planting trees will mean that animal habitats can develop and there will be a wider variety of plants. It will also make it more attractive for people so more visitors will use the area. They will spend money visiting the cathedral and in local businesses, ensuring that the area is able to keep going. So the improvements will improve the environment and the situation for local people in the future.”</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>6 marks                  A02 - 4                  A03 - 2</p> <p>1 mark</p> <p>2 marks</p> <p>3 marks</p>
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