GCSE

GEOGRAPHY B

90351H – Managing places in the 21st century
Mark scheme

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.

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 interrelationships 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 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' or 'L3' in the left 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 L3, detail and balance 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 totaled in the 'egg' 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.

1(a)(i)	2 x 1 1 mark – some indication of increase/implied increase 1 mark – some indication of varying increase (not consistent) OR 1 mark – use of data (with dates from 1990-2010)/manipulation of data (% change)	2 marks A03 - 2
1(a)(ii)	**Conflict can be considered in terms of individual user groups or in general terms (economic v environmental)** **Level 1 Basic (1-2 marks)** Identifies different uses of the coastal area with some appreciation of why they might find it difficult to co-exist. Idea of 'conflict' not really considered/developed. *"Some people want to use the area for fishing while others want to swim in the sea. They might get in each other's way."* **Level 2 Clear (3-4 marks)** Identifies different uses/demands on coastal areas. Offers some understanding of why different activities/ demands clearly conflict with each other which goes beyond simple identification of potential conflicts. Might consider specific user groups or more general economic/environmental conflicts or tourists and locals. *"Some people may want to use the sea for fishing in order to earn a living. Others may want to use speed boats for leisure activities. The speed boats would disturb the fishing and may damage fishing nets while the fishing may take a lot of space needed for the speed boats. This means that both of the users would not be happy."*	4 marks A02 - 2 A03 - 2
1(a)(iii) Common	"Coastal environment" can be considered in broad terms (physical,social,economic). **Level 1 Basic (1-2 marks)** Offers some descriptive understanding about how the zoning process works and how it is used to manage the area. *"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."* **Level 2 Clear (3-4 marks)** Identifies elements of the zoning policy and considers how it protects areas/reduces conflict. Offers clear "protection" idea with some linked reasoning (cause- effect). *"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."*	4 marks A01 - 1 A02 - 2 A03 - 1

1(b)(i) Common	1 x 1 1972	1 mark A03 - 1
1(b)(ii) Common	1 x 1 4km (km not required)	1 mark A03 - 1
1(b)(iii)	**Level 1 Basic (1-4 marks) Largely descriptive** Shows a general understanding of the question by describing a number of activities that take place in coastal areas. Some use of either Figure 2 or own knowledge. MAX LEVEL 1- if only a number of tourist/ recreational activities considered. (wide range of tourist/recreational functions for 4 marks) *"Lots of activities take place in coastal areas including tourism, with caravan sites and hotels. Also lots of shipping is found near ports and factories are often found in these areas."* **Level 2 Clear (5-6 marks) Some clear general explanation** Shows a clear understanding of 'range' by bringing in a number of functions. Offers some reasons why the coast acts as a locational factor. Good use of Figure 2 OR clearly referenced individual knowledge OR general use of Figure 2 and some individual knowledge. *"Coastal areas develop into multi-use areas because they have certain advantages. Along the Dorset coast there are a lot of caravan sites and holiday centres because people want beach holidays. On Figure 2 there are ports and marinas which need to be near the sea. Because these areas provide a lot of opportunities for work a lot of people live there."* **Level 3 Detailed (7-8 marks) Explanation linked to specific functions** Offers detailed locational reasons for the development of both social and economic coastal activities (not necessarily balanced) which illustrate the coast as a 'multi-use' area. Some understanding of linkage (might be through the multiplier) Good use of Figure 2 AND own knowledge. *"The coast is used for a range of economic activities and is also often used as a recreational area for water based activities and as a study area by using nature reserves. Figure 2 has a lot of industry and recreation around the coast. The sheltered port provides a safe area for pleasure boats and fishing boats as well as large ships. Around Southampton Water there are oil refineries and other large industries. The sheltered, deep water port is a key factor because it allows large ships to bring in raw materials and export goods. There is also a cruise liner terminal. Large areas of flat land next to the sea are ideal for building large industries. Being near the sea is also ideal for water sports activity centres and in some places areas have been made into nature reserves and are used by bird watchers."*	8 marks A01 - 3 A02 - 3 A03 - 2

1(c) (i)	1 + 1 1 mark for name (name could be within description). Examples might include: 　　　Wetting/Drying (wet/dry) 　　　Freeze thaw 　　　Saltation/Solution/ Corrosion 　　　Biological weathering 　　　Acid rain (not just "rain")/ Chemical weathering + 1 mark for some basic description of the chosen example. MAX 1 mark if name and description don't match.	2 marks A01 - 2
1(c)(ii)	1 + 1 1 mark for name (name could be within description). Examples might include: 　　　Attrition 　　　Abrasion /Corrosion 　　　Hydraulic Action (Pressure) + 1 mark for some basic description of the chosen example. MAX 1 mark if name and description don't match.	2 marks A01 - 2
1(d)	**Level 1 Basic (1-2 marks)** Shows awareness of the characteristics of a slumped coastline with some reference to the idea of movement. *"A slumped coastline is where blocks of the cliff collapse so it has a stepped appearance. This is because the cliff is heavy."* **Level 2 Clear (3-4 marks)** Shows awareness of elements of the process of slumping (on soft coastlines), with clear links to rainfall/percolation OR marine erosion at the base of cliffs. *"When a soft cliff gets very wet it becomes heavier and more unstable. If this continues it will eventually collapse, with large chunks of the cliffs falling along a line of weakness. This results in a 'stepped' type of cliff."*	4 marks A01 - 1 A02 - 2 A03 - 1

1(e)	**Level 1 Basic (1-2 marks)** Basic ideas which consider erosion with limited understanding of how processes created the specific features. Individual points with no understanding of the complete sequence. *"The sea erodes away the cliffs until they collapse, leaving stacks."* **Level 2 Clear (3-4 marks)** Some appreciation of how specific processes have worked to form the features shown. Understanding of sequence but may not be complete. Use of terminology (Features or Processes). *"Erosion attacks the bottom of the cliff forming cracks. These cracks are widened by marine processes until caves are formed. This erosion continues until the cave goes right through the headland, forming an arch. Hydraulic action continues so the arch collapses."* **Level 3 Detailed (5-6 marks)** Detailed appreciation of how coastal processes have created the features illustrated in Figure 4. Clear sequence of features and use of technical language. *"Hydraulic action and abrasion attack cracks in the headland at the base of the cliff, forming caves. This continues on both sides of the headland until the caves break through, creating an arch. Continued erosion and weathering attack the sides and roof of the arch until it becomes weak and collapse, forming a stack which is separated from the headland"*	6 marks A01 - 4 A02 - 2

1(f) Common	**Level 1 Basic (1-4 marks)** Basic description of different techniques used in soft engineering (accept managed retreat) with limited appreciation of 'how' they protect coastal areas. MAX 2 marks if no example (types/places) used. *"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. The beach is also kept even, so it does not wear away. Beach replenishment is seen at Pevensey Bay in Sussex."* **Level 2 Clear (5-6 marks)** 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. *"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."*	6 marks A01 - 4 A02 - 2
	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

2(a)(i)	2 x 1
	Any two changes identified. Examples might include:
	    – more cities over 5 million
	    – more in every continent
	    – more in Asia }
	    – more in Africa } More in every
	    – more in South America } continent/each continent
	    – more in North America } (only once)
	    – proportionate urban population increase/rural population decrease
		2 marks
		A03 - 2

2(a)(ii)	1 + 1 1 mark – some appreciation of urban population growth/ rural-urban migration 2nd mark – clear reference/understanding of proportionate change	2 marks A01 - 2
2(a)(iii) Common	"WHY" could be referenced by mathematical demographics (more people being born than dying) OR reasons for demographic change jobs, money etc.) **Level 1 Basic (1-2 marks)** 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) *"Lots of people are moving to urban areas because they think that they will get a job and earn money."* **Level 2 Clear (3-4 marks)** 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. *Migration* *Wider range of opportunities (examples drawing out improvements in living conditions beyond jobs/money) encourages migration, therefore adding to urban growth.* *Natural Increase* *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.*	4 marks A01 - 3 A02 - 1
2(b) Common	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(c)(i)	**"Environmental problems" can be considered in broad terms to include" socio-environmental" problems.**	8 marks A01 - 6 A02 - 2
	The question is about problems in cities NOT global warming	
	Level 1 Basic (1-4 marks) Describes environmental problems (pollution - with some qualification) and why they might occur. No reference to the idea of "growth". MAX 2 Max - general references to 'pollution' with no real qualification or exemplification.	
	"In many less developed cities there is a lot of air pollution created by cars and industry. Factories often use rivers to get rid of waste. A lot of people live in slums and waste gets washed into rivers."	
	Level 2 Clear (5-6 marks) Shows some clear knowledge of cause-effect linked to growth (population or economic) OR use of some place information to express ideas.	
	"In cities in India, lots of poor people move to the cities and live in slums. These have no sanitation system or electricity so waste is thrown into rivers causing water pollution. People use coal or wood stoves, creating air pollution. Industry has grown rapidly causing increased air and water pollution. The cities cannot keep up with the growth so there is rubbish everywhere."	
	Level 3 Detailed (7-8 marks) Cause-effect clearly explained with link to growth (population or economic) creating environmental pressures. Broader range of ideas expressed through use of example(s),	
	"The rapid growth of cities like Mumbai in India, or Rio de Janeiro in Brazil, has created lots of environmental problems. The growth of industry and power stations has created a lot of air pollution and often rivers are used to get rid of industrial waste. There has been a massive increase in vehicles and this has added to air pollution problems. With so many people living in slums without sewage services streams and rivers are used to get rid of waste and massive rubbish dumps have developed."	

2(c)(ii)	Economic ideas can be considered if clearly linked to social opportunities **Level 1 Basic (1-2 marks)** 'Opportunities' considered in very general terms. Observations about general improvements to living conditions. *"People are able to earn more money and can spend money on improving their housing conditions and things like food."* **Level 2 Clear (3-4 marks)** Broader range of opportunities/ideas about social factors (education/health) creating better economic possibilities/how economic opportunities can create specific improvements to living conditions. *"People earn more money and have more money to spend and this creates opportunities for better housing. Education and training is available in urban areas and this can give people the opportunity to learn new skills and there is better access to medical facilities."*	4 marks A01 - 2 A02 - 2
2(d)(i)	Accept two single ideas with no real development (2x1) or a developed point. (2 marks) Accept negative points ("fewer in Rome because of fear of accidents") Any appropriate reason which might include: - more cycle ways/tracks/bicycle friendly - more car free zones/ bicycle friendly - too expensive to use cars/cheaper to use bicycles - people live nearer work - government encourages cycling - more facilities for parking bicycles - local authority bicycle schemes (Boris bikes) - other transport options limited - cycling part of an environmental strategy - less cars on the road; therefore it is safer (1 + 1) - cycling much cheaper because of congestion charge(1 + 1) - better air quality/less health concerns about cycling (1 + 1)	2 marks A02 - 2

| 2(d)(ii) | **Accept use of individual method or broad strategy which uses a number of methods.**
Level 1 Basic (1-2 marks)
Names an example (place or method) of how vehicle numbers could be/are being reduced in urban areas and shows some understanding of how it works.

"Park and ride systems can be used where people use buses to reach the town centre."

Level 2 Clear (3-4 marks)
Names an example (place or method) of how management strategies could be/are being reduced in urban areas and shows a clear understanding of how it works to reduce vehicle numbers.

"Park and Ride systems can be used. People park their cars on the edge of town and catch a bus into the town centre. The bus often uses dedicated bus lanes. Each bus can hold 50 people so this reduces a considerable number of cars going into the town centre." | 4 marks
A01 - 4 |

| 2(e) | **Level 1 Basic (1-2 marks)**
Generic observations about a place being run-down/of poor quality/few opportunities.
No locational reference.

"Some places need to be regenerated because they are poor and are run down, with rubbish everywhere and no jobs."

Level 2 Clear (3-4 marks)
Some reference to place (may be general -'East London'). Offer some understanding of specific reasons for decline or characteristics of decline (industry closed down OR there was high unemployment). May be narrow in focus (economic or social or environmental reasons) OR more generalised broader points.

"In the centre of Birmingham a regeneration project was needed because the environment was very poor and few people wanted to live in the area. Industry had closed down and there were not many jobs and the project was needed to bring money back into the city centre."

MAX LEVEL 2 – Describes a scheme rather than specifically identifying needs (implied needs through description of improvements)

Level 3 Detailed (5-6 marks)
Specific reference to a place and offers some detailed/developed reasons expressing the need for regeneration which picks up broader points (economic/social/environmental)

"Brindley Place, in central Birmingham was an old industrial area where industries had closed, leaving few jobs and a lot of derelict land and a polluted canal basin. Few people wanted to go to the area and it was a very run down area in the middle of the city. A regeneration project was needed in order to improve the environment, create new industries to bring jobs and wealth and build flats so that people would be attracted back into the area." | 6 marks
A01 - 4
A02 - 2 |

| 2(f) Common | **Level 1 Basic (1-4 marks)** 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. *"There are a lot more trees" "There is more seating" "There are better toilets".* *"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."* **Level 2 Clear (5-6 marks)** 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. *"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."* **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. **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. **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. | 6 marks A02 - 4 A03 - 2

1 mark

2 marks

3 marks |