

## GCSE Geography Specification B 40351F

1 (a) (i)	Both answers correct, so two marks awarded. The word 'ocean' not actually required in the answer since it is in the question.
1 (a) (ii)	Two correct answers so two marks awarded.
1 (a) (iii)	One correct answer so one mark awarded.
1 (a) (iv)	<p>The candidate uses the resource quite effectively to identify the advantages of coastal areas. Links are established between living and working factors.</p> <p>The question specifically requested 'own knowledge' and this is lacking in both terms of added locational detail or developed understanding. Because the basic question command is not fully addressed the response is limited to level 1. There are also spelling and grammatical errors, although these are marginal.</p>
1 (b) (i)	One correct answer so one mark awarded. This shows the importance of learning key definitions.
1 (b) (ii)	Three correct answers so three marks awarded.
1 (b) (iii)	The candidate selects a depositional feature and has consequently not answered the question. Erosion is mentioned, but not in the context of formation so it has no real value to the question, consequently no marks are awarded. Had the question been about a depositional feature it would have been a level 1 response; some awareness of the process, but incomplete, with no real use of technical language.
1 (c) (i)	Incorrect spelling but feature clearly correct so one mark.
1 (c) (ii)	Correct direction marked on photograph so one mark awarded.
1 (c) (iii)	A clear reason identified (lots of people live in the area) which would give one mark, then some development for the second mark.
1 (d) (i)	Correct answer selected – one mark awarded.
1 (d) (ii)	Four figure grid reference around the wrong way (a common error) – no mark awarded.
1 (d) (iii)	Correct answers selected – one mark awarded.
1 (d) (iv)	Correct direction given – one mark awarded.
1 (d) (v)	The response clearly identifies the different impacts of decisions on the two communities. The idea of relative fairness is bought in (a top level 1 idea) and then developed a little further to show some understanding of 'conflict'. This pushes the response into level 2.
1 (e) (i)	The idea of 'damage' is not really considered and this limits the response to a level 1. The point made about 'litter' and 'pollution' are generic and not developed, making them very marginal. The idea of land use change is considered, but only in a superficial way. A basic level 1 response worth only ½ marks.
1 (e) (ii)	A detailed response which uses well chosen examples and appropriate terminology (nature reserve). Conservation methods clearly described and explained. A clear level 2 response which is worth full marks.
2 (a) (i)	Correct answer – one mark awarded.
2 (a) (ii)	Correct answer – one mark awarded.
2 (a) (iii)	Two correct answers so two marks awarded.
2 (a) (iv)	Correct answer – one mark awarded.
2 (b) (i)	The idea of both 'push' and 'pull' factors is clearly understood (2x1). The 'push' idea is developed with the use of an example (+1). The 'pull' idea suggests that 'pull' factors are opportunities, but no specific example is used, so the fourth mark cannot be awarded.
2 (b) (ii)	The photographs are used effectively to describe the general conditions and there are some good general observation. Links to 'quality of life' are tentative, largely about 'being ill'. Specific links between conditions and types of disease are not established. Shows understanding so a good general level 1 response.

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2 (b) (iii)	The response clearly identifies examples where urban improvements are taking place and begins to examine how the improvements are affecting the quality of life. Links not always fully developed, consequently the response gets into level 2.
2 (c) (i)	Three correct answers so three marks awarded.
2 (c) (ii)	The response identifies four basic points (4x1) and one point, (the link between 'ease/attractiveness' and 'increased business') is a developed idea so would be worth 2 marks. Consequently this scores four marks comfortably.
2 (c) (iii)	Single idea, not fully developed which is worth one mark.
2 (d) (i)	The response identifies the boarded up shops and suggests that this may be a result of lack of business. Beyond that there is little development. With no evidence of development or individual examples it is a clear level 1. The single idea with a basic link suggests a reasonable level 1 since there is some understanding of the key idea.
2 (d) (ii)	A single idea for one mark. Not fully developed with a reason why shops might close down.
2 (e)	The response uses the resource well to identify and explain how redevelopment might improve the local economy. It also brings in additional, appropriate information. There is far more on the economy than the environment so the answer lacks balance. Clear understanding of both 'economic' and 'environment' and additional information gets it into level 2, but lack of environmental detail holds it back to five marks.
2 (f)	The response shows a tentative awareness of 'sustainability' which is not fully developed. There are basic ideas about energy saving which are not fully developed. Some credit for each of these two basic ideas gives the response a level 1 and two marks.