

GCSE Geography Specification B 40351H

1 (a) (i)	Both answers correct, so two marks awarded.
1 (a) (ii)	The candidate identifies both economic and environmental factors from the resource and uses the resource in detail. There is clear development (the use of a different example) so the response moves to level 2. The links and reasons for development are expressed, especially in terms of economic factors. There are general points about the environment, but they lack full development (points about nature reserves and specific environment/activity links etc) so the response does not quite reach level 3.
1 (b) (i)	Four correct answers so four marks awarded. This shows the importance of learning basic terminology.
1 (b) (ii)	The candidate names a feature and shows a basic level of awareness of how the power of the sea can shape a landscape. There is very limited technical understanding and no real technical language. The idea of a sequence or process is not explored in any real depth. Consequently a fairly basic level 1 response.
1 (c) (i)	There is a clear recognition of groynes on the photograph (1 mark) and a clear link to movement of material along the beach (2nd mark)
1 (c) (ii)	The candidate shows some understanding of why the coast might be protected (generic points). There is limited appreciation of economic value. Observations about rock type and recognition of the area as generally built up make it a level 1 response. A general understanding of the reasons for defence measures pushes the response to the top of level 1.
1 (d) (i)	Good use of the map to identify the flat land (1 mark). Clear development by suggesting a point about vulnerability to flooding (2nd mark).
1 (d) (ii)	The candidate describes the relative situation in the two settlements and shows clearly why it is an issue. This alone would take the response to the top of level 1. However, the candidate develops this theme and shows a good awareness of the idea of conflict resulting from local decision making. This makes the response a clear level 2.
1 (e) (i)	There is a very clear understanding of the question and detailed observations about environmental damage. The response is built around a clear example and identifies a wide range of pressures. The answer is well structured with effective use of sentences. A clear level 3 response – given the time and space constraints it would be difficult to add much more, consequently the answers would achieve a top level 3.
1 (e) (ii)	The candidate has not really understood the idea of conservation and there is no exemplification. These factors restrict the answer to level 1. There is essentially one thread running through the answers about restricting access which is perhaps worth some credit. However, the point made is vague and unqualified and only really touches on the question in a marginal way. Consequently, it is only a basic level 1 response.
2 (a) (i)	Basic appreciation of the idea which lacks detail or precision. Consequently one mark awarded
2 (a) (ii)	Correct answer, one mark awarded.
2 (b) (i)	Shows a clear understanding of the question and identifies a range of both 'push' and 'pull' ideas. Use of the resource and some developed ideas. A clear level 2 response.
2 (b) (ii)	The candidate describes the conditions in the same depth, picking out quite a lot of fine detail. However, the link between the conditions and 'quality of life' is only tentatively expressed at the end of the answers. Consequently the question is not fully addressed. The answer does show some awareness and achieves a level 1 mark.
2 (b) (iii)	The candidate shows a clear understanding of the question and considers both social and environmental conditions. The answer is built around a number of examples and strong factual knowledge. Given the time and space available it would be difficult to say much more. The question commands are fully addressed and the response is well structured, consequently it is a clear level 3.

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2 (c) (i)	The first few lines are really copied from Figure 9, they do 'describe' the problem but really add nothing beyond the resource. What the 'problems' actually are is not considered. Tentative points about 'more buses' show some awareness, but the lack of development restricts this answer to a basic level 1
2 (c) (ii)	There is a clear understanding of what is meant by pedestrianisation and detailed consideration of the potential advantages. The response begins to consider the potential disadvantages but it is not fully balanced. Consequently the candidate just gets into level 2.
2 (d) (i)	A simple idea is expressed but not fully developed so one mark is awarded.
2 (d) (ii)	The candidate shows a clearer understanding of both economic and environmental improvement. Detailed points have been both identified and developed from the resource. Also additional locational detail has been included. The candidate shows a good understanding and uses well documented exemplification. Consequently this is a very good level 2 response.
2 (e)	The candidate shows awareness of how planning and management can reduce environmental impacts and produce a more environmentally friendly community. The focus is slightly narrow (largely energy) so the realistic concept of 'sustainability' is not fully explored. Consequently, the use of an appropriate example and some appreciation of environmental factors pushes this response into level 2.