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GCSE

# Geography B

90351F Unit 1 Managing places in the 21st century  
Mark scheme

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9035  
June 2016

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Version 1.0: Final Mark Scheme

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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.

### **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' or 'L2' in the left hand margin.

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 some elements of balance here.*

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

### **Assessment of Spelling, Punctuation and Grammar (SPaG)**

Spelling, punctuation and grammar will be assessed via two questions in Question 1 and two questions in Question 2. 3 marks will be allocated for spelling, punctuation and grammar in each of these questions. The performance descriptions are provided below.

#### **High performance (3 marks)**

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.

#### **Intermediate performance (2 marks)**

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.

#### **Threshold performance (1 mark)**

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.

***The marks allocated for Spelling, Punctuation and Grammar will achieve a total weighting of 5% of the total marks for the qualification.***

**Question 1 – The coastal environment**

<b>Question</b>	<b>Marking</b>	<b>Marks</b>
1ai	Mediterranean	1 mark
1aii	2015 data (84 million) accurately plotted (must not touch lines below/above) (1 mark) Line accurately joined up to correct point (touches points at both ends) (1 mark) Identified the correct point but no line (1 mark)	2 marks
1aiii	Some understanding of increase (1 mark) Qualification, using data (starting- 37/38m to 80m- 2010) or description (more than doubled); change in the rate of increase after 2000 (1 mark)	2 marks
1aiv <b>Common Question</b>	Accept broad interpretation of “visitor”, which includes reference to tourism or economic migrants.  <b>Level 1 (Basic) 1-2 marks</b> Some appreciation of physical characteristics which might be seen as attractive. Points tend to be descriptive and generic.  Ideas might include points about: climate, beaches/sea, natural environment scenery, visitor facilities, near airport, lots of jobs.  <b>Level 2 (Clear) 3-4 marks</b> Offers some observations which develop the idea of “why” visitors are attracted with some clear reasoning.  “The hot weather and beaches will attract people who want family holidays on the beach or water sports holidays”. “People might be attracted to the area for employment because tourism creates a wide range of job opportunities”.	4 marks
1bi	<b>A – attrition</b> <b>B – hydraulic action</b> <b>C – abrasion</b>  3 x 1 marks	3 marks
1bii	Freeze-thaw	1 mark
1ci	Some appreciation that it is a piece of land sticking out into the sea/between two bays/cliff sticking out/cliff jutting out/eroding slowly (implies that it is projecting).	1 mark
1cii	Top line: <b>cave stack stump</b> Bottom line: <b>bay</b>  1 correct – 1 mark 2 correct – 2 marks	3 marks

	3/4 correct – 3 marks	
1ciii	<p><b>Level 1 (Basic) 1-2 marks</b> Simple idea about the sea hitting the cliff and wearing it away/wearing through the headland. Individual points with no real sequence.</p> <p>“The sea keeps hitting the cliffs and they wear away until there is a hole through the cliff”.</p> <p><b>Level 2 (Clear) 3-4 marks</b> Some awareness of process and sequence using the diagram (Figure 2) which suggests change over time.</p> <p>“The sea erodes the cliff forming a cave. This gets bigger until it breaks right through the cliff and an arch is formed”.</p>	4 marks
1di <b>Common Question</b>	2 km	1 mark
1dii <b>Common Question</b>	groyne(s)	1 mark
1diii	Any reference to nature reserve	1 mark
1div	<p>Clockwise: saltwater lake, marsh, recurved end</p> <p>1 correct – 1 mark 2/3 correct – 2 marks</p>	2 marks
1dv	<p><b>Level 1 (Basic) 1-2 marks</b> Individual points which identify movement (longshore drift) OR deposition OR simplistic appreciation of both. “Material is moved along by longshore drift”. “Material is dumped and eventually it builds up and forms a spit.”</p> <p><b>Level 2 (Clear) 3-4 marks</b> Understanding of process and sequence. Offers some explanation of both movement and deposition. Includes understanding of longshore drift/material moving along the shore and links to deposition to form a spit.</p> <p>“Material is moved along the beach by the waves. Where the land curves it carries on going, eventually being deposited to form a spit”.</p>	4 marks

<p>1e</p>	<p><b>Level 1 (Basic) 1-2 marks</b>                  Basic ideas with no real detail or locational context. Limited reference to ‘how’ (‘stop waves’).                   “Sea walls have been built and rocks put on the beach to stop waves”.</p> <p><b>Level 2 (Clear) 3-4 marks</b>                  Wider range of methods identified OR some use of technical clarity OR use of specific example <b>AND</b> some appreciation of how methods work to protect areas.                   “In some places different types of sea walls have been built and rock armour has been put in front of them. These reduce the wave energy before it reaches the cliffs, reducing erosion”.</p> <p>Use of generic terms (hard engineering/soft engineering) with no specific methods identified – max 3 marks.</p>	<p>4 marks</p>
<p>1f</p> <p><b>Common Question</b></p>	<p><b>Level 1 (Basic) 1-3 marks</b>                  Describe methods of management and makes simple observations about how they might improve the area. No real appreciation about how the methods link together or might make the area more sustainable in the longer term. Limited links to the pressures identified on Figure 4.                   ‘Improving public transport will mean fewer cars on the roads and managing waste will make the area cleaner. Looking after the area will make it look nicer and putting cycle routes in will mean more people will use bicycles so there are less cars’.</p> <p>Straight copy from resource with no development at all – 0 marks.</p> <p><b>Level 2 (Clear) 4-6 marks</b>                  Begins to develop ideas OR links points together in order to consider the pressures identified on Figure 4. (If the area looks nicer more people will be attracted), suggesting an appreciation of a longer term, more holistic strategy.                   “Improving public transport and building cycle routes will reduce traffic congestion and air pollution so there is less damage to animal habitats and make it easier for local people to get to work”.</p> <p>“Managing waste more effectively will help to make the area look nicer and preserve the environment and will mean that more people will be attracted to the area, increasing visitor income”.</p>	<p>6 marks                  SPaG 3 marks</p>



	<p><b>Spelling, Punctuation and Grammar (SPaG)</b></p> <p><b>Threshold Performance (1 mark)</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 (2 marks)</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 (3 marks)</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>	
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**Question 2 – The urban environment**

Question	Marking	Marks
2ai	Each bar completed <b>AND</b> shaded accurately (2x1). Horizontal lines must touch appropriate line at some point and not touch lines either side <b>OR</b> two bars completed accurately – no shading (1 mark)  2 x 1 marks	2 marks
2aii	10 (% not required)  Africa (if more than one continent named accept first answer)  2 x 1 marks	2 marks
2b	Natural change  Urbanisation  Migration  3 x 1 marks	3 marks
2ci	<p><b>Level 1 (Basic) 1-2 marks</b> Offers basic description of the conditions and tentative links to problems for people living in the urban slum.</p> <p>“The quality of housing is poor and there is rubbish everywhere with dirty water running down the streets. This means that disease would spread easily”.</p> <p>Basic description of conditions with no development – max 1 mark</p> <p><b>Level 2 (Clear) 3-4 marks</b> Some clear cause-effect which links conditions to particular problems for people living in urban slums. Mention of illness or disease is qualified by how it occurs <b>OR</b> name/details of particular disease.</p> <p>“The quality of housing is very poor and will be damp and cold so people may be subject to ill health. With rubbish and sewage everywhere there may be rats which will spread disease and also germs spread in dirty water which people may have to drink”.</p>	4 marks

2cii  <b>Common Question</b>	1 mark; any considered opportunity which might be economic (jobs/money) <b>OR</b> social (opportunity for healthcare/education/housing).  2 <sup>nd</sup> mark for some development (NOT a second separate point unless a development of the first);  “Opportunity to get a home with better facilities”.  “Children can get an education so they will be able to get a better job”.  “People will be healthier because of access to hospitals”.  “There may be better access to clean water so there will be less disease”.	2 marks
2ciii	“Living conditions” can be interpreted in the broadest sense, to include social/economic and environmental factors. <b>Level 1 (Basic) 1-2 marks</b> General observations about factors which would improve living conditions with no real explanation about how this would occur. Points might include observations about ‘new housing/water or sanitation schemes/access to electricity.  A list of two appropriate observations for 2 marks.  “If people had better housing and clean water it would improve living conditions”.  <b>Level 2 (Clear) 3-4 marks</b> A range of improvements considered OR clear development of ideas.  “If people had new, more solid homes with a proper water supply and sanitation system people would be healthier. Also access to electricity would enable people to have hot water and be able to use electrical appliances in their homes”.	4 marks
2di	Air pollution; noise pollution; costing business money; people being late.  “Pollution” needs to be qualified.  2 x 1 marks	2 marks
2dii	1 mark – decreased/implied decrease.  2 <sup>nd</sup> mark – use of data (across every time period/use of specific data/calculation of average differences).	2 marks

2diii	<p><b>The environment</b> 1 mark for basic point: “There will be less pollution”.</p> <p>2<sup>nd</sup> mark for extension /development: “Because of fewer cars”.</p> <p><b>The health of local people</b> (accept points about safety). 1 mark for basic point: “People will be fitter”.</p> <p>2<sup>nd</sup> mark for extension/development: “Because more people will cycle”.</p> <p>2 x 2 marks <b>Only accept the prefix “Less pollution” once if it is used on both parts, but accept the development (if correct) for one mark.</b></p>	4 marks
2div	<p><b>Question asks for one method. If more than one method used accept the best one.</b> Possible examples might include;</p> <ul style="list-style-type: none"> <li>- Traffic management</li> <li>- Bus only lanes</li> <li>- Public transport</li> <li>- Car sharing/pooling schemes</li> <li>- Ring roads</li> <li>- Park and ride</li> <li>- Pedestrianisation (traffic free areas)</li> <li>- Cycle routes</li> <li>- Alternate-day car travel</li> <li>- Speed enforcement</li> </ul> <p><b>Level 1 (Basic) 1-2 marks</b> Names one method and offers simple descriptive observations (“less cars”). Limited appreciation about how the method might reduce traffic problems.</p> <p>“Park and ride is where people leave their cars and get a bus instead of driving, meaning there are less cars on the road”.</p> <p><b>Level 2 (Clear) 3-4 marks</b> Describes one method and offers an understanding of how the method might reduce traffic problems.</p> <p>“Park and ride can be used. This is where large car parks are set up on the edge of towns and people leave their cars there and take a direct bus into the town centre, meaning there are less cars and fewer traffic hold ups”.</p>	4 marks

2ei	24	<i>1 mark</i>
2eii	<p>No credit for simply copying resource (eg. Environmental quality = 1) with no additional observations.</p> <p>1 mark for 'lowest quality of life total'</p> <p>1 mark for 'lowest quality of life in each category'</p> <p>1 mark (max) for 'lowest/low in .....; lowest/low in .....</p>	<i>2 marks</i>
2eiii	<p>1 mark for a basic single point "better qualifications"; "be able to get a job"; "be able to get a better job"; "will be able to earn more money"; "healthier lifestyle".</p> <p>2<sup>nd</sup> mark for some development (linking points together), "People will get a better job and consequently earn more money".</p>	<i>2 marks</i>

<p>2f</p> <p><b>Common Question</b></p>	<p><b>Level 1 (Basic) 1-3 marks</b>          Uses Figure 8 and/or own example to describe what is meant by urban greening and offers some general points about how it improves the overall quality of the area or the quality of life for local people. ‘Quality’ points might be relatively vague; it looks nicer; is cleaner; healthier; better habitats; encourages tourism; better recreational space.</p> <p><b>Interpretation of “urban greening” as eco-friendly (renewable energy; resource management etc)– Max Level 1</b></p> <p><b>Level 2 (Clear) 4-6 marks</b>          Uses Figure 8 and brings in own example (not always balanced/use of Figure 8 can be implied by the content of the answer). Offers clear explanation of how greening can create opportunities to improve the quality of urban life for people. Some clearly linked/developed ideas.</p> <p>“Urban greening has been carried out in New York where some of the old railway lines have been turned into wooded walkways. In some places open parks have been created and buildings given green roofs. Increasing green spaces improves air quality and gives people a quiet place to relax and meet people. Green walkways may encourage people to walk rather than drive, improving health and making the area less congested”.</p> <p><b>Spelling, Punctuation and Grammar (SPaG)</b></p> <p><b>Threshold Performance (1 mark)</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 (2 marks)</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 (3 marks)</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><i>6 marks</i>  <i>SPaG 3</i>  <i>marks</i></p>
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