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GCSE

# Geography B

90351H – Managing Places in the 21st century

Mark scheme

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9035

June 2016

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Version/Stage: 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.

#### **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 inter-relationships 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.

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## Annotation of Scripts

One tick equals one 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.

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 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.

### **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 – Living with natural hazards**

| <b>Question</b>                | <b>Marking</b>   | <b>Marks</b> |
|--------------------------------|--|--------------|
| 1ai                            | Spain and Italy (accept Monaco)<br><br>1 mark (both countries)   | 1 mark       |
| 1aii<br><b>Common Question</b> | <p>Accept broad interpretation of “visitor”, which includes reference to tourism or economic migrants.</p> <p><b>Level 1 (Basic) 1-2 marks</b><br/>Some appreciation of characteristics which might be seen as attractive. Points tend to be descriptive and generic.</p> <p>Ideas might include points about: hot weather/climate, beaches/sea, natural environment/scenery, visitor facilities, near airport, lots of jobs, observing yachts.</p> <p><b>Level 2 (Clear) 3-4 marks</b><br/>Offers some observations which develop the idea of “why” visitors are attracted with some clear reasoning.</p> <p>“The hot weather and beaches will attract people who want family holidays on the beach or water sports holidays”.<br/>“People might be attracted to the area for employment because tourism creates a wide range of job opportunities”.</p>  | 4 marks      |
| 1aiii                          | <p><b>‘Can harm the environment’ references local areas – NOT global warming.</b> Evidence from Figure 1 can be implied through the context of the answer.</p> <p>‘Own knowledge’ can be place OR topic based.</p> <p><b>Level 1 (Basic) 1 – 2 marks</b><br/>Shows a basic awareness of environmental damage/pressure but has no real cause-effect. Tends to describe rather than explain.</p> <p>‘Vegetation may be lost and the sea could become polluted. There could be a lot of litter left around.</p> <p><b>Level 2 (Clear) 3 – 4 marks</b><br/>Clear cause-effect links with some reference to development/change.</p> <p>‘The development of Dubai has meant that the marine habitat has been damaged with the building of the new islands. In other areas the development of hotels and roads has meant that lots of trees have been removed. With a growing number of hotels and people using the sea there will be more sea pollution as waste is pumped into the sea’</p> | 4 marks      |

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| <p>1b</p>                                 | <p><b>Level 1 (Basic) 1-2 marks</b><br/>                 Simple ideas which suggest that the action of the sea has been important in forming the features shown on Figure 2. Limited use of geographical terminology, both in terms of processes and features. No appreciation of sequence.</p> <p>‘The sea has bashed against the cliff and worn it away, forming an arch.’</p> <p><b>Level 2 (Clear) 3-4 marks</b><br/>                 Some appreciation of marine processes and sequence, either by using the appropriate terminology or by description. Shows awareness of the features by describing their formation or by naming them. Limited understanding of sequence.</p> <p>An answer which describes the sequence by naming the features but shows limited appreciation of process.</p> <p>‘A crack is formed by hydraulic action, which blasts water into cracks and breaks rocks apart, developing a cave. It is then eroded into an arch which continues to erode. Eventually the roof collapses to form a stack.</p> <p><b>Level 3 (Detailed) 5-6 marks</b><br/>                 Offers a detailed explanation of process and sequence, related to the features. Use of geographical language. Does not need to mention every process or every feature to show an appreciation of process and sequence.</p> <p>‘Hydraulic action forces air into cracks, shattering the rock and enlarges the crack to form a cave. Continued erosion by the waves carrying beach material (abrasion) wears the cave away until it goes right through the headland and forms an arch. Eventually, weathering of the top of the arch weakens it until it collapses and a stack is formed. When this collapses all that is left is a stump sticking up above the sea.’</p> | <p>6 marks</p> |
| <p>1ci</p> <p><b>Common Question</b></p>  | <p>2 (km)</p>   | <p>1 mark</p>  |
| <p>1cii</p> <p><b>Common Question</b></p> | <p>groyne(s)</p>  | <p>1 mark</p>  |
| <p>1ciii</p>                              | <p>deposition</p>   | <p>1 mark</p>  |

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| <p>1civ</p> | <p><b>Wildlife (2 marks)</b><br/>           1 mark for identification of evidence(not Nature Reserve) looking for a particular environment (salt marsh/mud flats/trees and woodland/farm/buildings/ponds/rivers/sea/beach/heath)</p> <p>1 mark for some development/link which expresses “how”.<br/>           “salt marsh provides food for birds”<br/>           “barns provide shelter for nesting birds”<br/>           “rivers and ponds provide insects for frogs”</p> <p><b>Protection (2 marks)</b><br/>           1 mark for identification of evidence – Nature reserve/National Park</p> <p>1 mark for some development of how Nature reserves/National Parks protect wildlife (building restrictions/people restricted/ wardens protect wildlife)<br/>           “nature reserves have restrictions to protect wildlife”<br/>           “footpaths prevent trampling elsewhere”</p> | <p>4 marks</p> |
| <p>1d</p>   | <p>2 x 2 marks<br/>           Indicative ideas might include;</p> <ul style="list-style-type: none"> <li>- Strength of waves</li> <li>- Orientation of coastline in relation to waves</li> <li>- Rock types</li> <li>- Socio-economic value</li> <li>- Environmental/habitat value</li> <li>- Some areas are prone to flooding</li> <li>- Beaches need to be preserved</li> <li>- Lots of people live there.</li> </ul> <p>1 mark for a basic idea with no real development:<br/>           “Lots of buildings/hotels on the coast”</p> <p>2<sup>nd</sup> mark for development/reasoning:<br/>           “Lots of buildings/hotels might be at risk from erosion”<br/>           ‘Lots of people live in the area so people would lose their homes if the area flooded.’<br/>           “If the coast loses its beach it would no longer attract tourists”</p>                                  | <p>4 marks</p> |



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| 1e | <p><b>Accept answers based on soft engineering or managed realignment.<br/>Example can be based around a place or a method/scheme.</b></p> <p><b>Level 1 (Basic) 1-3 marks</b><br/>Offers some description of soft engineering techniques/names techniques. Some tentative appreciation of how the techniques work/general definition of soft engineering which partially explains how the techniques work OR descriptive reference to an appropriate example.</p> <p>‘Beach replenishment has been used to build up the beach at Pevensey Bay in Sussex. This helps to preserve the beach so it protects the area when there are storms.’</p> <p><b>Max 2 marks</b><br/>List of soft engineering techniques with no development or broader locational reference. Confuses with hard engineering techniques BUT offers some understanding about how the chosen methods operate to protect coastal areas.</p> <p><b>Level 2 (Clear) 4-6 marks</b><br/>Clear reference to soft engineering techniques and offers link to how they work to reduce the risk of flooding/protect coastal areas in coastal areas. Some general reference to location/scheme.</p> <p>‘At Pevensey Bay in Sussex a number of soft engineering techniques were used. This built the beach back up by bringing sand in from other areas. Beach recycling was also used to make sure the sand was not lost after a storm. By preserving the beach, storm waves were not able to move inland and flood the coastal area.’</p> <p><b>Level 3 (Detailed) 7-8 marks</b><br/>Detailed reference to an example/scheme. Explains how soft engineering is used to reduce the risk of flooding/protect coastal areas.</p> <p>‘Pevensey Bay, in Sussex is a flat coastal area at risk of flooding. Soft engineering techniques were used to preserve the beach so during storms there was a wide, gently sloping beach which could absorb the wave energy and prevent inland flooding. Beach replenishment was used. This took sand from the sea bed and other coastal areas and was used to build up the beach. After large storms, beach recycling and re-profiling (moving the sand) was used to make sure that the beach remained wide and gently sloping because this is the best type of beach profile to absorb wave energy.’</p> | 8 marks |
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| <p>1f</p> <p><b>Common Question</b></p> | <p><b>Pressure can be identified or implied through the answer. “Own knowledge” can be placed based on a knowledge of pressures.</b></p> <p><b>Level 1 (Basic) 1-3 marks</b><br/>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.</p> <p>‘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><br/>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.</p> <p>“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><b>Spelling, Punctuation and Grammar (SPaG)</b></p> <p><b>Threshold Performance (1 mark)</b><br/>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><br/>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><br/>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><br/><i>SPaG 3 marks</i></p> |
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**Question 2 – The challenge of extreme environments**

| Question | Marking  | Marks   |
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| 2ai      | North America          Africa<br><br>2 x 1 marks   | 2 marks |
| 2aii     | 1 mark – basic appreciation of increase in urban population<br><br>2 <sup>nd</sup> mark – some use of data (Figure 5 – 48-64%)   | 2 marks |
| 2bi      | <p><b>Level 1 (Basic) 1-2 marks</b><br/>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 there will be diseases”<br/>Basic description of conditions with no link to a problem – max 1 mark</p> <p><b>Level 2 (Clear) 3-4 marks</b><br/>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 linked to conditions.</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 |
| 2bii     | <p>1+1<br/>1 mark; any considered opportunity which might be economic (jobs/money) <b>OR</b> social (opportunity for healthcare/education/housing).</p> <p>2<sup>nd</sup> mark for some development (NOT a second separate point unless a development of the first);</p> <p>“Opportunity to get a home with better facilities”.</p> <p>“Children can get an education so they will be able to get a better job”.</p> <p>“People will be healthier because of access to hospitals”.</p> <p>“There may be better access to clean water so there will be less disease”.</p>   | 2 marks |
| 2biii    | <b>Examples can be a place or a scheme. Accept use of more than one example as the question references ‘urban areas’.</b>  | 8 marks |

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|  | <p>Accept ideas about general improvement schemes which include elements of water/sanitation improvements and narrowly focused water based schemes.</p> <p>Does not have to consider both water supply and sanitation. One or other will be able to achieve across the whole mark range.</p> <p><b>Level 1 (Basic) 1-3 marks</b><br/>Offers some description of water/sanitation scheme or part of a scheme. Some tentative appreciation of how the scheme has improved living conditions/techniques OR descriptive reference to an appropriate example.</p> <p>‘New water pipes have been put into shanty towns. This has given people access to clean water for the first time and means that they don’t have to risk drinking contaminated water.’</p> <p><b>Level 2 (Clear) 4-6 marks</b><br/>Clear reference to water/sanitation based scheme and offers a link to how the scheme has improved living conditions/quality of life for local people. Some general reference to location/scheme.</p> <p>‘In Rio de Janeiro in Brazil the government have put water supply pipes and sewers in some part of the slum areas. This means that poor people do not have to spend so much money on bottled drinking water and can use money on other things. Having proper sewers means that there is less risk of disease and the slums are much cleaner.’</p> <p><b>Level 3 (Detailed) 7-8 marks</b><br/>Detailed reference to an example/scheme with some effectively considered cause-effect links to how water/sanitation schemes have improved living conditions/quality of life.</p> <p>‘In Rocinha, a shanty town in Rio de Janeiro in Brazil the government have put water supply pipes and underground sewage disposal pipes in some parts of the slum areas. People now have access to clean water in their homes for washing and cooking. They also don’t need to spend time collecting water or money buying water. This gives them the opportunity to use that time to earn more money and have a better standard of living. Having a sewage system means that the streets are not covered with raw sewage. This reduces the risk of water borne disease and means that the population is healthier and can work harder to earn a living.’</p> |  |
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| <p>2ci</p>  | <p><b>Reduce levels of air pollution</b><br/>1 mark – less cars on the roads</p> <p>2<sup>nd</sup> mark – some development which expresses the link between the number of cars and the amount of emissions.</p> <p><b>Reduce business costs</b><br/>1 mark – idea of quicker/less hold-ups</p> <p>2<sup>nd</sup> mark – some development (people not late for work/less stress so people work better/reduces time so delivery costs are less/less fuel used.<br/>Only accept idea of ‘less cars’ once if used on both parts, but accept development (if correct) for up to two marks.</p>   | <p>4 marks</p> |
| <p>2cii</p> | <p><b>Can be place based OR scheme based OR a strategy with different ideas within it.</b></p> <p><b>Level 1 (Basic) 1-2 marks</b><br/>Simple ideas which identify method(s) which are being used to reduce/manage traffic but offer limited development about how they operate or work to reduce problems.</p> <p>‘In some areas park and ride systems are used. These reduce the number of cars coming into town centres.’</p> <p><b>Level 2 (Clear) 3-4 marks</b><br/>Names an example(s) (place and/or method) and offers a clear explanation of the method and how it helps to manage the 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 bus into the town centre. This is managing traffic problems by taking a lot of cars off the road which will reduce congestion’.</p> <p><b>Level 3 (Detailed) 5-6 marks</b><br/>Names an example(s) (place and/or method) and offers a detailed explanation of the method and how it helps to manage the problems.</p> <p>‘Park and ride schemes are used in Oxford. Large car parks were set up on the edge of Oxford and people coming into the town drive to these car parks and are taken into the town centre by shuttle buses. Since each bus holds about 50 people it reduces the number of vehicles entering the town centre considerably, especially during rush hours. This reduces the volume of traffic in what is a restricted town centre and consequently eases congestion.’</p> | <p>6 marks</p> |

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| 2di  | <p>1+1 marks</p> <p>Indicative content might include;</p> <ul style="list-style-type: none"> <li>- understanding of inequality/differences (rich/poor)</li> <li>- unequal distribution</li> <li>- unfairness</li> <li>- fewer opportunities</li> <li>- an understanding of “socio-economic” through spatial or individual differences (rich-poor areas; poor/good levels of healthcare, housing quality, educational attainment)</li> </ul>   | 2 marks   |
| 2dii | <p><b>Level 1 (Basic) 1-2 marks</b></p> <p>Basic descriptive points about getting a better education or qualifications and how this might increase job prospects or incomes.</p> <p>‘Education initiatives would mean that young people do well at school and gain qualifications and are then able to get a good job.’</p> <p><b>Level 2 (Clear) 3-4 marks</b></p> <p>Some understanding of how improving education can reduce inequalities or broader socio-economic improvements (individual/government) which imply that inequalities may be reduced e.g. positive multiplier effect.</p> <p>‘Education initiatives would mean that young people do well at school and are then able to get a good job. They will then be able to earn more money and will be able to afford better housing and other consumer goods. Better housing and diet may mean that levels of health are improved.’</p> | (4 marks) |

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| <p>2e</p> <p><b>Common Question</b></p> | <p><b>Level 1 (Basic) 1-3 marks</b><br/>         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><br/>         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><br/>         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><br/>         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><br/>         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><br/> <i>SPaG 3 marks</i></p> |
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