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# **GCSE MARKING SCHEME**

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**SUMMER 2016**

**GEOGRAPHY B  
UNIT 2(b) (Higher Tier)  
4242/04**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2016 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

## GCSE Geography B Unit 2b

### Higher Tier

#### SUMMER 2016 MARK SCHEME

This paper asks you to consider issues around housing development and decide which housing development option is the most sustainable for Newcastle.

<b>Part A</b>	Introduces issues relating to national house building, greenbelts and brownfield sites	<b>25</b>
<b>Part B</b>	Explores housing development issues in Newcastle upon Tyne	<b>21</b>
<b>Part C</b>	Asks you to advise Newcastle upon Tyne City Council which housing development is best for the city.	<b>14+4</b>
		<b>Total mark <u>64</u></b>

**Part A**

Question		Rationale	Expected Answer	AO1	AO2	AO3	SPaG	Total
<p><b>Part A:</b> Study the graph below. It shows the number of houses built and the number of people waiting to be housed in England each year between 1950 and 2010.</p>								
(a)	(i)	Complete the graph below using the following information.	Award one mark for each correct point that has been plotted to a max of two.	Blue line must be completed to 240,000 gridline (1) Red line must be completed to in 2010 to between 1,680,000 & 1,720,000 gridlines (1)		2		<b>2</b>
	(ii)	Compare changes in the number of houses built and the number of people waiting to be housed in England each year between 1950 and 2010. Use figures in your answer.	Credit up to two valid statements. For the third mark there must be a comparative statement between 'people waiting' and 'houses built'.  <b>Max 2</b> if no use of correct data <b>Max 2</b> if no comparative statement	<p><u>Number of people waiting:</u> Steady/no change between 1950 and 1980 (1) Has risen since 1980 (1) Overall increase of 1,660,000 since 1950 (1)</p> <p><u>Number of houses built:</u> Has fluctuated/gone up and down (1) Overall trend since 1968 has been down (1) Overall fall of 65,000 since 1950 (1)</p> <p><u>Comparative statements</u> House building is slowing down whereas waiting lists have increased (1) House building has fluctuated more than waiting lists (1) From 1950-68 house building increased whereas waiting lists stayed constant (1) From 1968 onwards house building increased whereas waiting lists increased rapidly (1)</p>		3		<b>3</b>

		Question	Rationale	Expected Answer	A01	A02	A03	SPaG	Total
	(iii)	Use the graph to suggest how people waiting to be housed may have been affected both before and after 1995.	<p>Credit two simple statements and their elaboration (1+1) and (1+1) OR 1 + (1+1+1)</p> <p><b>Max 3 marks</b> if the response is only before 1995 or only after 1995.</p>	<p><u>Before 1995:</u> Enough houses were being built/ housing surplus (1) so waiting lists were short (1)</p> <p><u>Since 1995:</u> Too few houses are being built/ housing shortage (1) so waiting lists are longer (1) so young families have to stay with parents (1) people are homeless (1) so sofa-surf (1) are put up in temporary accommodation/B&amp;B (1). May have to rent for longer (1) eating into savings (1)</p>			4		4

**Part A**

Question	Rationale	Expected Answers	AO1	AO2	AO3	TOTAL	
(b)	Study the map on <b>page 2</b> of the separate <b>Resource Folder</b> . It shows green belts in England.						
	Use the map to describe the distribution of green belts in England.	Credit up to three simple statements each with one mark. 1+1+1 <b>Do not credit</b> size/ distance <b>Do not credit:</b> near to/next to/below/above/in England.	Surrounding/circling cities (1) Spread across England (1) Cluster in Central England (1) None in SW (1)			3	<b>3</b>
(c)	Study the information on <b>page 3</b> of the separate <b>Resource Folder</b> .						
	(i) In the table below tick (✓) the statement that best defines urban 'sprawl'.	Credit this response only for one mark.	The spread of towns and cities into the countryside (1)	1			<b>1</b>
	(ii) Suggest <b>two</b> benefits of green belts for people who live in urban areas.	Credit two simple statements and their elaboration (1+1) and (1+1) OR 1 + (1+1+1)  <b>MAX 2</b> if: <i>no elaboration on two statements</i>  Responses must relate to urban dwellers, not more green belt dwellers.	Green belts/ green space provide opportunities for recreation/relaxation (1) due to close proximity/ easy access (1) thereby improving physical health (1) mental health (1)  They protect important farmland (1) and therefore helping with food production/fresh local produce (1) reducing food miles (1).  Cleaner air/ less air/ noise pollution (1).	2	2		<b>4</b>

Question		Rationale	Expected Answer	AO1	AO2	AO3	SPaG	Total
(d)	Study the information on page 4 of the separate Resource Folder. For the two groups listed below, suggest why they may agree with the government that new housing should be built on green belts.	Credit each simple statement with one mark and its accurate elaboration with an additional mark. <b>Max 3</b> if only one group. Max 2 if no elaboration.	<b>Construction companies:</b> increased demand for services (1) sustains the business (1) <b>Landowners:</b> make profit (1) from selling land (1) can invest in other activities (1)	2	2			4
(e)	Study the photographs on page 5 of the separate Resource Folder. They show brownfield sites.							
	(i) In the table below tick the definition that best suits a brownfield site.	Credit this response only.	Land available for building that has previously been built on	1				1
	(ii) Explain how building houses in areas such as those in the photographs may be considered to be sustainable.	Credit one mark for each simple statement and one for its elaboration to a maximum of 3 marks. (1)+(1+1) Or (1+1+1) Max 2 if no elaboration. <b>Do not credit</b> how this benefits the green belt.	Commuters travel shorter distances (1) which saves energy/reduces greenhouse gas emissions (1). Polluted soil/ground is removed during regeneration (1) so environment is cleaned up (1). New homes use existing services (1) so new demand keeps existing shops etc in business (1) Infrastructure already exists (1) so less resources used/ needed/ cheaper for building (1). Improves/ uses derelict / eyesore land (1) Regenerates community (1) more (qualified) jobs (1)		3			3
			<b>Totals</b>	<b>6</b>	<b>11</b>	<b>8</b>		<b>25</b>

**Part B**

Question	Rationale	Expected Answer	AO1	AO2	AO3	SPaG	Total
(a)	Study the map below.						
	<p>Compare the locations of Callerton Park and Walker Riverside in Newcastle upon Tyne.</p>	<p>Credit up to three <b>comparative</b> statements each with one mark.</p> <p><b>Do not credit</b> reference to metro line.</p> <p>Credit comparative reference to distance to places eg airport. Allow further to/ closer to a place eg airport.</p> <p><b>Do not credit</b> on green belt site or on brownfield site.</p>	<p>Callerton park is to the west / NW of the city centre whereas Walker Riverside is to the east/ NE (1)</p> <p>Callerton park is 15-25km from the city centre whereas Walker Riverside is 3-10km (1)</p>			3	<b>3</b>



**Part B**

Question		Rationale	Expected Answers	A01	A02	A03	TOTAL
(b)	Study the information on <b>page 6</b> of the separate <b>Resource Folder</b> .						
(i)	Label the following features on the sketch map below.	One mark per correct labelling.				2	2
(ii)	Use map evidence to explain why some residents living in the green belt near Callerton Park may object to the development of housing here.	<p>Levelled response marking. Work upwards from the lowest level.</p> <p><b>Award 0</b> marks if the response is inaccurate or irrelevant.</p> <p><b>Level 1:</b> Gives generic descriptive or explanation points. No map evidence provided. <b>(1-2 marks)</b></p> <p><b>Level 2:</b> Some description and explanation of impact. Some use of map evidence. <b>(3-4 marks)</b></p> <p><b>Level 3:</b> Detailed description and explanation of impact, using significant map evidence. <b>(5-6 marks)</b></p>	<p>L1 - It will create noise and disturbance/ loss of tranquillity/ pollution.</p> <p>L2 - It will have a negative impact on villages such as Callerton and Woosington. New bypass will increase road traffic leading to more congestion and air pollution.</p> <p>L3 - It will have a significant negative impact on villages such as Callerton and Woosington as the new bypass will be less than 1 km from those villages. As the bypass will also link with A69, A696 the increased road traffic will lead to increased and constant noise, congestion and air pollution from vehicles.</p> <p>Candidate may also consider: the loss of semi-rural village/settlement identities; stress on village schools and shops; already suffer from airport - this adds to impact.</p>	3	3		6

Question		Rationale	Expected Answer	AO1	AO2	AO3	SPaG	Total	
(c)	Study the information on page 7 of the separate resource folder.								
(c)	(i)	Complete the graph using the following information.	Credit accurate placement of the line in the pie chart for one mark and accurate completion of the shading OR labelling for a separate mark.			2		2	
	(ii)	Suggest why people living in urban areas may object to housing developments on brownfield sites.	<p>Credit up to two simple statements and their elaboration (1+1) (1+1). OR one valid statement plus one well elaborated statement (3+1) or (1+3). OR one fully elaborated statement (1+1+1+1)</p> <p>NB Responses should refer to 'people living in urban areas'</p> <p>Allow valid short term impacts during construction.</p> <p><b>Max 2</b> marks if no elaboration.</p>	<p>The city becomes more crowded (1) so more traffic congestion (1)</p> <p>Houses may be too expensive (1) for local people to afford (1)</p> <p>Increased demand for local health care/GP services (1) so waiting lists will get longer (1)</p> <p>Increased demand for local school places (1) so parents may not get their first choice of school (1)</p> <p>Takes up space that could be used for recreation/ sports facilities (1) less opportunity for relaxation (1)</p> <p>Increases housing density (1) so more light pollution (1) so less privacy (1)</p> <p>Noise/ traffic / dust during construction (1)</p>	2	2			4

(d)	Study the information on <b>page 8</b> of the <b>Resource Folder</b>			AO1	AO2	AO3	SPaG	Total
	<p>Choose <b>two</b> of the features and for each suggest why they may be considered to be sustainable.</p>	<p>Credit one simple statement and elaboration per feature (1+1) (1+1) OR well developed elaboration of one feature (1+3) or (3+1)</p> <p><b>Do not</b> credit choice of feature(s).</p> <p><b>MAX 2</b> if no elaboration.</p>	<p><u>Affordable houses</u> ... encourages buyers (1) helping to reduce housing shortage (1) leads to mixed residential community (1)</p> <p><u>Free loft insulation</u>...help save energy (1) reduces emissions / CO2 (1) reduce heating bills (1) save money (1) warmer houses (1)</p> <p><u>Green spaces</u> ...allows recreation (1) healthier/happier residents (1) protect and enhance wildlife (1) help prevent flooding (1)</p> <p><u>High rates of waste recycling</u> ...so less need for raw materials/ extraction/ manufacturing (1) leading to less environmental destruction/air pollution (1). Money saved by council (1) can be invested in other community needs (1). Less land needed for landfill (1)</p> <p><u>Recycled building materials used where possible</u>...means reduced building costs (1) leading to cheaper, affordable housing (1)</p> <p><u>Shops and schools built locally</u> ...so locals can walk/less demand for use of cars/travel/costs (1) healthier environment/healthier residents (1) increased community cohesion (1) more jobs available locally (1)</p>	2	2			4
	<b>Totals</b>			7	4	10		21

## Part C

<b>LEVEL DESCRIPTORS FOR PART C</b>	
<b>0</b>	Award 0 marks if the answer is incorrect or irrelevant.
<b>Level 1 1-4 marks</b>	<p>The candidate writes a brief response that:</p> <ul style="list-style-type: none"> <li>• doesn't choose an option, or doesn't make it clear if an option has been chosen;</li> <li>• provides little if any elaboration beyond that provided directly by the sources throughout;</li> <li>• provides little if any exploration of the positive and negative features of the option(s) discussed;</li> <li>• demonstrates little if any understanding of sustainability in the context of the issue and at a variety of scales;</li> </ul> <p><i>Communication is through brief statements/bullet points. There may be a basic structure. There are inaccuracies in spelling, punctuation and grammar.</i></p>
<b>Level 2 5-8 marks</b>	<p>The candidate writes a brief or detailed response that:</p> <ul style="list-style-type: none"> <li>• chooses and briefly justifies an option;</li> <li>• provides some elaboration beyond that provided directly by the sources throughout;</li> <li>• explores some positive and negative features of the option(s) discussed;</li> <li>• briefly compares the options against each other;</li> <li>• may provide some wider geographical knowledge and external case studies that may substantiate arguments;</li> <li>• demonstrates some understanding of sustainability in the context of the issue and at a variety of scales;</li> <li>• provides a short concluding justification of the option choice in relation to the geographical issue/question.</li> </ul> <p><i>Communication is clear with some structure. Specialist terms may be used. There are some inaccuracies in spelling, punctuation and grammar.</i></p>

### LEVEL DESCRIPTORS FOR PART C

**Level 3  
9-11 marks**

The candidate writes a detailed response that:

- chooses and justifies one option over the other;
- provides some detailed elaboration beyond that provided directly by the sources throughout;
- explores in some detail the positive and negative features of each option;
- provides some comparison and weighing up of the options against each other;
- may deploy wider geographical knowledge and external case studies that briefly substantiate arguments;
- demonstrates understanding of sustainability in the context of the issue and at a variety of scales;
- provides a concluding justification of the option choice in relation to the geographical issue/question.

*Communication is clear and logical and has structure. Specialist terms are used with proficiency.  
Spelling, punctuation and grammar have considerable accuracy.*

**Level 4  
12-14 marks**

The candidate writes a comprehensive response that:

- chooses and clearly justifies one option over the other;
- provides consistently detailed elaboration beyond that provided directly by the sources throughout;
- explores in detail the positive and negative features of each option;
- provides a detailed comparison and weighing up of the options against each other;
- may deploy wider geographical knowledge and external case studies to effectively substantiate arguments;
- demonstrates clear understanding of sustainability in the context of the issue and at a variety of scales;
- provides a convincing concluding justification of the option choice in relation to the geographical issue/question.

*Communication is very clear, sophisticated and well-structured. Specialist terms are used adeptly.  
Spelling, punctuation and grammar have consistent and considerable accuracy.*

<b>Performance descriptions</b> spelling, punctuation and the accurate use of grammar	
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> <b>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.
<i>Intermediate performance</i> <b>2-3 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.
<i>High performance</i> <b>4 marks</b>	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effectiveness control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms and with precision.

### **Marking Procedure for Part C**

- This section is marked using a process of best fit where the candidate response is compared to levels of response mark scheme. Levels marking should be applied working upwards from the lowest to the highest level. The mark scheme comprises a number of hurdles that must be jumped in order to access marks within a level.
- Award QWC as an integral part of a best fit decision when making a judgement on the level.
- In levels marking candidates are credited for the quality of their answers, as opposed to merely crediting the number of responses they make.  
**Remember that you should apply no ticks when marking this section.** Mark the letter by indicating in the text where a contribution to a particular level has been made.
- Candidate response in the report and matrix should be considered together. As the degree of integration for a Level 3 response falls outside that possible to demonstrate in the matrix alone, marks in the highest level may, therefore, only be awarded to candidates who have completed the report i.e. a matrix-only response can only be L2 at the highest. Write an overall level at the end of the report.
  - If the candidate scores fewer than 7 marks in the letter look at the matrix.
  - Write a statement at the bottom of the matrix to indicate the overall level so far attained e.g. low/middle/high Level 1/Level2.