



**General Certificate of Secondary Education  
June 2013**

**Geography B**

**40351H**

**(Specification 4035)**

**Unit 1: Managing places in the 21st century  
(Higher)**

**Final**

***Mark Scheme***

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Mark schemes are prepared by the Principal Examiner 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 examiners participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for standardisation each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' 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.

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## 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; has a good range of specialist terms where appropriate  
Considerable accuracy in spelling, punctuation and grammar  
Text is legible.

N.B. Only Level 1 and 2 descriptors will appear on Foundation marking schemes (front covers)

#### Level 3: Detailed

Knowledge of accurate information appropriately contextualised and/or at correct scale  
Detailed understanding, supported by relevant evidence and exemplars  
Well organized, 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.

**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. Three 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.***

**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' 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, eg *Just L2, reasonably accurate knowledge or some clear understanding.*

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 totalled in the 'box' 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 totalled. 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 credit-worthy. 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.

Quality of Written Communication (QWC) is part of the award of marks in levels marked answers only. In levels marked answers the quality of the geography is assessed and a level and mark awarded according to the geography. As is sometimes the case, the geography may be sound at a particular level but the examiner may not be sure as to whether there is quite enough to raise the mark within that level. In this case the examiner should consider the QWC of the answer. QWC that fulfils the criteria for the level should lead to the rise in the mark but where the QWC does not fulfil the criteria, the answer should remain at the mark first thought appropriate. In cases where QWC has been used in the award of marks, the examiner should indicate this with QWC and arrows that indicate either an upward or downward trend according to its impact on the final award of the mark.

**SECTION A**

**Question 1 – The Coastal Environment**

|          |  |                |
|----------|--|----------------|
| 1(a)(i)  | (2 x 1) Enough of each country should be shaded to be clear.<br>Each country shaded in relation to the key. Ignore other shaded countries<br>Morocco (criss-cross) Libya (solid dark)  | <b>2 marks</b> |
| 1(a)(ii) | <p><b>Level 1 Basic (1-2 marks)</b><br/>Basic, generic ideas with limited consideration of locational advantages.<br/>Points might include ‘lots of jobs’, ‘nice environment’, ‘lots of leisure opportunities’, ‘lots of business’<br/>No locational reference<br/>“Coastal areas have lots of industries like ports and hotels. It is a nice place to live”</p> <p><b>Level 2 Clear (3-4 marks)</b><br/>Basic, generic ideas with limited consideration of locational advantages with some locational reference – 3 marks<br/>4<sup>th</sup> mark – attempt to offer some explanation/reasoning<br/>Sound explanation but no locational reference – maximum Level 2<br/>“In Southampton there are lots of large industries, including oil refineries, power stations and a cruise port. This means that there are a lot of jobs in the area.”</p> <p><b>Level 3 Detailed (5-6 marks)</b><br/>Locational reference. Offers a detailed description of a range of opportunities with explanation about how they attract people.<br/>“In Southampton there are a wide range of opportunities. Large industries like oil refineries employ over 3000 people and the port employs thousands of people. It is a good place to retire because of the scenery and climate which gives the opportunity for a range of leisure activities such as water sports and bird watching.”</p> | <b>6 marks</b> |
| 1(b)(i)  | 1 mark – names a type of weathering <u>or</u> a basic idea of weathering (breaking down/in situ)<br>2 marks – names a type of weathering <u>and</u> a basic idea of weathering (breaking down/in situ)   | <b>2 marks</b> |
| 1(b)(ii) | 1 mark – names a type of erosion <u>or</u> a basic idea of erosion (wearing away/carried away)<br>2 marks – names a type of erosion <u>and</u> a basic idea of erosion (wearing away/carried away) <u>or</u> a developed observation about process with no named example.  | <b>2 marks</b> |
| 1(c)(i)  | <p>Credit up use of diagrams where appropriate<br/><b>Level 1 Basic (1-2 marks)</b><br/>Basic understanding of how waves work to move material up and down/along a beach with no real accurate use of technical language.<br/>Just using the term Longshore Drift with limited other worthwhile observations – 1 mark<br/>Longshore Drift moves sediment along a beach – 1 mark</p> <p><b>Level 2 Clear (3–4 marks)</b><br/>Clear appreciation of process which considers swash/backwash and longshore movement. Clear appreciation of the links between these factors or use of technical language.</p>   | <b>4 marks</b> |

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| <p><b>1(c)(ii)</b></p> | <p><b>Level 1 Basic (1–4 marks)</b><br/>                 Basic description with no use of geographical language – Max 2<br/>                 eg. 'The sea moves material and dumps it'<br/>                 Some appreciation of movement <u>and</u> deposition with limited attempt to explain. May name processes (longshore drift/deposition) but offers no real explanation of terminology.<br/>                 'Coastal spits are caused by longshore drift. Sediment is moved along a beach and deposited, causing a spit. This usually occurs when there is a curve in the coast.'</p> <p><b>Level 2 Clear (5–6 marks)</b><br/>                 Clear appreciation of movement and deposition with some explanation of <u>parts</u> of the process which might include a clear understanding of at least one of the following:<br/>                 - the link between longshore drift and the movement of material along a beach<br/>                 - the link between the shape of the coast/rivers and deposition<br/>                 - the link between ocean/wind currents and the shape of the spit<br/>                 - the formation of salt marshes behind the spit.</p> <p><b>Spelling, Punctuation and Grammar (SPaG)</b></p> <p><b>Threshold Performance</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</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</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><b>6 marks</b></p> <p><b>1 mark</b></p> <p><b>2 marks</b></p> <p><b>3 marks</b></p> |
| <p><b>1(d)(i)</b></p>  | <p>1 mark – general increase/goes up/height increase/implied increase (or decrease if right to left)<br/>                 1 mark – variations in slope/relationship between height and distance<br/>                 -- use of data (starts at 5 and ends at 35/goes up 30)</p>  | <p><b>2 marks</b></p>  |
| <p><b>1(d)(ii)</b></p> | <p><b>Level 1 Basic (1–4 marks)</b><br/>                 Names two methods of hard engineering – 2 marks<br/>                 3<sup>rd</sup>/4<sup>th</sup> mark – offers some understanding of how the methods protect areas (reducing energy/barrier against flooding etc.)</p> <p><b>Level 2 Clear (5–6 marks)</b><br/>                 Clear explanation of how at least two hard engineering methods protect coastlines.<br/>                 "Offshore bars break the waves further from the shore so that the wave energy is reduced before it reaches the coast. Sea Walls absorb wave energy but also reflect waves back towards the sea. They also provide a barrier against flooding."</p>  | <p><b>6 marks</b></p>  |
| <p><b>1(e)(i)</b></p>  | <p>Bar/coastal bar. (<b>Not</b> spit).</p>   | <p><b>1 mark</b></p>   |

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| <b>1(e)(ii)</b>  | 3km   | <b>1 mark</b>  |
| <b>1(e)(iii)</b> | <p>If candidates use shoreline management ideas they have to be in the context of environmental management and are <b>max Level 1</b></p> <p>Ideas might include;</p> <ul style="list-style-type: none"> <li>- Use of Nature Reserves</li> <li>- Educating people</li> <li>- Zoning policy</li> <li>- Managing footpaths</li> </ul> <p><b>Level 1 Basic (1–2 marks)</b><br/>           Basic identification of method with simple development<br/>           “Some areas have nature reserves where animals are protected”<br/>           Max Level 1 if no reference/implied reference to Figure 3</p> <p><b>Level 2 Clear (3–4 marks)</b><br/>           Identifies a method(s) of environmental protection and offers clear appreciation of how it works<br/>           “Some areas have nature reserves. Animals are protected by limiting visitor numbers and closing areas during breeding times. People are also educated about the importance of conservation.”</p> | <b>4 marks</b> |

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| <p><b>1(f)</b></p> | <p><b>Level 1 Basic (1–2 marks)</b><br/>                 Identification of advantages/disadvantages from Figure 4 or basic outline of issues using own example.</p> <p>“The Bimini Bay resort will create lots of work for local people because of all the visiting tourists. It will cause some problems because there will be water shortages.”</p> <p><b>Level 2 Clear (3–4 marks)</b><br/>                 Development of advantages/disadvantages from Figure 4 or development of issues using own examples. Shows an implied understanding of conflict.</p> <p>“The Bimini Bay resort will create lots of jobs and bring in money for locals. This will enable them to improve their living standards. However, it will damage the environment and destroy fishing grounds so local fishermen will suffer. Some people will do well out of it while others suffer so it may cause problems in local area.”</p> <p><b>Level 3 Detailed (5–6 marks)</b><br/>                 Detailed understanding of conflicts with reference to Figure 4 or own case study.</p> <p>“The Bimini Bay resort will bring in a lot of jobs and create wealth in the area so people who work there will improve their living standards. However, it will destroy fragile environments and cause water shortages so some local people will not be happy. The local fishing industry will suffer so while some people do well out of it others may suffer, causing a lot of local resentment and conflict. Economically it looks positive, while environmentally it will cause problems so there is a real conflict between people who want to conserve the area and local business.”</p> | <p><b>6 marks</b></p> |
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|  | <p><b>High Performance</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><b>3 marks</b></p> |
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**SECTION B**

**Question 2 – The Urban Environment**

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| <b>2(a)(i)</b>  | 1 mark – for increase (stated).<br>1 mark – for accurate use of data.  | <b>2 marks</b> |
| <b>2(a)(ii)</b> | 2 x 1 mark or 1 x 2 marks for developed point.<br>Points might include;<br>- increase in number (1) from 1 – 25 (1) (or implied increase)<br>- Largest increase in less developed countries. (1)<br>- Population of megacities (megacity) has increased. (1)<br>- There will be more megacities in future (1)  | <b>2 marks</b> |
| <b>2(b)(i)</b>  | Increasing proportion (or %) of people living in urban areas (not just more people/growth).  | <b>1 mark</b>  |
| <b>2(b)(ii)</b> | <p><b>Level 1 Basic (1–2 marks)</b></p> <p><u>Urban Growth</u> – Any points about growth.<br/>Migration (jobs, money, relative poverty in countryside)</p> <p>AND/OR</p> <p>Natural Increase (Lots of children / lack of contraception)</p> <p><u>Slum</u> - Lack of money/Poverty leads to living in slums.</p> <p><b>Level 2 Clear (3–4 marks)</b></p> <p><u>Urban Growth</u> – Any point about growth.<br/>Migration (Socio-Economic conditions – health, education, sanitation, etc.)</p> <p>AND/OR</p> <p>Natural Increase (links BR/DR with reasons).</p> <p><u>Slums</u> - Limited housing/Lack of choice or opportunity.</p> <p><b>Level 3 Detailed (5–6 marks)</b></p> <p>Broader appreciation of slum growth which might consider demographic, economic, political and planning observations.</p> <p>Links points together to offer reasoned observations about growth of slums.</p> | <b>6 marks</b> |

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| <p><b>2(b)(iii)</b></p> | <p><b>Water project can include;</b><br/>                 Domestic projects (including as part of housing schemes)<br/>                 Urban farming projects.<br/>                 Industrial projects.<br/>                 Example can be place (<u>not</u> just a country name) or a project.</p> <p><b>Level 1 Basic (1–4 marks)</b></p> <p><u>MAX 2 marks</u> if generic points with no reference to place or project.</p> <p>Descriptive reference to a water project with some links to improvements in living conditions.</p> <p>Domestic - less disease/death/better health.</p> <p>Urban farming - more food/better health.</p> <p>Industry - more money/better living standards.</p> <p><b>OR</b></p> <p>Detailed description of a water scheme with implied improvements to living conditions.</p> <p><b>Level 2 Clear (5–6 marks)</b></p> <p>Identifies a water project or relates a project to place.<br/>                 Offers a clear link between the project and improvements to living conditions.</p> <p><u>Ideas might include</u></p> <p>Domestic – Less disease(types)/links to cooking/washing/ better health so more able to work/cleaner environment.</p> <p>Urban Farming – more food so improved diet/less food<br/>                 Related illness/ability to work so earn more.</p> <p>Industry - ability to afford better living conditions or facilities/ be part of the money economy/have a regular and reliable income.</p> | <p><b>6 marks</b></p> |
| <p><b>2(c)(i)</b></p>   | <p>Local People (1x2 marks OR 2x1 mark)<br/>                 General link to health – 1 mark<br/>                 Can cause death/kill – 1 mark<br/>                 Observations about specific illnesses (1 mark for each)<br/>                 Can cause illness (1) which means they cannot work (1).</p> <p>The Environment (1x2 marks OR 2x1 mark)<br/>                 Damage to plants/animals (acidification)<br/>                 Damage to river environments (plants/animals)<br/>                 Damage to materials (buildings etc)<br/>                 Gases released from waste<br/>                 Global warming/ozone depletion</p>   | <p><b>4 marks</b></p> |



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| <p><b>2(d)(i)</b></p>  | <p>Reference to developing cities OR compares more/less developed cities – NO MARKS</p> <p><b>Level 1 Basic (1–2 marks)</b></p> <p>Describes differences using Figure 8 (individual/totals)<br/>OR Basic understanding of differences (“area B is better off than area C”)</p> <p><b>Level 2 Clear (3–4 marks)</b></p> <p>Uses data to develop ideas about differences. Might include comparison with whole city average.</p>  | <p><b>4 marks</b></p> |
| <p><b>2(d)(ii)</b></p> | <ul style="list-style-type: none"> <li>- If candidates have used both education and health initiatives select the best option</li> <li>- Accept responses that have LEDC/MEDC reference</li> <li>- Candidates do not need to describe an initiative.</li> </ul> <p><b>Level 1 Basic (1-2 marks)</b></p> <ul style="list-style-type: none"> <li>- Description of improvements OR some attempt to show how improvements are creating opportunities/reducing inequalities.</li> </ul> <p>“They have built a new school and this has improved education opportunities for local children”</p> <p><b>Level 2 Clear (3-4 marks)</b></p> <ul style="list-style-type: none"> <li>- Clear understanding with cause- effect which suggests how the initiative has reduced inequality.</li> </ul> <p>“Opening up new schools in the poorest areas will improve opportunities and mean children can get better qualifications and jobs. They will then be able to earn more money so that the area will be less poor.”</p> | <p><b>4 marks</b></p> |

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| <p><b>2(e)</b></p>    | <p><u>Example</u> – Not just the name of a city.<br/>Not accepting a self-help scheme (LEDC)</p> <p>If example is not appropriate/ no example – MAX 3 marks.</p> <p><b>Level 1 Basic (1–2 marks)</b><br/>Describes elements of a redevelopment project.</p> <ul style="list-style-type: none"> <li>- built shops, industry, houses etc.</li> <li>- developed infrastructure</li> <li>- improved environment</li> <li>- has created wealth/money for area/local council</li> </ul> <p>OR Generic opportunities – Jobs/money/better living conditions</p> <p><b>Level 2 Clear (3–4 marks)</b><br/>Clear appreciation (cause-effect) of <u>how</u> the development has created opportunities.</p> <ul style="list-style-type: none"> <li>- ‘it has built shops and industry which has created lots of jobs’</li> <li>- ‘it has improved the environment by planting trees and creating open space which people can use for recreation’</li> <li>- MAX 3 MARKS – if no reference to place or particular redevelopment strategy.</li> </ul> <p><b>Level 3 Detailed (5–6 marks)</b><br/>Detailed use of example which identifies a range of opportunities created by a regeneration project.<br/>(some appreciation of the holistic nature of regeneration projects ie. – not just economic but also social, environmental.)</p> <p>“ The London Olympic site in East London was regenerated for the Olympic Games. The site was cleared and new housing and infrastructure was built. This created thousands of job opportunities and gave local people the opportunity to develop transferable skills. Many of the flats have been sold to local people, improving the local living conditions and developing new communities. The environment has been cleaned up, with new parks and riverside walks and cycleways giving people more social and recreational opportunities.”</p> | <p><b>6 marks</b></p> |
| <p><b>2(f)(i)</b></p> | <p>‘Any appreciation of eco-friendly ideas. <u>NOT</u> the name of an eco-settlement.<br/>Examples might include</p> <ul style="list-style-type: none"> <li>- Works with the environment.</li> <li>- Is sustainable.</li> <li>- Very environmentally friendly (idea of “being green”) / eco-friendly.</li> <li>- Does not harm the environment.</li> <li>- Carbon Neutral.</li> <li>- Uses resources sustainability.</li> </ul>   | <p><b>1 mark</b></p>  |

