

OXFORD

INTERNATIONAL
AQA EXAMINATIONS

INTERNATIONAL AS LEVEL GEOGRAPHY GG01B

Paper 1B: Physical Geography 1, Coastal systems and landscapes

Mark scheme

June 2019

Version: 1.0 Final



J U N 1 9 G G 0 1 B / M S

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

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International AS Geography mark scheme

How to mark

Aims

When you are marking your allocation of scripts your main aims should be to:

- recognise and identify the achievements of students
- place students in the appropriate mark band and in the appropriate part of that mark band (high, low, middle) for **each** Assessment Objective
- record your judgements with brief notes, annotations and comments that are relevant to the mark scheme and make it clear to other examiners how you have arrived at the numerical mark awarded for each Assessment Objective
- ensure comparability of assessment for all students, regardless of question or examiner.

Approach

It is important to be **open-minded** and **positive** when marking scripts.

The specification recognises the variety of experiences and knowledge that students will have. It encourages them to study geography in a way that is relevant to them. The questions have been designed to give them opportunities to discuss what they have found out about geography. It is important to assess the quality of **what the student offers**.

Do not mark scripts based on the answer **you** would have written. The mark schemes have been composed to assess **quality of response** and not to identify expected items of knowledge.

Assessment Objectives

This component requires students to:

AO1	Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales.
AO2	Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues.
AO3	Use a variety of relevant quantitative, qualitative and fieldwork skills to: <ul style="list-style-type: none"> • investigate geographical questions and issues • interpret, analyse and evaluate data and evidence • construct arguments and draw conclusions.

The marking grids

Do not think of levels equalling grade boundaries.

Depending on the part of the examination, the levels will have different mark ranges assigned to them. This will reflect the different weighting of Assessment Objectives in particular tasks and across the examination as a whole.

Using the grids

Having familiarised yourself with the descriptors and indicative content, read through the answer and annotate it (as instructed below) to identify the qualities that are being looked for and that it shows. You can now check the levels and award a mark.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptors for that level. The descriptors for the level indicate the different qualities that might be seen in the student's answer for that level. If it meets all the descriptors for the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptors and the answer. With practice and familiarity you will find that for better answers you will be able to skip through the lower levels of the mark scheme quickly.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best-fit approach for defining the level and then use the variability of the response to help decide the mark within the level.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark.

It is often best to start in the middle of the level's mark range and then check and adjust. If there is a lot of indicative content fully identifiable in the work you need to give the highest mark in the level. If only some is identifiable or it is only partially fulfilled, then give the lower mark.

The exemplar materials used during standardisation will also help. There will be an answer in the standardising materials that will correspond with each level of the mark scheme. This answer will have been awarded a mark by the lead examiner. You can compare the student's answer with the example to determine if it is of the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the lead examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

In addition to the levels descriptors, question specific indicative content is provided as a guide for examiners. This is not intended to be exhaustive and you must credit other valid points.

An answer that contains nothing of relevance to the question must be awarded no marks.

Annotating scripts

You should write a summative comment at the end for each Assessment Objective and indicate the marks for each Assessment Objective being tested at the end of the answer in the margin in sequence. It is vital that the way you arrive at a mark should be recorded on the script. This will help you with making accurate judgements and it will help any subsequent markers to identify how you are thinking. Please do not write negative comments about students' work or their alleged aptitudes.

Section A – Living with Hazards

Question	Marking guidance	Mark
01.1	<p>A nuée ardente can be defined as: Key – A</p>	<p>1 AO1=1</p>
01.2	<p>Which of the following describes the concept of ‘fatalism’? Key – C</p>	<p>1 AO1=1</p>
01.3	<p>In plate tectonic theory, ‘ridge push’ refers to which of the following processes? Key – A</p>	<p>1 AO1=1</p>
01.4	<p>In February 2009, south-east Australia experienced wildfires. Which of the following describe their primary impact? Key – D</p>	<p>1 AO1=1</p>
01.5	<p>Which of the following are all associated with tropical storms? Key – B</p>	<p>1 AO1=1</p>

Question	Marking guidance	Mark												
<p>02</p>	<p>Figure 1 shows the most frequent hazards in Haiti between 1990 and 2014.</p> <p>Figure 2 shows the % of deaths in Haiti from particular hazards between 1990 and 2014.</p> <p>Analyse the data shown in Figure 1 and Figure 2.</p> <p>AO3 – There is a variety of ways of approaching this unseen material.</p> <p>Students must select the relevant data from the both pie charts and look at hazards impacting Haiti. Students should be able to look at the two images and see anomalies and links between the data.</p> <p>Students must which hazards are most frequently reported.</p> <p>Students should also consider how the hazards that cause the most deaths are the most infrequently reported.</p> <table border="1" data-bbox="336 869 1214 1630"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>4-6</td> <td>AO3 – Clear selection and analysis of the evidence that has been provided, and then appropriate discussion linked to the frequency and mortality charts. There is an element of comparison. Links are made with suggestions of which hazards are connected to high/ low numbers of deaths.</td> </tr> <tr> <td>1</td> <td>1-3</td> <td>AO3 – Some basic selection and analysis of the evidence that has been provided, and then appropriate, if simplistic, discussion linked to linked to the frequency and mortality charts. Some basic links are established and suggestions are made. Comparison may be limited.</td> </tr> <tr> <td></td> <td>0</td> <td>No creditable content.</td> </tr> </tbody> </table>	Level	Marks	Description	2	4-6	AO3 – Clear selection and analysis of the evidence that has been provided, and then appropriate discussion linked to the frequency and mortality charts. There is an element of comparison. Links are made with suggestions of which hazards are connected to high/ low numbers of deaths.	1	1-3	AO3 – Some basic selection and analysis of the evidence that has been provided, and then appropriate, if simplistic, discussion linked to linked to the frequency and mortality charts. Some basic links are established and suggestions are made. Comparison may be limited.		0	No creditable content.	<p>6 AO3=6</p>
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Question	Marking guidance	Mark
<p>02</p>	<p>Notes for answers:</p> <ul style="list-style-type: none"> • The most reported hazards are storms (tropical and weather hazards) and flooding • Earthquakes are not frequently reported and fall into the other category • The most deaths from reported hazards are a result of earthquakes – 96.4% of all deaths from reported hazards between 1990 and 2014 • Storms are frequently reported – 43.3% of all hazard reports – but only 2.2% of all deaths from reported hazard • Earthquakes are rare – but have caused extremes of mortality over the time period • Whilst flooding is the most frequently reported hazard there are no specifics for deaths from flood reports – these fall into ‘other’ 1.3% • Number of deaths from reported hazard is not proportional to the number of reports of specific hazards 	

Question	Marking guidance	Mark						
<p>03</p>	<p>To what extent do you agree that secondary impacts caused by seismic hazards are more dangerous than primary impacts?</p> <p>AO1 – Knowledge and understanding of the seismic hazards. Knowledge and understanding of the primary hazards caused by seismic events. Knowledge and understanding of the secondary hazards caused by seismic events.</p> <p>AO2 – Application of knowledge and understanding to analyse primary and secondary hazards caused by seismic events. There should be an application of this knowledge and understanding to compare the impacts and consider whether secondary impacts or primary impacts are more dangerous. Places and hazards studied, alongside other processes should be linked in and considered.</p> <table border="1" data-bbox="338 904 1216 1473"> <thead> <tr> <th data-bbox="338 904 485 972">Level</th> <th data-bbox="485 904 609 972">Marks</th> <th data-bbox="609 904 1216 972">Description</th> </tr> </thead> <tbody> <tr> <td data-bbox="338 972 485 1473">3</td> <td data-bbox="485 972 609 1473">7-9</td> <td data-bbox="609 972 1216 1473"> <p>AO1 – Demonstrates detailed knowledge and understanding of concepts, processes, interactions and change associated with primary and secondary hazards associated with seismic events.</p> <p>AO2 – Applies knowledge and understanding to the novel situation, offering detailed analysis and evaluation, drawn appropriately from the context provided. Connections and relationships between different aspects of study are thorough and relevant.</p> </td> </tr> </tbody> </table>	Level	Marks	Description	3	7-9	<p>AO1 – Demonstrates detailed knowledge and understanding of concepts, processes, interactions and change associated with primary and secondary hazards associated with seismic events.</p> <p>AO2 – Applies knowledge and understanding to the novel situation, offering detailed analysis and evaluation, drawn appropriately from the context provided. Connections and relationships between different aspects of study are thorough and relevant.</p>	<p>9 AO1=4 AO2=5</p>
Level	Marks	Description						
3	7-9	<p>AO1 – Demonstrates detailed knowledge and understanding of concepts, processes, interactions and change associated with primary and secondary hazards associated with seismic events.</p> <p>AO2 – Applies knowledge and understanding to the novel situation, offering detailed analysis and evaluation, drawn appropriately from the context provided. Connections and relationships between different aspects of study are thorough and relevant.</p>						

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03	Level	Marks	Description	
	2	4-6	<p>AO1 – Demonstrates clear knowledge and understanding of concepts, processes, interactions and change associated with primary and secondary hazards associated with seismic events.</p> <p>AO2 – Applies knowledge and understanding to the novel situation, offering clear analysis and evaluation, drawn appropriately from the context provided. Connections and relationships between different aspects of study are evident and relevant.</p>	
	1	1-3	<p>AO1 – Demonstrates basic knowledge and understanding of concepts, processes, interactions and change associated with primary and secondary hazards associated with seismic events.</p> <p>AO2 – Applies limited knowledge and understanding to the novel situation, offering some basic analysis and evaluation, drawn from the context provided. Connections and relationships between different aspects of study are basic and of limited relevance.</p>	
		0	No creditable content.	
	<p>AO1</p> <ul style="list-style-type: none"> • The difference between primary and secondary hazards • Earthquakes and tension at plate margins • Natural processes causing earthquakes • Factors affecting earthquakes such as shallow or deep focus, fault lines and rupturing • Tsunamis can be triggered by earthquakes • Landslides and avalanches are secondary impacts of seismic events • Liquefaction can occur as secondary impacts of seismic events • Both primary and secondary hazards affect people • Primary impact of an earthquake is generally short term, whereas secondary can range in time scales 			

03	<p>AO2</p> <ul style="list-style-type: none"> • Linking the primary event of an earthquake to the secondary impacts • Drawing comparisons of impacts – i.e. how does the magnitude of an earthquake vary and what influence could that have on the range and strength of the secondary impacts • The physical shaking of the earth and ground can make secondary impacts worse – such as dislodging rocks and snow to create rock falls and avalanches • Both primary and secondary hazard impacts will depend on the vulnerability, perception and capacity of the population it impacts • Analysis of the influence and comparisons made • An evaluation of whether secondary hazards are more dangerous than primary hazards • The links and connections between factors both natural and human, plus links between primary and secondary impacts of seismic events should be examined and analysed with a level of criticism • Use of examples to support ideas on the hazards from seismic events 	
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Question	Marking guidance	Mark
04	<p>‘Human responses, preparation and the hazard management cycle allow people to live in hazard risk zones.’</p> <p>Evaluate this statement with reference to examples you have studied.</p> <p>AO1 – Knowledge and understanding of the hazard risk. Knowledge and understanding human responses to volcanic and atmospheric hazards such as volcanic eruptions, wildfires and hurricanes. Knowledge of the hazard management cycle and it’s stages. Knowledge of the issues surrounding why people live in areas of risk, and some in areas of multiple risk from natural hazards.</p> <p>AO2 – Application of knowledge and understanding to evaluate whether human responses and preparation can support people living comfortably in hazard risk zones. Evaluation of factors influencing how liveable a hazard risk area can be and how perception will influence liveability. An evaluation of how humans can prepare and respond to the risk of a range of natural hazards. An analysis of the links between elements in the hazard management cycle and particular hazards. The links should be explained clearly and critically used to assess how well people can live in hazard risk zones – specific to the examples offered.</p>	<p>20</p> <p>AO1=10 AO2=10</p>

Level	Marks	Description
4	16-20	<p>AO2 – Detailed evaluative conclusion that is rational and firmly based on knowledge and understanding which is applied to the context of the question.</p> <p>AO2 – Detailed, coherent and relevant analysis and evaluation in the application of knowledge and understanding throughout.</p> <p>AO2 – Full evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts.</p> <p>AO1 – Detailed, highly relevant and appropriate knowledge and understanding of place(s) and environments used throughout.</p> <p>AO1 – Full and accurate knowledge and understanding of key concepts and processes throughout.</p> <p>AO1 – Detailed awareness of scale and temporal change which is well integrated where appropriate.</p>

04	Level	Marks	Description
	3	11-15	<p>AO2 – Clear evaluative conclusion that is based on knowledge and understanding which is applied to the context of the question.</p> <p>AO2 – Generally clear, coherent and relevant analysis and evaluation in the application of knowledge and understanding.</p> <p>AO2 – Generally clear evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts.</p> <p>AO1 – Generally clear and relevant knowledge and understanding of place(s) and environments.</p> <p>AO1 – Generally clear and accurate knowledge and understanding of key concepts and processes.</p> <p>AO1 – Generally clear awareness of scale and temporal change which is integrated where appropriate.</p>
	2	6-10	<p>AO2 – Some sense of an evaluative conclusion partially based upon knowledge and understanding which is applied to the context of the question.</p> <p>AO2 – Some partially relevant analysis and evaluation in the application of knowledge and understanding.</p> <p>AO2 – Some evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts.</p> <p>AO1 – Some relevant knowledge and understanding of place(s) and environments which is partially relevant.</p> <p>AO1 – Some knowledge and understanding of key concepts, processes and interactions and change.</p> <p>AO1 – Some awareness of scale and temporal change which is sometimes integrated where appropriate. There may be a few inaccuracies.</p>

Question	Marking guidance			Mark
<p>04</p>	Level	Marks	Description	
	1	1-5	<p>AO2 – Very limited and/or unsupported evaluative conclusion that is loosely based upon knowledge and understanding which is applied to the context of the question.</p> <p>AO2 – Very limited analysis and evaluation in the application of knowledge and understanding. This lacks clarity and coherence.</p> <p>AO2 – Very limited and rarely logical evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts.</p> <p>AO1 – Very limited relevant knowledge and understanding of place(s) and environments.</p> <p>AO1 – Isolated knowledge and understanding of key concepts and processes.</p> <p>AO1 – Very limited awareness of scale and temporal change which is rarely integrated where appropriate. There may be a number of inaccuracies.</p>	
		0	No creditable content.	
<p>Notes for answers:</p> <p>AO1</p> <ul style="list-style-type: none"> • People’s cultural and socio-economic circumstances affect their hazard perception • Hazard, risk and disaster are not interchangeable terms but can be used within the question to look at the impacts if a particular hazard example of type • There is no one set response to a natural hazard and these are determined by governments and individuals • Success of responses to hazards depends on incidence, magnitude and distribution of a hazard • Level of development of an area will influence how well hazards can be prepared for and responded to (e.g. may lack wealth and technology) • The Park Model of response to hazards including pre disaster, disruption, relief, rehabilitation and reconstruction <p>The 4 phases in the hazard management cycle - mitigation, preparation, response and recovery</p>				

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<p>04</p>	<p>Notes for answers:</p> <p>AO1</p> <ul style="list-style-type: none"> • People’s cultural and socio-economic circumstances affect their hazard perception • Hazard, risk and disaster are not interchangeable terms but can be used within the question to look at the impacts if a particular hazard example of type • There is no one set response to a natural hazard and these are determined by governments and individuals • Success of responses to hazards depends on incidence, magnitude and distribution of a hazard • Level of development of an area will influence how well hazards can be prepared for and responded to (e.g. may lack wealth and technology) • The Park Model of response to hazards including pre disaster, disruption, relief, rehabilitation and reconstruction • The 4 phases in the hazard management cycle - mitigation, preparation, response and recovery <p>AO2</p> <ul style="list-style-type: none"> • Analysis and explanation of the interactions between incidence, magnitude and distribution of a hazard to the specific examples offered • Analysis and explanation of the interactions and flow between the 4 stages of the hazard management cycle • Evaluation of how response, preparation and the use of the hazard management cycle can make hazard risk areas liveable • Analysis examples to suggest whether preparation and response can shape liveability in risk areas • Analysis of links between development level, perception of the risk and the liveability in an area before or after a hazard strikes • Evaluation and explanation of other factors influencing whether people can live in hazard risk areas • Analysis and evaluation whether quality response and preparation help support people living in hazard risk areas 	

Section B – Coastal systems and landscapes

Question	Marking guidance	Mark
05.1	<p>Which of the following are typical characteristics of constructive waves?</p> <p>Key – B</p>	<p>1 AO1=1</p>
05.2	<p>Which coastal process can be described as: ‘receding waves allowing compressed air to expand and release pressure on surrounding rocks causing pieces to break off’?</p> <p>Key – C</p>	<p>1 AO1=1</p>
05.3	<p>Which of the following is a cause of tectonic sea level change?</p> <p>Key – D</p>	<p>1 AO1=1</p>
05.4	<p>A Dalmatian coast is:</p> <p>Key – B</p>	<p>1 AO1=1</p>
05.5	<p>A tombolo can be described as:</p> <p>Key – D</p>	<p>1 AO1=1</p>

Question	Marking guidance	Mark												
<p>06</p>	<p>Figure 3 shows erosion rates and rock types along a part of the coastline in California, USA.</p> <p>Analyse the data in Figure 3.</p> <p>AO3 – There is a variety of ways of approaching this unseen material.</p> <p>Students should analyse the map of erosion rates on the Californian coastline. They should then draw clearly themed ideas about the link between geology and erosion, and/or location and rates of erosion.</p> <table border="1" data-bbox="338 770 1214 1364"> <thead> <tr> <th data-bbox="338 770 485 837">Level</th> <th data-bbox="485 770 608 837">Marks</th> <th data-bbox="608 770 1214 837">Description</th> </tr> </thead> <tbody> <tr> <td data-bbox="338 837 485 1066">2</td> <td data-bbox="485 837 608 1066">4-6</td> <td data-bbox="608 837 1214 1066">AO3 – Clear selection of evidence from the map provided and appropriate discussion from the evidence. Making appropriate use of specific characteristics to support the analysis.</td> </tr> <tr> <td data-bbox="338 1066 485 1294">1</td> <td data-bbox="485 1066 608 1294">1-3</td> <td data-bbox="608 1066 1214 1294">AO3 – Some basic selection of evidence from the map provided and appropriate discussion from the evidence. Some specific characteristics are referred to support the analysis ideas or are isolated or show basic ideas.</td> </tr> <tr> <td data-bbox="338 1294 485 1364"></td> <td data-bbox="485 1294 608 1364">0</td> <td data-bbox="608 1294 1214 1364">No creditable content.</td> </tr> </tbody> </table>	Level	Marks	Description	2	4-6	AO3 – Clear selection of evidence from the map provided and appropriate discussion from the evidence. Making appropriate use of specific characteristics to support the analysis.	1	1-3	AO3 – Some basic selection of evidence from the map provided and appropriate discussion from the evidence. Some specific characteristics are referred to support the analysis ideas or are isolated or show basic ideas.		0	No creditable content.	<p>6 AO3=6</p>
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<p>06</p>	<p>Notes for answers:</p> <ul style="list-style-type: none"> • Erosion is fastest or more prominent in the south of the map • The area around Big Sur has the fastest rate of erosion and is bordered on the north by an area of slowest erosion • Mixed rocks/geology found in the south have a range of erosion rates between 0-07 and 0.09 inches per year • 2 areas of sedimentary rock (Lopez Point and Big Sur) do not have the same rate or erosion – these are different – their surroundings may influence this • Granitic rocks have the lowest rate of erosion and also the lowest sediment yield • The California Highway (highway 1) is subject to varied rates of erosion – but is furthest from the coast at Big sur where the highest erosion rate is 	
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Question	Marking guidance	Mark
<p>07</p>	<p>With reference to a coastal environment you have studied, assess the extent to which deposition is important in shaping its coastal landscape.</p> <p>AO1 – Knowledge and understanding of coastal processes of erosion, transportation and deposition. Knowledge and understanding that coastal landscapes can be erosional e.g. headlands and bays. Knowledge and understanding that coastal landscapes can be depositional e.g. sand dunes and salt marshes. Knowledge of the interactions between coastal processes and coastal landscapes. Knowledge and understanding of other factors shaping the coastline e.g. humans, management, geology etc.</p> <p>AO2 – Application of knowledge and understanding of the specific types of erosional and depositional processes. There should be an application of whether deposition was important in creating the landscape or another process. Knowledge and application of the how the landscape evolved over time and the interactions between processes. Pupils should apply their ideas to areas they have studied and evaluate the processes' importance. Evaluation of the role of deposition specific to the example studied.</p>	<p>9 AO1=4 AO2=5</p>

Question	Marking guidance			Mark
07	Level	Marks	Description	
	3	7-9	<p>AO1 – Demonstrates detailed knowledge and understanding of the concepts of erosion, transportation and deposition. Clear ideas on the processes shaping specific features within the landscape.</p> <p>AO2 – Applies knowledge and understanding to the novel situation, offering detailed analysis and evaluation, drawn appropriately from the context provided. Connections and relationships between different aspects of study are thorough and relevant.</p>	
	2	4-6	<p>AO1 – Demonstrates clear knowledge and understanding of the concepts of erosion, transportation and deposition. Basic ideas on the processes shaping specific features within the landscape.</p> <p>AO2 – Applies knowledge and understanding to the novel situation, offering clear analysis and evaluation, drawn appropriately from the context provided. Connections and relationships between different aspects of study are evident and relevant.</p>	
	1	1-3	<p>AO1 – Demonstrates basic knowledge and understanding of concepts, processes, interactions and change associated with coastal landscapes.</p> <p>AO2 – Applies limited knowledge and understanding to the novel situation, offering some basic analysis and evaluation, drawn from the context provided. Connections and relationships between different aspects of study are basic and of limited relevance.</p>	
		0	No creditable content.	

Question	Marking guidance	Mark
<p>07</p>	<p>Notes for answers:</p> <p>AO1</p> <ul style="list-style-type: none"> • Rocks are broken down by weathering, marine and subaerial processes • Coasts are natural systems with inputs, outputs, flows and stores – these help shape the landscape • Sediment moves around in littoral cells and deposition falls within this processes and is linked to transportation and erosion • Erosional and depositional landscape features • Erosion types – abrasion, hydraulic action, quarrying, cavitation, solution and attrition – these create erosional coastlines • Transportation including longshore drift helps material be able for deposition • Deposition can be marine or aeolian and it occurs when flow becomes turbulent or friction increases <p>AO2</p> <ul style="list-style-type: none"> • An evaluation of the statement should form using evidence from any examples studies • The landscape features should be linked and associated with specific processes • The landscape should be evaluated against the statement using evidence and discussion of it's formation • Other factors should be discussed • Landscapes can be created by multiple processes interacting • Influence of geology, climate, change over time and other natural and human factors should be applied and evaluated • Landscapes are shaped by numerous processes and their interactions over space and time <p>The landscape may have changed over time and the shaping processes may have altered</p>	

Question	Marking guidance	Mark						
<p>08</p>	<p>‘Sustainable management of coastal areas is easily achievable.’</p> <p>Assess the extent to which this statement is true in one or more coastal areas that you have studied.</p> <p>AO1 – Knowledge and understanding of coastal processes. Knowledge and understanding of coastal management techniques and strategies. Knowledge and understanding of the sustainability of coastal management.</p> <p>AO2 – Application of knowledge and understanding to evaluate whether coastal areas can be sustainably managed. Application and analysis of the interaction between management and coastal processes. The evaluation should consider the scale of the management sustainability and may include some examples to demonstrate interactions within their evaluation.</p> <table border="1" data-bbox="338 972 1214 1944"> <thead> <tr> <th data-bbox="338 972 485 1039">Level</th> <th data-bbox="485 972 608 1039">Marks</th> <th data-bbox="608 972 1214 1039">Description</th> </tr> </thead> <tbody> <tr> <td data-bbox="338 1039 485 1944">4</td> <td data-bbox="485 1039 608 1944">16-20</td> <td data-bbox="608 1039 1214 1944"> <p>AO2 – Detailed evaluative conclusion that is rational and firmly based on knowledge and understanding, which is applied to the context of the question.</p> <p>AO2 – Detailed, coherent and relevant analysis and evaluation in the application of knowledge and understanding throughout.</p> <p>AO2 – Full evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts.</p> <p>AO1 – Detailed, highly relevant and appropriate knowledge and understanding of place(s) and environments used throughout.</p> <p>AO1 – Full and accurate knowledge and understanding of key concepts and processes throughout.</p> <p>AO1 – Detailed awareness of scale and temporal change which is well integrated where appropriate.</p> </td> </tr> </tbody> </table>	Level	Marks	Description	4	16-20	<p>AO2 – Detailed evaluative conclusion that is rational and firmly based on knowledge and understanding, which is applied to the context of the question.</p> <p>AO2 – Detailed, coherent and relevant analysis and evaluation in the application of knowledge and understanding throughout.</p> <p>AO2 – Full evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts.</p> <p>AO1 – Detailed, highly relevant and appropriate knowledge and understanding of place(s) and environments used throughout.</p> <p>AO1 – Full and accurate knowledge and understanding of key concepts and processes throughout.</p> <p>AO1 – Detailed awareness of scale and temporal change which is well integrated where appropriate.</p>	<p>20</p> <p>AO1=10 AO2=10</p>
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4	16-20	<p>AO2 – Detailed evaluative conclusion that is rational and firmly based on knowledge and understanding, which is applied to the context of the question.</p> <p>AO2 – Detailed, coherent and relevant analysis and evaluation in the application of knowledge and understanding throughout.</p> <p>AO2 – Full evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts.</p> <p>AO1 – Detailed, highly relevant and appropriate knowledge and understanding of place(s) and environments used throughout.</p> <p>AO1 – Full and accurate knowledge and understanding of key concepts and processes throughout.</p> <p>AO1 – Detailed awareness of scale and temporal change which is well integrated where appropriate.</p>						

08	Level	Marks	Description
	3	11-15	<p>AO2 – Clear evaluative conclusion that is based on knowledge and understanding which is applied to the context of the question.</p> <p>AO2 – Generally clear, coherent and relevant analysis and evaluation in the application of knowledge and understanding.</p> <p>AO2 – Generally clear evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts.</p> <p>AO1 – Generally clear and relevant knowledge and understanding of place(s) and environments.</p> <p>AO1 – Generally clear and accurate knowledge and understanding of key concepts and processes.</p> <p>AO1 – Generally clear awareness of scale and temporal change which is integrated where appropriate.</p>
	2	6-10	<p>AO2 – Some sense of an evaluative conclusion partially based upon knowledge and understanding which is applied to the context of the question.</p> <p>AO2 – Some partially-relevant analysis and evaluation in the application of knowledge and understanding.</p> <p>AO2 – Some evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts.</p>

Question	Marking guidance			Mark
08	Level	Marks	Description	
	2	6-10	<p>AO1 – Some relevant knowledge and understanding of place(s) and environments which is partially relevant.</p> <p>AO1 – Some knowledge and understanding of key concepts, processes and interactions and change.</p> <p>AO1 – Some awareness of scale and temporal change which is sometimes integrated where appropriate. There may be a few inaccuracies.</p>	
	1	1-5	<p>AO2 – Very limited and/or unsupported evaluative conclusion that is loosely based upon knowledge and understanding which is applied to the context of the question.</p> <p>AO2 – Very limited analysis and evaluation in the application of knowledge and understanding. This lacks clarity and coherence.</p> <p>AO2 – Very limited and rarely logical evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts.</p> <p>AO1 – Very limited relevant knowledge and understanding of place(s) and environments.</p> <p>AO1 – Isolated knowledge and understanding of key concepts and processes.</p> <p>AO1 – Very limited awareness of scale and temporal change which is rarely integrated where appropriate. There may be a number of inaccuracies.</p>	
		0	No creditable content.	

Question	Marking guidance	Mark
<p>08</p>	<p>Notes for answers:</p> <p>AO1</p> <ul style="list-style-type: none"> • Coastal processes and geology interact to create landscapes of erosion and deposition • Climate change and sea level change can change coastal environments • Some areas of coastline need management more than others, not all coastlines are protected/managed • Coastal management includes: hold the line, advance the line, managed realignment/retreat and ‘do nothing’ • Hard engineering techniques and their pros and cons • Soft engineering techniques and their pros and cons • Sustainable management and the pillars of sustainability • How shoreline management plans can be used to decide on how to manage a coastal area • The role of integrated coastal zone management (ICZM) in referring to the coastal system before management plans are acted out – i.e. sediment cells and how management impacts the whole coastline – not just the immediate area protected <p>AO2</p> <ul style="list-style-type: none"> • Some coastlines can be evaluated and are not worth managing according to the government or other appropriate agencies • Management of coastlines is an evolving and changing process and other factors not just physical help determine the need for protection • There are interactions between coastal system, the management plans and geology which makes management complex • Some coastal areas management will be dependent on the development of that region, funds available and number of people affected by the coastal area • Neither hard nor soft engineering may be the answer to coastal management – there may be some interaction to achieve the best combination • Sustainability is not easily achieved – i.e. good options socially and environmentally could be quite expensive and require lots of maintenance such as sea walls 	

Question	Marking guidance	Mark
<p>08</p>	<ul style="list-style-type: none"> • Some areas provide sediment for other areas (are part of a littoral cell) and the management of these areas can affect others within • Not all areas have the ability to manage sustainably, whereas others will • An evaluation of whether management plans for examples are sustainable • The nature of the examples and issues selected will guide the evaluation as to whether coastal management can be sustainably managed 	

Assessment Objective grid

	AO1	AO2	AO3	Total
Section A				
01.1	1			1
01.2	1			1
01.3	1			1
01.4	1			1
01.5	1			1
02			6	6
03	4	5		9
04	10	10		20
Section B				
05.1	1			1
05.2	1			1
05.3	1			1
05.4	1			1
05.5	1			1
06			6	6
07	4	5		9
08	10	10		20
Unit total	38	30	12	80