

## UNIT 1 – MARKSCHEME

### Instructions for examiners of GCSE Geography when applying the marking scheme

#### 1 Positive marking

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

GCSE Geography marking schemes are presented in a common format as shown below:

3 (a) (i) Describe the location of the island of Lefkada.		AO1.1	AO1.2	AO2	AO3	accuracy	Total
Credit up to <b>two</b> valid statements based on map evidence. Credit accurate use of compass points max 1. Credit accurate use of scale line max 1.	In western Greece (1) In Ionian Sea (1) north of Cephalonia (1) 275km (+/-10) from Athens (1) 280km (+/-10) from Thesaloniki (1)				2		2

This box contains the sub-question.

The columns to the right indicate the assessment objective(s) targeted by the question and its mark tariff.

This box contains the rationale i.e. it explains the principles that must be applied when marking each sub-question. The examiner must apply this rationale when applying the marking scheme to the response.

This box contains the candidates' expected responses for point-based marking. For some sub-questions, those with a closed question, this box will indicate the only response that is acceptable. For more open ended sub-questions this box will illustrate a number of likely responses that are credit worthy. It may be that this list will be extended at the examiners' conference after actual scripts have been read. For banded mark schemes this box contains indicative content. For further details see below under banded mark schemes Stage 2.

#### 2 Tick marking

Low tariff questions should be marked using a points-based system. Each credit worthy response should be ticked in red pen. The number of ticks **must** equal the mark awarded for the sub-question. The mark scheme should be applied precisely using the expected outcomes box as a guide to the responses that are acceptable. Do **not** use crosses to indicate answers that are incorrect. If the candidate has not attempted the question then the examiner should strike through the available dotted lines with a diagonal line.

### 3 Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains a range of marks. Examiners should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. **Do not use ticks** on the candidate's response. Once the annotation is complete, the mark scheme can be applied. This is done as a two stage process.

#### Stage 1 – Deciding on the band

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. Examiners should look at the descriptor for that band and see if it matches the qualities shown in the learner's answer. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content.

Examiners should not seek to mark candidates down as a result of small omissions in minor areas of an answer.

#### Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band. Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

## 4 Assessing Writing

The quality of writing is assessed through two separate strands:

- (i) Communicating and organising
  - (ii) Writing accurately
- (i) **Communicating and organising** is assessed in items that have a tariff of 6, 8 or 10. These responses should be viewed holistically when deciding on a mark band (see stage 1 above). The definitions below clarify what is meant by the terminology in these descriptors.

**Meaning:** to have clarity the text must be legible. The meaning of statements should be clear and not require re-reading to make sense.

**Purpose:** the response should take into account what is required by the question. For example, evaluation requires consideration of pros/cons or the justification of a decision may be assisted by arguments. A suitable tone is adopted for reporting on scientific investigation in Unit 3.

**Structure:** well-planned responses have an overall structure with use of paragraphs to indicate portions of the response such as introduction, main arguments and conclusion. Chains of reasoning provide a logical structure within paragraphs. Signposting links sections together and is used to assist the reader.

- (ii) **Writing accurately** takes into account the candidate's use of specialist language. It also takes into account the accuracy of the candidate's spelling, punctuation and grammar. This assessment is restricted to specific items (one item in each unit). The descriptors for writing accurately are printed in the mark scheme for each relevant item. In applying these descriptors learners may only receive marks for responses that are in the context of the demands of the question; that is, where learners have made a genuine attempt to answer the question.

## 5 Marking Core and Options questions

**Core Themes** Mark **both** questions

**Options Themes** Learners are instructed to answer **one** question. If the candidate has responded to both questions then the examiner must mark both questions. Award the higher mark that has been attained.

## SECTION A

## CORE THEMES

## Core Theme 1, Question 1

(a) (i) What is a drainage basin? Tick (✓) the correct definition below.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
Credit this response only.	The area from which a river and its tributaries collect water (1)	1					1

(a) (ii) Complete the following sentences using <b>four</b> terms from the box below.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
Credit these responses only, in this order.	Overland flow (1) Groundwater flow (1) Infiltration (1) Throughflow (1)	4					4

(a) (iii) Give <b>one</b> reason to explain why steep slopes, such as the one shown in Diagram 1.1, can cause flooding after heavy rain.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
Credit <b>one</b> valid statement (for 1 mark) and a valid <i>explanation/reason</i> for the second mark.	increases speed of overland flow/run-off (1) so time lag is short / water reaches channel quickly (1) OR not enough time for infiltration (1) so more water runs straight into the river channel quickly (1)		2				2

## GCSE GEOGRAPHY Sample Assessment Materials 27

(b) Study the OS map extract below. It shows the town of Tewkesbury which was badly flooded in July 2007. (i) In which grid square is the Abbey? Circle the correct answer below.		AO1.1	AO1.2	AO2	AO3	Accuracy	<b>Total</b>
Credit this response only.	8932 (1)				1		<b>1</b>

(b) (ii) Describe the relief of the area shown on Map 1.2. Use evidence from the map to support your answer.		AO1.1	AO1.2	AO2	AO3	Accuracy	<b>Total</b>
Credit up to <b>two</b> valid statements, each for one mark. Reserve <b>one</b> mark for map evidence. Accept annotation of the map or use of the dotted lines.	flat land (1) absence of contours/contours far apart (1) low lying (1) spot heights between 12 and 44 m (1) higher and steeper in north west/grid square 8934 (1)				3		<b>3</b>

(b) (iii) Identify <b>two</b> different urban land uses in Tewkesbury.		AO1.1	AO1.2	AO2	AO3	Accuracy	<b>Total</b>
Credit up to <b>two</b> valid statements, each for one mark. Do <b>not</b> credit non-urban land uses (e.g. farmland)	roads (1) schools (1) Council Offices (1) works/factory (1) hospital (1) houses (1) parking (1)				2		<b>2</b>

(b) (iv) Suggest how <b>one</b> human factor increases the risk of river flooding in Tewkesbury.		AO1.1	AO1.2	AO2	AO3	Accuracy	<b>Total</b>
Answer should develop <b>one factor</b> only. Credit the factor (1 mark) and then one mark for each valid <i>explanation/elaboration</i> to a max of 2 additional marks. <b>Do not</b> credit reference to a second factor.	<b>Factors:</b> <b>concrete/tarmac</b> (1) <i>are impermeable surfaces (1) so decreased natural infiltration (1) increased overland flow/run-off (1) water reaches river rapidly/short time-lag (1) exceeds capacity/channel overflows (1)</i> <b>storm drains in towns/cities</b> (1) <i>act as artificial throughflow (1) so water reaches river rapidly/short time-lag (1) exceeds capacity/channel overflows (1)</i>			3			<b>3</b>

## GCSE GEOGRAPHY Sample Assessment Materials 28

(c) Study the graph below. (i) Describe the trend in spending on river flood defences between 2001 and 2011.		AO1.1	AO1.2	AO2	AO3	Accuracy	<b>Total</b>
Reserve <b>one</b> mark for overall trend. Credit accurate quantification or qualification for one additional mark.	<b>overall trend:</b> Increase (1)  The following are credit worthy examples of <b>quantification/qualification.</b> increased by 85% (1) from 410 million to 760 million (1) an increase of 350 million (1)				2		<b>2</b>

(ii) Outline how <b>one</b> river management scheme works to prevent flooding. Use a named place in Wales or elsewhere in the UK to support your answer.		AO1.1	AO1.2	AO2	AO3	Accuracy	<b>Total</b>
Use the descriptors below, working upwards from the lowest band.			4				<b>4</b>
<b>Band</b>	<b>Marks</b>	<b>Descriptor</b>					
2	3-4	Elaborated statements which <u>link</u> river management scheme to flood prevention in a named place.					
1	1-2	Basic statements which identify examples of river management.					
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.					
		Responses should demonstrate understanding of how the river management prevents flooding by moving beyond a description of the scheme to access Band 2. Responses may focus on <b>one</b> of the following types of scheme: dredging/straightening of the river channel in places such as Boscastle to speed up the flow past a vulnerable location; the construction of demountable flood barriers in places such as Bewdley to prevent overbank flow leaving the channel; the construction of new flood walls in places such as Shrewsbury to provide a permanent defence against overbank flow; raising the height of levees and improving early warning systems along the River Conwy so that land owners are prepared for flooding.					

(d) Which is the best option for the future management of river flooding in Wales or any other part of the UK? Justify your answer.						AO1.1	AO1.2	AO2	AO3	Accuracy	<b>Total</b>
								6			<b>6</b>
Use the descriptors below, working upwards from the lowest band.						<p>Responses should apply knowledge and understanding of current trends and issues to make a decision about future management of rivers in Wales/UK. Responses may focus on the possible effects of climate change or on the fact that more people are likely to be affected by flooding in the future due to increased building on floodplains.</p> <p>The economic cost of flood damage and flood prevention schemes (hard engineering) will therefore rise.</p> <p>Strategies that could be implemented in the future include using floodplains only as temporary water stores, restoring old peat bogs in upland areas and planting more trees.</p>					
<b>Band</b>	<b>Mark</b>	<b>Descriptor</b>									
3	5-6	Applies thorough understanding of management of river flooding to consider alternate geographical futures. The chosen option is explained in specific detail and is fully justified. Meaning is clear. The response has purpose, is organised and well structured.									
2	3-4	Applies understanding of the management of river flooding to the issue of geographical futures. The chosen option is justified with simple reasons. Meaning is generally clear. The response is structured.									
1	1-2	Simple statements show basic understanding. The answer is based on the resource only. Meaning may lack clarity in parts. Statements are linked by a basic structure.									
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.									

### End of Question 1

Totals for Question 1						AO1.1	AO1.2	AO2	AO3	Accuracy	<b>Total</b>
						5	6	9	8	-	<b>28</b>

## Core Theme 2, Question 2

(a) Study Graph 2.1 below. Use it to answer the questions below. (i) What percentage of the population lived in <b>rural</b> areas in 1950?		AO1.1	AO1.2	AO2	AO3	Accuracy	<b>Total</b>
Credit this response only.	87-88% (1)				1		<b>1</b>

(a) (ii) By how much is China's <b>urban</b> population predicted to grow between 2010 and 2030? Show how you worked out your answer.		AO1.1	AO1.2	AO1.2	AO3	Accuracy	<b>Total</b>
Credit a response in this range only for one mark. Credit one additional mark for accurate working out.	15-17% (1) 61-62% [in 2030] minus 45-46% [in 2010] (1)				2		<b>2</b>

(b) Study the world map below. (i) Use Map 2.2 to describe the distribution of these cities.		AO1.1	AO1.2	AO2	AO3	Accuracy	<b>Total</b>
Credit up to <b>three</b> valid statements each for one mark.	clustered in Asia (1) most to the north of the equator (1) none in Oceania (1) only one in Africa/South America (1) many are in coastal locations (1)				3		<b>3</b>

(b) (ii) Suggest <b>one</b> possible limitation of Map 2.2 for a GCSE student researching urban growth.		AO1.1	AO1.2	AO2	AO3	Accuracy	<b>Total</b>
Credit <b>one</b> valid statement (for one mark) and its <i>elaboration</i> for one additional mark. <b>Do not credit</b> two unelaborated statements as the question asks for <b>one</b> limitation.	Information is dated/2008 (1) <i>some large cities are growing rapidly/recent pattern unknown</i> (1) Source of information is unknown (1) <i>and may be unreliable</i> (1) The map indicates size of cities (1) <i>whereas the student is researching growth/change</i> (1)			2			<b>2</b>



## GCSE GEOGRAPHY Sample Assessment Materials 31

(c) (i) List <b>four</b> pull factors that attract people to urban areas in Low Income Countries.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
Credit up to <b>four</b> valid statements, each for one mark.	Education opportunities/higher education (1) Job opportunities (1) Better pay (1) People/homes have access to clean/safe water (1) Homes have proper sanitation (1)	4					<b>4</b>

Study the photograph below. It shows an informal settlement in a Low Income Country. (c) (ii) Give <b>one</b> other name for an informal settlement.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
Credit <b>one</b> valid statement for one mark.	shanty town (1) squatter settlement (1) favela (1) barrio (1) slum (1)	1					<b>1</b>

(ii) Use Photograph 2.3 to suggest <b>two</b> problems that are likely to occur in <b>this</b> informal settlement.		AO1.1	AO1.2	AO2	AO3	Accuracy	<b>Total</b>	
				6			<b>6</b>	
Use the descriptors below, working upwards from the lowest band.		<p>Responses should apply knowledge and understanding of informal settlements to ascribe meaning to <b>this</b> photograph. The response may elaborate on <b>two</b> of the following problems:</p> <p><b>Housing</b> Homes are very small and made from any material available – wood, corrugated iron, cardboard, plastic sheeting. These materials may leak in the rainy season and are vulnerable to fires spreading.</p> <p><b>Rubbish/Sanitation</b> There is a lot of rubbish which suggests there is no proper sanitation. Lack of sewers and open gutters results in low levels of sanitation and the risk of diseases spreading.</p> <p><b>Transport</b> There are no roads so emergency services cannot access homes. A railway line runs through the settlement with obvious dangers to children.</p> <p><b>Amenities/services</b> There is no evidence of street lighting so the settlement may be unsafe at night.</p>						
<b>Band</b>	<b>Mark</b>							<b>Descriptor</b>
3	5-6							Accurate interpretation of evidence in the photograph leads to identification of <b>two</b> different problems. Each of these problems is elaborated in detail. Meaning is clear. The response has purpose, is organised and well structured.
2	3-4							Interpretation of the photograph leads to identification of <b>two</b> problems. Elaboration is partial/lacks balance, focusing more on one of the problems. Meaning is generally clear. The response is structured.
1	1-2							Simple statements show basic understanding of some problems of informal settlements. Meaning may lack clarity in parts. Statements are linked by a basic structure.
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.						
Limit the mark to Level 2 (4 marks) if the response suggests plausible problems that are elaborated but <b>not</b> evident in the photograph (such as no connection to electricity, high levels of HIV or poor education/work opportunities).								

(d) Many parts of the UK are experiencing counter-urbanisation. (i) What is counter-urbanisation? Tick (✓) the correct definition below.		AO1.1	AO1.2	AO2	AO3	Accuracy	<b>Total</b>
Credit this response only.	The movement of people and businesses from urban to rural areas (1)	1					<b>1</b>

(d) (ii) Explain why counter-urbanisation has created social and economic issues for people in rural areas of Wales or other parts of the UK. <i>The accuracy of your writing will be assessed in your answer to this question.</i>		AO1.1	AO1.2	AO2	AO3	Accuracy	<b>Total</b>
			8			3	<b>11</b>

Use the descriptors below, working upwards from the lowest band.

Band	Mark	Descriptor
4	7-8	Thorough understanding of counter-urbanisation and the social <b>and</b> economic issues which it creates. Specific detailed examples of areas of Wales or other parts of the UK. Meaning is unambiguous. The response has clear purpose, is fluent and logically structured.
3	5-6	Understanding of counter-urbanisation and the social <b>and</b> economic issues which it creates. Refers to specific areas of Wales or other parts of the UK. Meaning is clear. The response has purpose, is organised and well structured.
2	3-4	Understanding of counter-urbanisation and the social <b>or</b> economic issues which it creates. Meaning is generally clear. The response is structured.
1	1-2	Simple statements show basic understanding of counter-urbanisation. Meaning may lack clarity in parts. Statements are linked by a basic structure.
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.

Responses should demonstrate understanding of the process of counter-urbanisation and of the issues created by it in rural communities.

**Social and economic issues:**

relatively high prices of rural homes;  
closure of small shops and post offices;  
decline of bus routes.

**Social issues:**

younger local people migrate to cities;  
ageing population leads to school closures;  
newcomers to rural life often have different backgrounds from the local people they replace;  
newcomers may not speak the same language e.g. Welsh

**Economic issues:**

increased commuting;  
tele-working;  
loss of traditional rural jobs.

## GCSE GEOGRAPHY Sample Assessment Materials 34

After awarding a level and mark for the geographical response, apply the performance descriptors for writing accurately that follow. Having decided on a band, award a second mark (out of 3).

In applying these indicators, learners may only receive marks for responses that are in the context of the demands of the question; that is, where learners have made a genuine attempt to answer the question.

<b>Band</b>	<b>Marks</b>	<b>Performance descriptions for writing accurately</b>
<i>High</i>	3	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with consistent accuracy</li> <li>• Learners use rules of grammar with effective control of meaning overall</li> <li>• Learners use a wide range of specialist terms as appropriate</li> </ul>
<i>Intermediate</i>	2	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with considerable accuracy</li> <li>• Learners use rules of grammar with general control of meaning overall</li> <li>• Learners use a good range of specialist terms as appropriate</li> </ul>
<i>Threshold</i>	1	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with reasonable accuracy</li> <li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li> <li>• Learners use a limited range of specialist terms as appropriate</li> </ul>
	0	<ul style="list-style-type: none"> <li>• The learner writes nothing</li> <li>• The learner's response does not relate to the question</li> <li>• The learner's achievement in writing accurately does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>

**End of Question 2**

Totals for Question 2	AO1.1	AO1.2	AO2	AO3	Accuracy	Total
	6	8	8	6	3	<b>31</b>

## SECTION B

## OPTIONS

## Theme 3, Question 3

(a) Study Map 3.1 below. (i) Use information from Map 3.1 to circle <b>three</b> correct answers in the paragraph below.		AO1.1	AO1.2	AO2	AO3	Accuracy	<b>Total</b>
Credit these responses only.	north east (1) Catania (1) 160 (1)				3		<b>3</b>

(a) (ii) Outline <b>two</b> reasons that explain why people living close to active volcanoes may be at risk.		AO1.1	AO1.2	AO2	AO3	Accuracy	<b>Total</b>
Credit up to <b>two</b> valid statements, each for one mark. Credit up to two valid <i>explanation/reasons</i> for each additional mark to a max of two.	possible loss of life or serious injury (1) <i>from pyroclastic flows/gases/tephra or lahars</i> (1) loss of property/farmland (1) <i>from lava flows/ash falls</i> (1) settlements cut off (1) <i>lack of aid/food/medical help</i> (1)		4				<b>4</b>

(b) Study Table 3.2 below. (i) Use data from Table 3.2 to complete the pie chart below.		AO1.1	AO1.2	AO2	AO3	Accuracy	<b>Total</b>
Credit up to <b>two</b> marks for the accurate completion of the sectors with the addition of two lines.  Allow completion clockwise from heating or anti-clockwise from 100%.  Reserve <b>one</b> mark for accurate labelling/use of a key to identify the additional sectors.	One sector at 77% (1) One sector at 87% (1) labelling or completed key (1)				3		<b>3</b>

## GCSE GEOGRAPHY Sample Assessment Materials 36

(b) (ii) Other than geothermal energy, give <b>one</b> way in which volcanoes can benefit people.		AO1.1	AO1.2	AO2	AO3	Accuracy	<b>Total</b>
Credit <b>one</b> valid statement (for one mark) and a valid <i>explanation/reason</i> for the second mark.  <b>Do not</b> credit 'creates jobs' unless qualified.	tourism (1) <i>creates jobs in hotels/helps the local economy</i> (1) farming/fertile soils (1) <i>creates jobs for farm workers/ produces food</i> (1) mineral exploitation (1) <i>creation of wealth through exports</i> (1)		2				<b>2</b>

(b) (iii) Describe strategies used to reduce the risks associated with volcanoes in <b>one</b> named location you have studied.		AO1.1	AO1.2	AO2	AO3	Accuracy	<b>Total</b>												
Use the descriptors below, working upwards from the lowest band.	Responses should demonstrate knowledge of strategies. Responses may refer to: <ul style="list-style-type: none"> <li>establishing monitoring stations around volcanoes;</li> <li>the use of specialised equipment such as tilt meters, seismometers and remote cameras;</li> <li>recording levels of sulphur dioxide/gas readings.</li> </ul>	4					<b>4</b>												
<table border="1"> <thead> <tr> <th>Band</th> <th>Marks</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>3-4</td> <td>Elaborated description of one or more strategy in the context of a named area.</td> </tr> <tr> <td>1</td> <td>1-2</td> <td>Basic statements which outline one or more strategy.</td> </tr> <tr> <td></td> <td>0</td> <td>Award 0 marks if the answer is incorrect or wholly irrelevant.</td> </tr> </tbody> </table>		Band	Marks	Descriptor	2	3-4	Elaborated description of one or more strategy in the context of a named area.	1	1-2	Basic statements which outline one or more strategy.		0	Award 0 marks if the answer is incorrect or wholly irrelevant.						
Band	Marks	Descriptor																	
2	3-4	Elaborated description of one or more strategy in the context of a named area.																	
1	1-2	Basic statements which outline one or more strategy.																	
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.																	

(c) 'Remote islands are more vulnerable to tectonic hazards than any other location.' To what extent do you agree with this statement?		AO1.1	AO1.2	AO2	AO3	Accuracy	<b>Total</b>
				8			<b>8</b>
Use the descriptors below, working upwards from the lowest band.		<p>Responses should apply knowledge and understanding of the factors (which may be economic, social, cultural or physical) that increase the vulnerability to tectonic hazards. Candidates will interpret information in the resource as part of their response. The remote location of the islands in relation to larger, more economically developed nations who could provide assistance, such as New Zealand and Australia may be noted. The relative poverty of the islands and the vulnerability of poor coastal communities where building technologies are not hazard resistant may also be discussed.</p> <p>Other factors, that determine vulnerability, may be presented to balance the argument. It may be argued that other factors, such as density of population or proximity to a plate boundary are more important when considering vulnerability.</p>					
<b>Band</b>	<b>Mark</b>	<b>Descriptor</b>					
4	7-8	<u>Balanced analysis and sophisticated judgement.</u> A range of detailed and elaborated points are made both for <b>and</b> against the statement. Information in the resource is interpreted and analysed thoroughly. Conclusion is justified using a sophisticated chain of reasoning. Meaning is unambiguous. The response has clear purpose, is fluent and logically structured.					
3	5-6	<u>Elaborated analysis and reasoned judgement</u> A range of elaborated points are made on one <b>or</b> both sides of the argument. Information in the resource is interpreted carefully and used to support the argument. A reasoned and valid conclusion is made based on evidence. Meaning is clear. The response has purpose, is organised and well structured.					
2	3-4	<u>Valid but limited analysis and simple judgement</u> Valid points are made on one <b>or</b> both sides of the argument. Some are elaborated. Valid but limited interpretation of information in the resource. Conclusion is made with limited justification. Meaning is generally clear. The response is structured.					
1	1-2	<u>Basic analysis and judgment</u> Valid but basic points are made with no elaboration. Basic conclusion is made but with no justification. Meaning may lack clarity in parts. Statements are linked by a basic structure.					
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.					

### End of Question 3

Totals for Question 3	AO1.1	AO1.2	AO2	AO3	Accuracy	<b>Total</b>
	4	6	8	6	-	<b>24</b>

## Theme 4, Question 4

4 (a) (i) Use information from Map 4.1 to circle the correct <b>three</b> answers in the paragraph below.		AO1.1	AO1.2	AO2	AO3	Accuracy	<b>Total</b>
Credit these responses only.	3 / south-south-west / spit				3		<b>3</b>

(ii) Outline <b>two</b> physical reasons that explain why some coastlines erode relatively quickly.		AO1.1	AO1.2	AO2	AO3	Accuracy	<b>Total</b>
Credit up to <b>two</b> valid statements, each for one mark. Credit up to two valid <i>explanation/reasons</i> for each additional mark to a max of two.  Max 1 mark for 'because they aren't protected'	Orientation/aspect of the coastline faces into the prevailing wind/has a long fetch (1) <i>so storm waves are strong / frequent.</i>  Rock types are weak/less resistant/have many joints (1) <i>so are eroded easily / rapidly / repeatedly by waves (1)</i>  Softer rocks slump / slide (1) <i>when the toe of the cliff / wave cut notch is eroded (1)</i>		4				<b>4</b>

(b) Study Table 4.2 below. (i) Use data from Table 4.2 to complete the pie chart below.		AO1.1	AO1.2	AO2	AO3	Accuracy	<b>Total</b>
Credit up to <b>two</b> marks for the accurate completion of the sectors with the addition of two lines.  Allow completion clockwise from settlement or anti-clockwise from 100%.  Reserve <b>one</b> mark for accurate labelling/use of a key to identify the additional sectors.	One sector at 47% (1) One sector at 57% (1) labelling or completed key (1)				3		<b>3</b>



(b) (ii) Give <b>one</b> reason why land uses are considered when decisions are made about coastal defences.		AO1.1	AO1.2	AO2	AO3	Accuracy	<b>Total</b>
Credit <b>one</b> valid statement (for one mark) and a valid <i>explanation/reason</i> for the second mark.	<p>Some land uses are more economically valuable (1) so <i>the cost of creating the defence is justified.</i></p> <p>Some land uses have historical / cultural value (1) so <i>they cannot be replaced / need preservation from coastal erosion (1)</i></p>		2				<b>2</b>

(b) (iii) Describe hard engineering strategies used to reduce the risk of coastal erosion in one location you have studied.		AO1.1	AO1.2	AO2	AO3	Accuracy	<b>Total</b>											
Use the descriptors below, working upwards from the lowest band.	<table border="1"> <thead> <tr> <th>Band</th> <th>Mark</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>3-4</td> <td>Elaborated description of one or more strategy in the context of a named area.</td> </tr> <tr> <td>1</td> <td>1-2</td> <td>Basic statements which outline one or more strategy.</td> </tr> <tr> <td></td> <td>0</td> <td>Award 0 marks if the answer is incorrect or wholly irrelevant.</td> </tr> </tbody> </table> <p><b>Do not</b> credit description of beach nourishment or managed retreat.</p>	Band	Mark	Descriptor	2	3-4	Elaborated description of one or more strategy in the context of a named area.	1	1-2	Basic statements which outline one or more strategy.		0	Award 0 marks if the answer is incorrect or wholly irrelevant.	4				<b>4</b>
Band	Mark	Descriptor																
2	3-4	Elaborated description of one or more strategy in the context of a named area.																
1	1-2	Basic statements which outline one or more strategy.																
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.																
<p>Responses should demonstrate knowledge of strategies. Responses may describe:</p> <ul style="list-style-type: none"> <li>• sea walls</li> <li>• rock armour</li> <li>• gabions</li> <li>• revetments</li> </ul> <p>Credit description of engineering strategies that use a structural element to encourage deposition of beach sediment such as groyne, fish-tailed groyne and barrier reefs/stable bays.</p>																		

## GCSE GEOGRAPHY Sample Assessment Materials 40

(c) 'Remote islands are more vulnerable to coastal hazards than any other location.' To what extent do you agree with this statement?			AO1.1	AO1.2	AO2	AO3	Accuracy	<b>Total</b>
					8			<b>8</b>
Use the descriptors below, working upwards from the lowest band.			<p>Responses should apply knowledge and understanding of the factors (which may be economic, social, cultural or physical) that increase the vulnerability to coastal hazards of sea level rise and/or storm damage/coastal flooding during a cyclone.</p> <p>Candidates will interpret information in the resource as part of their response. The remote location of the islands in relation to larger, more economically developed nations who could provide assistance, such as New Zealand and Australia may be noted. The relative poverty of the islands and the vulnerability of poor coastal communities where building technologies are not hazard resistant may also be discussed.</p> <p>Other factors, that determine vulnerability, may be presented to balance the argument. It may be argued that other factors, such as density of population or the effectiveness of coastal management strategies are more important when considering vulnerability to coastal hazards.</p>					
<b>Band</b>	<b>Mark</b>	<b>Descriptor</b>						
4	7-8	<p><u>Balanced analysis and sophisticated judgement.</u></p> <p>A range of detailed and elaborated points are made both for <b>and</b> against the statement. Information in the resource is interpreted and analysed thoroughly. Conclusion is justified using a sophisticated chain of reasoning. Meaning is unambiguous. The response has clear purpose, is fluent and logically structured.</p>						
3	5-6	<p><u>Elaborated analysis and reasoned judgement</u></p> <p>A range of elaborated points are made on one <b>or</b> both sides of the argument. Information in the resource is interpreted carefully and used to support the argument. A reasoned and valid conclusion is made based on evidence. Meaning is clear. The response has purpose, is organised and well structured.</p>						
2	3-4	<p><u>Valid but limited analysis and simple judgement</u></p> <p>Valid points are made on one <b>or</b> both sides of the argument. Some are elaborated. Valid but limited interpretation of information in the resource. Conclusion is made with limited justification. Meaning is generally clear. The response is structured.</p>						
1	1-2	<p><u>Basic analysis and judgment</u></p> <p>Valid but basic points are made with no elaboration. Basic conclusion is made but with no justification. Meaning may lack clarity in parts. Statements are linked by a basic structure.</p>						
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.						

## End of Question 4

Totals for Question 4			AO1.1	AO1.2	AO2	AO3	Accuracy	<b>Total</b>
			4	6	8	6	-	<b>24</b>