



GCE

Geography

H081/01: Landscape and place

AS Level

Mark Scheme for June 2025

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Mark Scheme
MARKING INSTRUCTIONS

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**PREPARATION FOR MARKING
RM ASSESSOR**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Online Training: OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are available in RM Assessor
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the RM Assessor messaging system.

5. **Crossed-Out Responses**

Where a candidate has crossed out a response and provided a clear alternative then the crossed-out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed-out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM Assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple-Choice Question Responses

When a multiple-choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only one mark per response)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth two or more marks)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space).

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.

7. Award No Response (NR) if:

- there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
To determine the level – start at the highest level and work down until you reach the level that matches the answer
To determine the mark within the level, consider the following

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

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11. Annotations

Annotation	Meaning
	Point has been seen and noted
	Indicates a whole answer for which there is no credit
	Must be used on all blank pages where there is no candidate response
	Development of a point
	Irrelevant; a significant amount of material that does not answer the question
	Level 1
	Level 2
	Level 3
	Level 4
	No place specific detail
	Rubric error (place at start of Question not being counted)
	Highlighting AO2 credit as advised. This is used in conjunction with the highlight tool for identifying AO1
	Point mark questions where indicated by the tick in the mark scheme

12. Subject Specific Marking Instructions

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

USING THE MARK SCHEME

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

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In your marking, you will encounter valid responses which are not covered by the Mark Scheme: these responses must be credited. You will encounter answers which fall outside the 'target range' of Bands for the paper which you are marking. Please mark these answers according to the marking criteria. Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

LEVELS OF RESPONSE QUESTIONS:

The indicative content indicates the expected parameters for candidates' answers, but be prepared to recognise and credit unexpected approaches where they show relevance.

Using 'best-fit', decide first which set of level descriptors best describes the overall quality of the answer. Once the level is located, adjust the mark concentrating on features of the answer which make it stronger or weaker following the guidelines for refinement.

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

Be prepared to use the full range of marks. Do not reserve (e.g.) highest level marks 'in case' something turns up of a quality you have not yet seen. If an answer gives clear evidence of the qualities described in the level descriptors, reward appropriately.

Quality of extended response will be assessed in questions marked with an (*). Quality of extended response is not attributed to any single assessment objective but instead is assessed against the entire response for the question.

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	AO1	AO2	AO3	Quality of extended response
Comprehensive	A wide range of detailed and accurate knowledge that demonstrates fully developed understanding that shows full relevance to the demands of the question. Precision in the use of question terminology.	Knowledge and understanding shown is consistently applied to the context of the question, in order to form a: clear, developed and convincing analysis that is fully accurate. clear, developed and convincing interpretation that is fully accurate. detailed and substantiated evaluation that offers secure judgements leading to rational conclusions that are evidence based.	Quantitative, qualitative and/or fieldwork skills are used in a consistently appropriate and effective way and with a high degree of competence and precision.	There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.
Thorough	A range of detailed and accurate knowledge that demonstrates well developed understanding that is relevant to the demands of the question. Generally precise in the use of question terminology.	Knowledge and understanding shown is mainly applied to the context of the question, in order to form a : clear and developed analysis that shows accuracy. clear and developed interpretation that shows accuracy. detailed evaluation that offers generally secure judgements, with some link between rational conclusions and evidence.	Quantitative, qualitative and/or fieldwork skills are used in a suitable way and with a good level of competence and precision.	There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.

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Reasonable	Some sound knowledge that demonstrates partially developed understanding that is relevant to the demands of the question. Awareness of the meaning of the terms in the question.	Knowledge and understanding shown is partially applied to the context of the question, in order to form a: sound analysis that shows some accuracy. sound interpretation that shows some accuracy. sound evaluation that offers generalised judgements and conclusions, with limited use of evidence.	Quantitative, qualitative and/or fieldwork skills are used in a mostly suitable way with a sound level of competence but may lack precision.	The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
Basic	Limited knowledge that is relevant to the topic or question with little or no development. Confusion and inability to deconstruct terminology as used in the question.	Knowledge and understanding shows limited application to the context of the question in order to form a: simple analysis that shows limited accuracy. simple interpretation that shows limited accuracy. Un-supported evaluation that offers simple conclusions.	Quantitative, qualitative and/or fieldwork skills are used inappropriately with limited competence and precision.	The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.

Question			Answer	Mark	Guidance
1	(a)	(i)	Study Fig.1 which shows a coastal landscape in Wales. Using evidence from Fig.1, identify three inputs to the coastal landscape system. Inputs include: • kinetic energy - from waves (✓) / from wind (✓) • potential energy - from the position of material on slopes (✓) • thermal energy (✓) • material from marine deposition (✓) • material from fluvial deposition (✓) • weathering - of rock material on cliffs (✓) • mass movement - from cliffs (✓) • human activity - by construction of sea walls (✓)	3 AO3 x3	AO3 – 3 marks 3 x 1 (✓) for each valid input supported by using evidence from Fig.1.
1	(a)	(ii)	Suggest one way that waves might influence this coastal landscape system. • wave erosion (✓); breaking waves can erode the coastline (DEV) through the process of abrasion / attrition / hydraulic action / pounding (DEV) producing a steeper cliff profile (DEV) and / or breaching / shaping the spit (DEV) • wave transportation (✓); waves can move material shorewards (DEV) through the process of solution / suspension / saltation / traction (DEV) or along the shoreline by longshore drift (DEV) depending on the angle they approach the coast (DEV) • wave deposition (✓); material is deposited where there is a loss of energy (DEV) through decrease in velocity and / or volume of water	4 AO2 x4	AO2 – 4 marks 1 x 1 (✓) for stating an appropriate influence of waves. 3 x 1 (DEV) for showing understanding how a feature of waves might influence this coastal landscape system.

			(DEV) forming the spit / salt marsh (DEV) the spit is shaped by refracting waves (DEV) waves influence flows of energy and material through the coastal system (✓) by supply of sediment to the system from erosion (DEV) by transport along the coast from other coastal areas (DEV) or from off-shore (DEV) especially in high energy conditions (DEV) by deposition in lower energy environments / conditions (DEV).		
1	(b)		Explain the formation of salt marshes. Level 3 (6–8 marks) Demonstrates thorough knowledge and understanding of how salt marshes are formed. This will be shown by including well-developed ideas about the formation of salt marshes. Level 2 (3–5 marks) Demonstrates reasonable knowledge and understanding of how salt marshes are formed. This will be shown by including developed ideas about the formation of salt marshes. Level 1 (1–2 marks) Demonstrates basic knowledge and understanding of how salt marshes are formed. This will be shown by including simple ideas about the formation of salt marshes. 0 marks No response or no response worthy of credit.	8 AO1 x8	AO1 – 8 marks Indicative content Knowledge and understanding of the formation of salt marshes could potentially include: - landforms of deposition in low-energy environments e.g. estuaries and the landward side of spits - vegetated areas of deposited silts and clays - twice daily inundation and exposure as tides rise / fall - salt tolerant plants trap sediment by the effects of friction, loss of water velocity and reduction in energy - which gradually increases the height of the marsh - process of flocculation contributes to rate of deposition where fine particles from fluvial/river inputs 'clump' together - seaward side; higher salinity, turbid water, and longer periods of submergence cause limited species diversity; further inland greater diversity - over time the deposited sediment creates an overall gentle gradient sloping seawards from the more densely vegetated higher marsh inland to the lower marsh - a low cliff separates the lower salt marsh from bare mud flats

					- deposition depends on period of low-energy slack water at high tide; accumulation rates ~ 10cm/yr - salt marshes are characterised by a network of creeks that allow water and sediment to enter the marsh as the tide rises and to drain the marsh at low tide after deposition <i>Explanation may be helped by a labelled / annotated diagram(s), but there is no requirement for this.</i>
1	(c)*		‘Only physical factors influence the formation of landforms within the coastal landscape system.’ Discuss in the context of <u>one</u> high energy coastline. AO1 Level 3 (6–8 marks) Demonstrates thorough knowledge and understanding of the influence of physical and other factors on the formation of landforms within the coastal landscape system of one high energy coastline. The answer should include accurate place-specific detail. Level 2 (3–5 marks) Demonstrates reasonable knowledge and understanding of the influence of physical and other factors on the formation of landforms within the coastal landscape system of one high energy coastline. The answer should include some place-specific detail which is partially accurate. Level 1 (1–2 marks) Demonstrates basic knowledge and understanding of the influence of physical and other factors on the formation of landforms within the coastal landscape system of one high energy coastline.	14 AO1 x8 AO2 x6	Indicative content AO1 – 8 marks Knowledge and understanding of the influence of physical and other factors on the formation of landforms within the coastal landscape system of one high energy coastline could potentially include: <i>Landforms such as:</i> - cliffs (of differing geology / morphology) - shore platforms - headlands and bays - caves, blowholes, arches, stacks, stumps, geos <i>Physical factors:</i> - wind – speed, direction, frequency - waves – wave energy, types of breaking waves - tides – tidal range, tidal cycle - geology – lithology and structure - currents–nearshore and offshore, sediment cells - climate – temperature, precipitation <i>Human activity:</i> - effects of management strategies, e.g. groyne construction or off shore dredging, and their impact on processes, flows of material and

		There is an attempt to include place-specific detail but it is inaccurate. 0 marks No response or no response worthy of credit. AO2 Level 3 (5–6 marks) Application of knowledge and understanding is thorough. Analysis is clear, developed and convincing. Evaluation of the influence of physical and other factors on the formation of landforms within the coastal landscape system is detailed and substantiated. Judgements are secure and evidence based leading to rational conclusions. Level 2 (3–4 marks) Application of knowledge and understanding is reasonable. Analysis is sound with some development that is mostly relevant. Evaluation of the influence of physical and other factors on the formation of landforms within the coastal landscape system is sound but partial. Judgements are generalised with some use of evidence leading to appropriate conclusions. Level 1 (1–2 marks) Application of knowledge and understanding is basic. Analysis is simple with little or no development. Evaluation of the influence of physical and other factors on the formation of landforms within the coastal landscape system is weak or absent. Judgements, if present, are unsupported leading to simple conclusions. 0 marks No response or no response worthy of credit. Quality of extended response		energy, the sediment budget, coastal landforms, and extension of the coastal landscape seawards • effects of economic development, e.g. port or tourist resort development, and the impact on processes, flows of material and energy, sediment cell balance, coastal landforms, coastal retreat or protection <i>Climate change:</i> • impacts of recent warming climate on formation of landforms through sea level rise, increasing rates of weathering and erosion / increasing frequency / intensity of storms and wave energy (anthropogenic / a human factor) • impacts of climate change during a previous time period (a physical factor) <i>Not all factors are required to achieve Level 3; this may depend on the chosen case study. Possible case studies of a high energy coastline include the Yorkshire coast between Saltburn and Flamborough Head.</i> AO2 – 6 marks Application of knowledge and understanding to analyse and evaluate the influence of physical and other factors on the formation of landforms within the coastal landscape system could potentially include: • evaluation of the significance of physical factors in their influence on the formation of landforms within the coastal landscape system • evaluation of the significance of human factors in their influence on the formation of landforms within the coastal landscape system
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		Level 3 There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. Level 2 There is a line of reasoning with some structure. The information presented is mostly relevant and substantiated. Level 1 There is little or no line of reasoning without structure. The information presented has little or no relevance and is superficial.		• understanding of the importance of the effects of climate change on the formation of landforms within the coastal landscape system - o during previous time periods such as periods of glaciation / deglaciation - o more recent anthropogenic influences such as frequency of storm events • consideration of these influences at different - o geographical scales (from place to place) - o temporal scales (from seconds to millennia) • understanding of the influences (of physical or other factors) with reference to the systems approach such as inputs, stores, flows, transfers, outputs, equilibrium, feedback
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Question			Answer	Mark	Guidance
2	(a)	(i)	Study Fig.2 which shows a glacial landscape in Canada. Using evidence from Fig.2, identify three inputs to the glacial landscape system. Inputs include: • kinetic energy – moving glaciers (✓) • thermal energy – heat of the Sun (✓) • potential energy – from the position of material on slopes (✓) • material – from glacial/fluvioglacial deposition(✓) / windblown (✓) • ice – from accumulated snowfall (✓) • weathering – of rock material on mountain slopes (✓) • mass movement – rockfalls from mountain and lateral moraine slopes (✓)	3 AO3 x3	AO3 – 3 marks 3 x 1 (✓) for each valid input supported by using evidence from Fig.2.
2	(a)	(ii)	Suggest one way that climate might influence this glacial landscape system. • wind / Aeolian processes (✓) erosion / transport / deposition (DEV) shape glaciated landscapes (DEV) particularly acting upon fine material previously deposited by ice or meltwater (DEV) • precipitation totals (✓); determine mass balance of glaciers (DEV) by providing the main input of snow, sleet, rain (DEV) amount may depend on latitude and altitude (DEV) • precipitation patterns (✓); seasonal pattern can be variable (DEV) depending on location, latitude, altitude (DEV) variation in glacier mass	4 AO2 x4	AO2 – 4 marks 1 x 1 (✓) for stating an appropriate influence of climate. 3 x 1 (DEV) for showing understanding how a feature of climate might influence this glacial landscape system.

		balance may depend on the extent of seasonal variation in precipitation (DEV) • temperature (✓); accumulated snow and ice starts to melt if above 0°C (DEV) even at high altitude in summer (DEV) discharge in meltwater streams increases, transporting more sediment as an output (DEV) • climate influences flows of energy and materials through glaciated systems (✓) at altitude high rates of accumulation in winter and high rates of ablation in summer (DEV) seasonal glacier advance and retreat (DEV) rapid ice movement causes erosion/erosional landforms (DEV) ablation produces meltwater/glacio-fluvial landforms (DEV)		
2	(b)	Explain the formation of till sheets. Level 3 (6–8 marks) Demonstrates thorough knowledge and understanding of how till sheets are formed. This will be shown by including well-developed ideas about the formation of till sheets. Level 2 (3–5 marks) Demonstrates reasonable knowledge and understanding of how till sheets are formed. This will be shown by including developed ideas about the formation of till sheets. Level 1 (1–2 marks) Demonstrates basic knowledge and understanding of how till sheets are formed. This will be shown by including simple ideas about the formation of till sheets. 0 marks No response or no response worthy of credit.	8 AO1 x8	AO1 – 8 marks Indicative content Knowledge and understanding of the formation of till sheets could potentially include: • depositional landform created by an ice sheet • extensive area forming a relatively flat plain composed of glacial till • the glacial till has been deposited in the area covered by an ice sheet • deposited at the end of a period of ice sheet advance • as the stationary or retreating ice sheet melts the supra-glacial, en-glacial and sub-glacial material that it has carried is lowered / sinks through the ice and is deposited in a layer- the till sheet • this accumulated material forms the till sheet, which may be compacted by the weight of the overlying ice sheet; the material is unstratified / unsorted drift since it is a glacial deposit rather than glacio-fluvial

				- relief is relatively smooth and inconspicuous but of large extent (e.g. East Anglia) - composition of the drift material depends on nature of the rocks over which the ice sheet has moved - till sheets can be 10s of metres deep (e.g. East Anglia, typically 30-50m) - there may be more than one layer of material, one for each ice sheet advance <i>Explanation may be helped by a labelled or annotated diagram(s), but there is no requirement for this.</i>
2	(c)*	‘Only physical factors influence the formation of landforms within the glaciated landscape system.’ Discuss in the context of <u>one</u> landscape associated with the action of valley glaciers. AO1 Level 3 (6–8 marks) Demonstrates thorough knowledge and understanding of the influence of physical and other factors on the formation of landforms within the glaciated landscape system of one landscape associated with the action of valley glaciers. The answer should include accurate place-specific detail. Level 2 (3–5 marks) Demonstrates reasonable knowledge and understanding of the influence of physical and other factors on the formation of landforms within the glaciated landscape system of one landscape associated with the action of valley glaciers. The answer should include some place-specific detail which is partially accurate.	14 AO1 x8 AO2 x6	Indicative content AO1 – 8 marks Knowledge and understanding of the influence of physical and other factors on the formation of landforms within the glaciated landscape system of one landscape associated with the action of valley glaciers could potentially include: <i>Landforms such as:</i> - Erosion – pyramidal peaks, corries, arêtes, glacial troughs, truncated spurs, hanging valleys, roche moutonnée, striations - Deposition – drumlin fields, moraines (terminal, lateral, recessional), erratics <i>Physical factors:</i> - climate – temperature, precipitation (totals and patterns) - geology – lithology and structure - latitude - altitude - relief and aspect on microclimate and glacier movement - wind – speed, direction, frequency

		Level 1 (1–2 marks) Demonstrates basic knowledge and understanding of the influence of physical and other factors on the formation of landforms within the glaciated landscape system of one landscape associated with the action of valley glaciers. There is an attempt to include place-specific detail but it is inaccurate. 0 marks No response or no response worthy of credit. AO2 Level 3 (5–6 marks) Application of knowledge and understanding is thorough. Analysis is clear, developed and convincing. Evaluation of the influence of physical and other factors on the formation of landforms within the glaciated landscape system is detailed and substantiated. Judgements are secure and evidence based leading to rational conclusions. Level 2 (3–4 marks) Application of knowledge and understanding is reasonable. Analysis is sound with some development that is mostly relevant. Evaluation of the influence of physical and other factors on the formation of landforms within the glaciated landscape system is sound but partial. Judgements are generalised with some use of evidence leading to appropriate conclusions. Level 1 (1–2 marks) Application of knowledge and understanding is basic. Analysis is simple with little or no development.	<i>Human activity:</i> • effects of use of a glaciated landscape by people, - o impact on processes and flows of material and energy through the glacial system e.g. through dam construction and trapping of sediment - o changing glacial landforms e.g. increased channel scour below dams <i>Climate change:</i> • impacts of climate change during post-glacial periods e.g. influence of resultant geomorphic processes in forming glacio-fluvial landforms such as kames, eskers and outwash plains at the end of glacial periods (physical factor) • impacts of recent warming climate / climate change in subsequent modification of glacio-fluvial landforms (anthropogenic / human factor) <i>Not all factors are required to achieve Level 3; this may depend on the chosen case study. Possible case studies of a glaciated landscape associated with the action of valley glaciers might include the Lake District, Snowdonia, the Grande Dixence Scheme, Switzerland.</i> AO2 – 6 marks Application of knowledge and understanding to analyse and evaluate the influence of physical and other factors on the formation of landforms within the glaciated landscape system could potentially include: • evaluation of the significance of physical factors in their influence on the formation of landforms within the glaciated landscape system
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		Evaluation of the influence of physical and other factors on the formation of landforms within the glaciated landscape system is weak or absent. Judgements, if present, are unsupported leading to simple conclusions. 0 marks No response or no response worthy of credit. Quality of extended response Level 3 There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. Level 2 There is a line of reasoning with some structure. The information presented is mostly relevant and substantiated. Level 1 There is little or no line of reasoning without structure. The information presented has little or no relevance and is superficial.		• evaluation of the significance of human factors in their influence on the formation of landforms within the glaciated landscape system • understanding of the importance of the effects of climate change on the formation of landforms within the glaciated landscape system ◦ during previous time periods such as post-glacial periods ◦ more recent anthropogenic influences such as rising temperatures • consideration of these influences at different ◦ geographical scales (from place to place) ◦ temporal scales (from seconds to millennia) • understanding of the influences (of physical or other factors) with reference to the systems approach such as inputs, stores, flows, transfers, outputs, equilibrium, feedback
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Question			Answer	Mark	Guidance
3	(a)	(i)	Study Fig.3 which shows a dryland landscape in Jordan. Using evidence from Fig.3, identify three inputs to the dryland landscape system. Inputs include: • thermal energy – solar radiation (✓) • kinetic energy - wind (✓) • kinetic energy – precipitation (✓) • potential energy – from the position of material on slopes (✓) • material – from Aeolian deposition (✓) • weathering – of rock material on slopes (✓) • mass movement–rockfalls from mesa slopes (✓)	3 AO3x3	AO3 – 3 marks 3 x 1 (✓) for each valid input supported by using evidence from Fig.3. .
3	(a)	(ii)	Suggest one way that climate might influence this dryland landscape system. • wind / Aeolian processes (✓) erosion / transport / deposition (DEV) shape dryland landscapes / landforms (DEV) particularly acting upon fine material previously deposited by ephemeral streams / flash floods (DEV) • precipitation total (✓); although there is low mean annual precipitation (DEV) convective storms are often highly intensive (DEV) causing high peak discharges in ephemeral streams to erode the landscape and transport huge volumes of sediment (DEV) • precipitation pattern (✓); seasonal pattern can be variable (DEV) depending on latitude and altitude (DEV) convective storms are erratic	4 AO2 x4	AO2 – 4 marks 1 x 1 (✓) for stating an appropriate influence of climate. 3 x 1 (DEV) for showing understanding how an element of climate might influence this dryland landscape system

			(DEV) rapid run-off enhanced by ground baked hard by high temperatures and sparse vegetation (DEV) • diurnal temperature range (✓); high levels of solar radiation during daytime / heat loss at night (DEV) affect mechanical weathering processes – insolation weathering, salt weathering and freeze-thaw that break rocks into smaller particles (DEV) especially in continental interiors (DEV) • climate influences flows of energy and materials through dryland systems (✓) solar radiation and precipitation – main inputs (DEV) terrestrial radiation, evapo-transpiration and stream flow – main outputs (DEV) weathering and erosion cause erosional landforms (DEV) sediments are transported, deposited and stored as scree, alluvial fans and dunes (DEV)		
3	(b)		Explain the formation of linear dunes. Level 3 (6–8 marks) Demonstrates thorough knowledge and understanding of how linear dunes are formed. This will be shown by including well-developed ideas about the formation of linear dunes. Level 2 (3–5 marks) Demonstrates reasonable knowledge and understanding of how linear dunes are formed. This will be shown by including developed ideas about the formation of linear dunes. Level 1 (1–2 marks) Demonstrates basic knowledge and understanding of how linear dunes are formed. This will be shown by	8 AO1 x8	AO1 – 8 marks Indicative content Knowledge and understanding of the formation of linear dunes could potentially include: • depositional landforms of dryland landscapes • ridges of wind-blown sand • wind erodes and transports fine material in deserts through the process of deflation • this material, sand and dust, is transported by wind / Aeolian processes such as creep, saltation and in suspension • forming linear dunes which are straight or slightly curved dunes • these are very large landforms (sometimes > 100km) / covering a large area • formed where there is significant availability of sand

		including simple ideas about the formation of linear dunes. 0 marks No response or no response worthy of credit.		• formed where winds are strong enough and persistent enough to entrain and transport the sand • linear dunes have steep slip-faces (angles of repose of loose sand) on alternate sides of the ridge • they form parallel to the prevailing wind direction • they form either isolated or parallel ridges (with corridors of more coarse material inbetween the ridges) <i>Explanation may be helped by a labelled or annotated diagram(s), but there is no requirement for this.</i>
	(c)*	‘Only physical factors influence the formation of landforms within the dryland landscape system.’ Discuss in the context of <u>one</u> mid-latitude desert. AO1 Level 3 (6–8 marks) Demonstrates thorough knowledge and understanding of the influence of physical and other factors on the formation of landforms within the dryland landscape system of one mid-latitude desert. The answer should include accurate place-specific detail. Level 2 (3–5 marks) Demonstrates reasonable knowledge and understanding of the influence of physical and other factors on the formation of landforms within the dryland landscape system of one mid-latitude desert. The answer should include some place-specific detail which is partially accurate. Level 1 (1–2 marks)	14 AO1 x8 AO2 x6	Indicative content AO1 – 8 marks Knowledge and understanding of the influence of physical and other factors on the formation of landforms within the dryland landscape system of one mid-latitude desert could potentially include: <i>Landforms such as:</i> • Erosion - pediments, scree, inselbergs - buttes and mesas, canyons, wadis, pedestal rocks, ventifacts, desert pavements • Deposition – types of dune, alluvial fans, bajada <i>Some landforms typical of low-latitude deserts may also be a feature of mid-latitude deserts and as such would be acceptable.</i> <i>Physical factors:</i> • climate – temperature, precipitation (totals and patterns) • geology – lithology and structure • latitude • altitude

		Demonstrates basic knowledge and understanding of the influence of physical and other factors on the formation of landforms within the dryland landscape system of one mid-latitude desert. There is an attempt to include place-specific detail but it is inaccurate. 0 marks No response or no response worthy of credit. AO2 Level 3 (5–6 marks) Application of knowledge and understanding is thorough. Analysis is clear, developed and convincing. Evaluation of the influence of physical and other factors on the formation of landforms within the dryland landscape system is detailed and substantiated. Judgements are secure and evidence based leading to rational conclusions. Level 2 (3–4 marks) Application of knowledge and understanding is reasonable. Analysis is sound with some development that is mostly relevant. Evaluation of the influence of physical and other factors on the formation of landforms within the dryland landscape system is sound but partial. Judgements are generalised with some use of evidence leading to appropriate conclusions. Level 1 (1–2 marks) Application of knowledge and understanding is basic. Analysis is simple with little or no development. Evaluation of the influence of physical and other factors on the formation of landforms within the dryland	• relief and aspect on microclimate • wind – speed, direction, frequency • availability of sediment <i>Human activity:</i> • effects of use of a dryland landscape by people, - o impact on processes and flows of material and energy through the dryland system e.g. securing water supply, and economic activity such as tourism - o in changing dryland landforms e.g. decreased growth of wadis, reduced deposition on alluvial fans, slowing pediment development, higher erosion rates on dunes, damaging cryptobiotic crust <i>Climate change:</i> • impacts of climate change during previous pluvial and/or previous colder periods and associated geomorphic processes in shaping landforms such as inselbergs and pediments and/or nivation hollows and solifluction deposits (physical factor) • impacts of recent climate change in the subsequent modification of these landforms (anthropogenic / human factor) <i>Not all factors are required to achieve Level 3; this may depend on the chosen case study. Possible case studies of a mid-latitude desert might include the Colorado Plateaux, Colorado Basin and the desert in southeast Utah, USA.</i> AO2 – 6 marks
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		landscape system is weak or absent. Judgements, if present, are unsupported leading to simple conclusions. 0 marks No response or no response worthy of credit. Quality of extended response Level 3 There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. Level 2 There is a line of reasoning with some structure. The information presented is mostly relevant and substantiated. Level 1 There is little or no line of reasoning without structure. The information presented has little or no relevance and is superficial.		Application of knowledge and understanding to analyse and evaluate the influence of physical and other factors on the formation of landforms within the dryland landscape system could potentially include: • evaluation of the significance of physical factors in their influence on the formation of landforms within the dryland landscape system • evaluation of the significance of human factors in their influence on the formation of landforms within the dryland landscape system • understanding of the importance of the effects of climate change on the formation of landforms within the dryland landscape system - o during previous time periods such as earlier pluvial or colder / periglacial periods - o more recent anthropogenic influences on climate change e.g. enhanced warming / aridity • consideration of these influences at different - o geographical scales (from place to place) - o temporal scales (from seconds to millennia) • understanding of the influences (of physical or other factors) with reference to the systems approach such as inputs, stores, flows, transfers, outputs, equilibrium, feedback
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Question		Answer	Mark	Guidance
4	(a)	Explain <u>two</u> different ways of measuring social inequality. Answers could include: • housing type / quality (✓): related to inequalities in peoples' income and their ability to afford accommodation or differing type or quality (DEV). • housing tenure (✓): may indicate social inequality between people / areas in terms of proportions of owner-occupiers and those renting, private or local authority (DEV) • healthcare (✓): inequality in access to health care e.g. measured by no. of doctors per 1000 varies spatially (DEV) • health (✓) social inequality is evident in the close link between levels of ill-health and poverty e.g. measures of life expectancy (DEV) • education (✓): inequality is shown by measures of adult literacy rates and average number of years spent in school, as in the HDI (DEV) • employment (✓): measures of unemployment can reveal inequality in the link between employment, regular income in a household, standard of living and quality of life (DEV) • access to services (✓): measures of access to medical services, access to education, retail, public transport, banking and digital divide also reveal social inequalities (DEV)	4 AO1 x4	AO1 – 4 marks 2 x 1 mark (✓) for identifying an appropriate way of measuring social inequality. 2 x 1 mark (DEV) for explaining the link between each way identified and social inequality .

4	(b)	(i)	Study Fig.4A, which shows government health spending per person for selected countries, 2021. Using evidence from Fig.4A, identify one contrast in government health spending between Europe and sub-Saharan Africa. Any stated contrast in the figures for spending per person between two countries, one in Europe and one in sub-Saharan Africa, e.g. - Germany, 5237.8 much higher than DRC, 3.7 - Norway, 7719.9 much higher than South Africa, 352.5 - Ethiopia, 8.1 much lower than UK, 4802.5	1 AO3 x1	AO3 – 1 mark 1 x 1 mark (✓) for identification of the contrast using the evidence in Fig. 4A. Candidates must include evidence (data) from figure 4a to achieve the mark.
4	(b)	(ii)	With reference to Fig.4A, suggest <u>two</u> possible reasons for variation in government health spending. - National government wealth / income (✓) most countries of Europe are ACs with greater availability of funds than those of sub-Saharan Africa which are mostly LIDCs (DEV) - Demographic structure (✓) rapidly ageing populations of many ACs in Europe especially >85 yrs requires significant spending on hospital care (DEV) - Government policy (✓) many ACs in Europe have higher health expenditure as part of their better governance; there is perceived corruption in use of funds in some s-SA LIDCs (DEV) - Prioritising of government expenditure (✓) some s-SA countries have equally pressing financial	4 AO2x4	AO2 – 4 marks 2x1 (✓) for stating a possible reason for variation in government health spending. 2x1 (DEV) for explaining the possible reasons in the context of the evidence provided in Figure 4A.

			burdens such as prolonged drought / flood hazard (DEV) • Government stability (✓) the impact of conflict / civil war / other political crisis affects ability for effective public health spending strategies (DEV) • Employment in health sector (✓) variation in numbers of health workers and the salaries they command may vary between Europe and sub-Saharan Africa (DEV)		
4	(c)		Study Fig. 4B, which shows a 1:25 000 OS map extract of Irlam, City of Salford, Greater Manchester. Using evidence from Fig. 4B, explain how flows of money and investment might have helped to shape the place profile of Irlam. Level 3 (5-6 marks) Demonstrates thorough application of knowledge and understanding to provide a clear and developed analysis that shows accuracy in explaining how flows of money and investment might have helped to shape the place profile of Irlam (AO2). Demonstrates thorough investigation and interpretation of the resource to fully evidence impacts of flows of money and investment on the place profile of Irlam. There must be sound ideas linking resource evidence of money and investment flow to place profile (AO3). Level 2 (3-4 marks) Demonstrates reasonable application of knowledge and understanding to provide sound analysis that shows some accuracy in explaining how flows of money and investment might have helped to shape the place profile of Irlam (AO2).	6 AO2 x4 AO3 x2	Indicative content AO2 – 4 marks Application of knowledge and understanding to analyse how flows of money and investment might have helped to shape the place profile of Irlam could potentially include: <i>Flows of money and investment:</i> • public investment - o government funding at different scales from local to national e.g. redevelopment • private investment - o large companies provide employment opportunities, such as industrial works - o SMEs that shape local areas, such as shops, offices, factories, services - o property developers such as house building companies <i>Place profile:</i> • demographic - o population change - total and/or structure • socio-economic - o housing development - o service provision

		Demonstrates reasonable investigation and interpretation of the resource to evidence rebranding through regeneration. There must be sound ideas linking resource evidence of money and investment flow to place profile (AO3). Level 1 (1-2 marks) Demonstrates basic application of knowledge and understanding to provide simple analysis that shows limited accuracy in explaining how flows of money and investment might have helped to shape the place profile of Irlam (AO2). Demonstrates basic investigation and interpretation of the resource to provide limited evidence of money and investment flow to place profile. There are limited ideas with limited or no link to resource evidence (AO3). 0 marks No response or no response worthy of credit.		- o transport infrastructure • cultural - o change in way of life / quality of life / standard of living - o cultural elements of migrant population AO3 – 2 marks Evidence from investigation and interpretation of Figure 4B could potentially include: • Manchester Ship Canal / Irlam Locks – original construction work force • rail link/station/A57 – accessibility for commuting • industrial investment – works / industrial park – employment in secondary sector e.g. Industrial Park 717928 • council and other office location – employment in tertiary e.g. Council Offices 714936 • provision of services – education / recreation, meet needs of growth of families e.g. School 721943, Leisure Pool 721941 • urban growth - housing development outwards to M62 boundary e.g. 7295 • environmental issues – motorway noise/air pollution / factory construction loss of farmland e.g. proximity of M62 to residential area 7295, Works 730928 <i>Max 2 marks (AO3) for identification of data only.</i>
4	(d)*	‘Making a successful place through rebranding requires more than one type of strategy.’ Discuss. AO1 Level 3 (6–8 marks)	14 AO1 x8 AO2 x6	Indicative content AO1 – 8 marks Knowledge and understanding of the placemaking process through rebranding strategies could potentially include:

		Demonstrates thorough knowledge and understanding of the placemaking process through rebranding strategies. The answer should include accurate place-specific detail. Level 2 (3–5 marks) Demonstrates reasonable knowledge and understanding of the placemaking process through rebranding strategies . The answer may include some place-specific detail which is partially accurate. Level 1 (1–2 marks) Demonstrates basic knowledge and understanding of the placemaking process through rebranding strategies. There may be an attempt to include place-specific detail but it is inaccurate. 0 marks No response or no response worthy of credit. AO2 Level 3 (5–6 marks) Application of knowledge and understanding is thorough. Analysis is clear, developed and convincing. Evaluation of number and type of rebranding strategies for successful placemaking is detailed and substantiated. Judgements are secure and evidence based leading to rational conclusions. Level 2 (3–4 marks) Application of knowledge and understanding is reasonable. Analysis is sound with some development that is mostly relevant. Evaluation of number and type of rebranding strategies for successful placemaking is	- market-led strategies, such as those of private investors aiming to make a profit, including property developers, builders and business owners e.g. in the process of gentrification - top-down strategies, involving large scale organisations such as local authority planning departments, development agencies and private investors e.g. in dockland regeneration - flagship development, such as large-scale one-off property developments using distinctive architecture as a catalyst for further development - legacy, for example where investment and regeneration is brought to a place following a major sporting event - events or themes, such as major festivals or designation of a place as capital of culture, that act as catalyst for cultural development and further urban regeneration AO2 – 6 marks Application of knowledge and understanding to analyse and evaluate the number and type of rebranding strategies for successful placemaking could potentially include: - evaluation of the success of a single strategy used in the rebranding of a place - evaluation of the success of placemaking where more than one type of strategy has been used in rebranding a place Success might be evaluated in terms of attractiveness of: - the physical environment including building design / aesthetic appeal, provision of public spaces / recreation
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		sound but partial. Judgements are generalised with some use of evidence leading to appropriate conclusions. Level 1 (1–2 marks) Application of knowledge and understanding is basic. Analysis is simple with little or no development. Evaluation of number and type of rebranding strategies for successful placemaking is weak or absent. Judgements, if present, are unsupported leading to simple conclusions. 0 marks No response or no response worthy of credit. Quality of extended response Level 3 There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. Level 2 There is a line of reasoning with some structure. The information presented is mostly relevant and substantiated. Level 1 There is little or no line of reasoning without structure. The information presented has little or no relevance and is superficial.		- o the economic environment for business, retail, workers - o the social environment as a place to live including provision of accommodation, services, security, transport /accessibility • the idea that successful placemaking might depend on a combination of strategy types such as flagship, legacy and top-down in one place; this may depend on the scale / characteristics of the place designated for rebranding • the idea that careful planning and design is needed from a range of different players / stakeholders, each with different inputs, in order to co-ordinate their strategies • rebranding may take place over a period of time involving different strategies at different stages in the placemaking process • only a single element may be needed for a successful placemaking / rebranding process (architecture, heritage, retail, art, sport, food)
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Question			Answer	Mark	Guidance
5	(a)	(i)	Study Fig. 4B, which shows a 1:25 000 OS map extract of Irlam, City of Salford, Greater Manchester where a geographical investigation is to be undertaken. Using evidence from Fig.4B, state and justify an appropriate field research question for investigation in the area shown. A possible field research question could relate to a wide range of physical or human geography topics such as: • environmental quality e.g. within Irlam urban area – residential / industrial areas • soils / vegetation e.g. New Moss Wood / Cadishead Moss • microclimate e.g. contrasts between rural (Irlam Moss) and urban (Irlam) • perception studies / place identity e.g. different zones / sectors of Irlam – residential, industrial, recreational • urban land use e.g. characteristics of, and changes within, the Irlam built environment • service / retail provision e.g. Irlam built environment – distribution of schools • social inequality e.g. within / between settlements such as Irlam, Woodlands, Towns Gate, Prince's Park • pedestrian / traffic flows e.g. within residential, industrial areas of Irlam • rural land use e.g. Irlam Moss, rural-urban fringe of Irlam Justification of the field research question might include: • geographical content / nature of the field research question itself	4	AO3 – 4 marks 1 x 1 mark for stating an appropriate field research question. 3 x 1 mark (DEV) for justification, with credit per point, using evidence from the OS map or practical considerations. For maximum marks, justification must be linked to evidence from the OS map.

			• appropriateness of the scale of the investigation • chosen topic is researchable • practicality of data collection in this area, such as access, safety, risk, timing		
		(ii)	Outline <u>two</u> difficulties you might encounter in collecting data for your chosen investigation. Possible data collection difficulties could include: • physical access to a planned data collection site • gaining permission to visit a data collection site • collecting a data sample of sufficient size to enable reliable analysis / results • choice of appropriate time of day / week / year and time available • reluctance of people to be involved in surveys / questionnaires • personal safety / risk • gaining access to appropriate secondary data • poor weather conditions	2	AO3 – 2 marks 2 x 1 mark for identifying an appropriate / possible difficulty in collecting data for the chosen investigation in this map area
	(b)		Suggest <u>two</u> possible advantages of using crowd-sourced data to generate geographical information. Level 3 (5–6 marks) Demonstrates thorough understanding of advantages of using crowd-sourced data to generate geographical information. Level 2 (3–4 marks) Demonstrates reasonable understanding of advantages of using crowd-sourced data to generate geographical information.	6	AO3 – 6 marks Understanding of the advantages of using crowd-sourced data to generate geographical information could potentially include: • more accurate data are created because large numbers of people / volunteers participate • easy assimilation of a large amount of data since use of GPS technology (either through mobile phones or handheld GPS devices) is used to collect the data • data can be collected relatively quickly, very useful if in response to a particularly pressing or widespread issue

		Level 1 (1–2 marks) Demonstrates basic understanding of advantages of using crowd-sourced data to generate geographical information. 0 marks No response or no response worthy of credit		• real time information can be collected e.g. photos, texts, satellite images and shared immediately • relatively easy to disseminate information on location / extent of an issue e.g. wildfire • used to mitigate natural hazards / prevent disasters / evacuation rather than waiting for slower response of government agencies
	(c)	With reference to a fieldwork investigation you have carried out, evaluate the techniques you used to analyse the data collected. Level 4 (10–12 marks) Demonstrates a comprehensive evaluation of the techniques used to analyse the data collected. This will be shown by well-developed understanding of the techniques used to analyse the data collected . Level 3 (7–9 marks) Demonstrates a thorough evaluation of the techniques used to analyse the data collected . This will be shown by well-developed ideas about either the fieldwork investigation or the techniques used to analyse the data collected - and developed ideas about the other question focus. Level 2 (4–6 marks) Demonstrates a reasonable evaluation of the techniques used to analyse the data collected. This will be shown by developed ideas about either the fieldwork investigation or the techniques used to analyse the data collected - and simple ideas about the other question focus.	12	AO3 – 12 marks A wide range of geographical fieldwork investigations is possible / acceptable. Evaluation of techniques used to analyse the data collected could include reference to: • appropriate use of data presentation techniques - o statistical maps to present and store spatial data; e.g. reference to how effective different types of map were in depicting spatial patterns and in allowing statistical information to be retrieved - o graphical techniques; e.g. reference to how useful different types of graph were in the description and understanding of patterns and trends over time • descriptive statistics such as measures of - o central tendency (arithmetic mean, median, principal mode) e.g. reference to how these statistics helped in summarising data, or in making comparisons of samples or area data - o dispersion (range, inter-quartile range, standard deviation) e.g. reference to how

			Level 1 (1–3 marks) Demonstrates a basic evaluation of the techniques used to analyse the data collected. This will be shown by simple ideas about the fieldwork investigation and the techniques used to analyse the data collected . 0 marks No response or no response worthy of credit.		these statistics helped in the description of the spread of data or how variable it is within a sample • inferential statistics for testing - o hypotheses of difference (M-W U test, chi-squared, t-test) e.g. reference to how these statistics helped to understand any significant difference between data sets or if observed frequencies are due to chance - o relationships (Spearman rank correlation, best-fit trend lines) e.g. reference to how effectively these statistics measured the association between two variables • written descriptions and explanations that - o identify the main patterns and trends - o enable data to be cited from tables, charts ,maps - o refer to anomalies e.g. reference to how effectively candidates were able to write an account of their findings and to draw conclusions based on the data they had observed / analysed Responses must refer to analysis of data.
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