GCSE MARKING SCHEME

SUMMER 2019

GEOGRAPHY SPECIFICATION A
COMPONENT 1
C111U10-1

INTRODUCTION

This marking scheme was used by WJEC for the 2019 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

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

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

EDUQAS GCSE GEOGRAPHY SPEC A

COMPONENT 1

SUMMER 2019 MARK SCHEME

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:

This box contains the sub-question

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

3 (a) (i) Describe the location of the island of Lefkada.	AO1	AO2.1	AO2.2	AO3	AO4	**Total**
					2	**2**
Credit two simple 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 Thessaloniki (1)					

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 examiner's 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 at the appropriate place on the response. 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 enter a dash (-) or use the not attempted icon on E-marker.

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, using the comment bank, 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.

Core Theme 1 – Question 1

(a) (i) Give the four figure grid reference for the square outlined in red. Cicrle the correct answer below.		AO1	AO2.1	AO2.2	AO3	AO4	Total
Credit this response only.	5348 (1)					1	**1**

(a) (ii) Circle the correct answer in the following sentence.		AO1	AO2.1	AO2.2	AO3	AO4	Total
Credit this response only.	steep (1)					1	**1**

(a) (iii) Many people visit this part of the UK each year. Give **two** features of this landscape that attract visitors.		AO1	AO2.1	AO2.2	AO3	AO4	Total
Credit **two** valid features on the map each for one mark.	Ebbor Gorge (1) caves (1) nature reserve (1) walks/trails/long distance path (1) views/vantage points (1) paper mill (1) museum (1) camp site (1) National Trust (1) tumuli (1) cairn (1) This is not an exhausitive list.					2	**2**

(a) (iv) Describe **one** positive impact and **one** negative impact of having many visitors in a physical landscape you have studied.		AO1	AO2.1	AO2.2	AO3	AO4	Total
Credit **two** valid statements for one mark each and up to two developments for a further mark(s). (2 + 2) or (3+1) Credit example for one mark if in context	**Positive:** Helps the economy/local businesses (1) *as visitors spend money (1) at shops/pubs etc... (1)* Allows rural areas to diversify (1) *create jobs (1)* Leads to protection of the landscape (1) *more sustainable (1)* **Negative:** Carrying capacity can be exceeded (1) *damaging the landscape (1)* Results in issues like litter, parking or footpath erosion etc... (1) *that need managing (1)*	4					**4**

3

(b) (i) Identify landform A. Tick ( ) the correct box below.		AO1	AO2.1	AO2.2	AO3	AO4	Total
Credit this response only.	Wave-cut platform (1)	1					1

(b) (ii) Complete the paragraph by selecting the correct term from the box below.		AO1	AO2.1	AO2.2	AO3	AO4	Total
Credit these responses only.	bedding planes (1) hydraulic action (1) stacks (1)	3					3

(b) (iii) Explain why rock falls occur on the cliffs of some UK coastlines.		AO1	AO2.1	AO2.2	AO3	AO4	Total
				6			6

This question assesses AO2.2, inter-relationships (in this case between process and landform).
Use the descriptors below, working upwards from the lowest band.

Band	Marks	Descriptor
3	5-6	Thorough and elaborated understanding of the link between processes and landform. Depth of understanding is demonstrated through chains of reasoning.
2	3-4	Elaborated understanding of some of the links between the processes and landform.
1	1-2	Simple, valid statement(s) demonstrate basic understanding of the process/landform.
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.

Responses should focus on the reasons for the occurrence of rock falls on cliffs.

Wave action (abrasion/hydraulic action/corrosion) at the foot of a cliff result in the formation of wave-cut notches which undermine the cliff above. A huge mass of rocks is now unsupported and overhangs the notch and will eventually collapse as a rock fall due to gravity.
Bedding planes and joints in cliff – exposed to weathering (winter frosts/ rainfall/biological) – and widened - weakens cliff – unstable – collapse - gravity

4

(c) (i) Calculate the median value for these erosion rates. Show your working in the space below.		AO1	AO2.1	AO2.2	AO3	AO4	Total
Credit working for one mark as shown. Credit this response for **one** mark.	Put the data into rank order to identify the median value (1) The median value is 0.98 (1)					2	

(c) (ii) Explain why the median value may not be regarded as the most appropriate measure of central tendency for these erosion rates?		AO1	AO2.1	AO2.2	AO3	AO4	Total
Credit **two** valid statements or one which is developed.	The median value does not take into account extreme (wide range) of values (1) but the mean does (1) which can give a misleading picture of erosion rates (1) The median discounts extreme values (1) there are no extremes in this data (1) The data set can have an even number of figures (1) which leads to further calculation (1)					2	

(c) (iii) For **one** coastal management strategy, explain why there can be unintended consequences of human intervention.		AO1	AO2.1	AO2.2	AO3	AO4	Total
				4			4

This question assesses AO2.2, **inter-relationships** (in this case between human activity and process).
Use the descriptors below, working upwards from the lowest band.

Band	Mark	Descriptor
2	3-4	Understanding demonstrated through elaborated explanation.
1	1-2	Simple valid statement(s) demonstrate basic understanding.
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.

Responses should focus on the reasons for the unintended consequences of any one coastal management strategy which was designed to reduce erosion.

Groynes are designed to trap sediment and prevent its natural movement (longshore drift) along the coast. Beaches further along the coast are starved of new sand and natural protection is lost.

Offshore dredging of sands and gravels for beach replenishment may affect the supply of material to some beaches and increase erosion rates especially on soft rock cliffs.

Sea walls/rip rap stop access to the beach – could reduce tourism

5

(d) Is 'hard' engineering the best option to reduce the risk of flooding in the city of Nottingham and the surrounding areas? Justify your reasons.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
				8			8

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

Band	Marks	Descriptor
4	7-8	Exceptional application of knowledge and understanding. • Comprehensive chains of reasoning provide sophisticated analysis. • Balanced and coherent appraisal draws together wider geographical understanding to justify decision.
3	5-6	Thorough application of knowledge and understanding. • Chains of reasoning provide elaborated analysis. • Balanced appraisal draws together wider geographical understanding to support decision.
2	3-4	Sound application of knowledge and understanding. • Some connections provide valid but limited analysis. • Limited appraisal uses wider geographical understanding to support decision.
1	1-2	Some basic application of knowledge and understanding. • Basic level of meaning ascribed to the information/issue. • Limited and weak appraisal uses some wider geographical understanding to support decision.
	0	Award zero marks if the answer is incorrect or wholly irrelevant.

Balance acknowledges both sides of the argument but doesn't necessarily give them equal weight.

This question requires candidates to synthesise links between different areas of knowledge and understanding to analyse and evaluate drainage basin management.
All elements of AO3 are targeted.

Responses will ascribe specific meaning to interpret and analyse the resources (novel information) before evaluating the evidence and making a judgement.

Candidates should develop lines of argument about future management approaches to the problem of flooding in the UK.

They may argue that 'hard' engineering is the best option because:
the new defences will protect many homes and businesses and road and rail infrastructure in the area and are good value for money e.g. £6million under budget.

They may argue that 'hard' engineering is not the best option because:
we should be managing rivers in the upper catchments and that building on floodplains should be restricted or even stopped; the defences might have negative environmental consequences on wetland areas.

They may argue a combination of both hard and soft engineering are the best option.

6

Core Theme 2 – Question 2

(a) (i) Name **one** urban area in the south-east of Dorset.		AO1	AO2.1	AO2.2	AO3	AO4	Total
Credit **one** valid response.	Swanage (1) Bournemouth (1) Poole (1) Christchurch (1)					1	**1**

(a) (ii) Tick **one** box below to give the correct definition of sphere of influence.		AO1	AO2.1	AO2.2	AO3	AO4	Total
Credit this response only.	The area which is served by a town or city (1)	1					**1**

(a) (iii) Give **one** reason why towns and cities have a large sphere of influence.		AO1	AO2.1	AO2.2	AO3	AO4	Total
Credit **one** response and its development for a further mark.	They provide employment/services/tourist attractions (1) as these are not available in rural areas (1) *so attract people from long distances (1)*		2				

(b) (i) Use Table 2.3 to calculate the percentage of people aged 65+ who lived in Poole in 2015. Show your working.		AO1	AO2.1	AO2.2	AO3	AO4	Total
Credit working for max. 1 mark as shown Credit this response only for **one** mark.	33,470 / 151,500 x 100 (1) Accept within range of 22 – 22.1 (1)					2	**2**

(b) (ii) Give **two** ways in which the structure of the over 65 population is predicted to change in Dorset by 2033.		AO1	AO2.1	AO2.2	AO3	AO4	Total
Credit **two** valid statements for one mark each.	More male/female 65+ (1) significantly more 90+ (1) male/female differences are reduced (1) the modal group has changed from 60-64 to 65-69 (1)					2	**2**

7

(b) (iii) Describe **two** ways in which an ageing population will create challenges for the UK.		AO1	AO2.1	AO2.2	AO3	AO4	Total
Credit **two** valid statements for one mark each and up to two developments for a further mark(s). (2 + 2) (3 +1)	Require health care (1) *expensive/stress on NHS (1)* The government receives less money in taxes (1) *but pays more in state pensions (1) which could results in cuts to other services (1)* Loneliness (1) *need for more support services (1)* Need for more suitable housing (1)	4					**4**

(iv) The county of Dorset is largely rural with a sparse population. Explain why the population of many remote rural areas is declining.		AO1	AO2.1	AO2.2	AO3	AO4	Total
			6				**6**

This question assesses AO2.1, geographical concepts (in this case the consequences of the urban-rural continuum).
Use the descriptors below, working upwards from the lowest band.

Band	Marks	Descriptor
3	5-6	Thorough and elaborated understanding of the reasons. Depth of understanding is demonstrated through chains of reasoning.
2	3-4	Elaborated understanding of the reasons.
1	1-2	Simple, valid statement(s) demonstrate basic understanding of the reasons.
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.

Responses should demonstrate understanding of reason(s) which result in rural depopulation such as...

In many remote rural areas there are:
a lack of jobs;
low income and part-time work;
lack of services;
poor public transport and internet connections;
school closures;
lack of affordable housing;
issue of second homes;
pull factors of cities

(c) (i) Tick (✓) three correct statements in the table which describe the distribution and location of Amazon Centres in the UK.	AO1	AO2.1	AO2.2	AO3	AO4	Total
Credit **three** correct statements. No marks if more than three answers given.	Correct statements 3 5 6 Only					3	**3**

(c) (ii) Give **one** reason why use of the internet has a negative impact on the high street of towns and cities.	AO1	AO2.1	AO2.2	AO3	AO4	Total
Credit **one** response and its development for a further mark.	More people prefer to shop online (1) so sales in shops decline (1) / *so loss of jobs (1)* More people do online banking (1) *branches close and general decline of high streets (1)*		2				**2**

(c) (iii) State **three** ways in which towns and cities have improved the quality of the high street environment for shoppers.	AO1	AO2.1	AO2.2	AO3	AO4	Total
Credit up to **three** valid statements each for one mark	Pedestrianised streets/wide pavements (1) street furniture (1) greenery (1) entertainment (1) signage and information (1) covered shopping malls (1) CCTV cameras (1) lighting (1) special events (1) car park facilities (1) access via park and ride (1)	3					**3**

(d) 'Global cities in HICs have fewer and different challenges compared to global cities in NICs or LICs.' How far do you agree with this statement?	AO1	AO2.1	AO2.2	AO3	AO4	SPAG	Total
				8		4	12

Use the descriptors below to work upwards from the lowest band.

Band	Marks	Descriptor
4	7-8	Exceptional application of knowledge and understanding. • Comprehensive chains of reasoning provide sophisticated analysis. • Balanced and coherent appraisal draws together wider geographical understanding to justify decision.
3	5-6	Thorough application of knowledge and understanding. • Chains of reasoning provide elaborated analysis. • Balanced appraisal draws together wider geographical understanding to support decision.
2	3-4	Sound application of knowledge and understanding. • Some connections provide valid but limited analysis. • Limited appraisal uses wider geographical understanding to support decision.
1	1-2	Some basic application of knowledge and understanding. • Basic level of meaning ascribed to the information/issue. • Limited and weak appraisal uses some wider geographical understanding to support decision.
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.

Balance acknowledges both sides of the argument but doesn't necessarily give them equal weight.

This question requires candidates to synthesise links between different areas of knowledge and understanding to analyse and evaluate urban issues in two contrasting global cities.
All elements of AO3 are targeted.

Responses will ascribe specific meaning to interpret and analyse the resources (novel information) before evaluating the evidence and making a judgement.

Candidates should develop lines of argument about the consequences of urbanisation in two global cities.

They may disagree because:
all cities have the challenge of reducing poverty and providing sufficient housing;
cities in HICs have areas of wealth and poverty and people who sleep rough;
cities in NICs and LICs have areas of slums and informal housing and emerging middle classes;
all cities have congestion issues.

They may agree because:
HICs have the means to tackle these challenges and promote urban renewal;
migration is rural to urban in NICs/LICs and international (including refugees and asylum seekers) in HICs;
UK cities have the challenge of creating sustainable communities.

10

Once a mark has been awarded for the geographical content, apply the performance descriptors for spelling, punctuation and the accurate use of grammar and specialist terms that follow.

Band	Mark	Performance descriptions
High	4	• Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate
Intermediate	2 – 3	• Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate
Threshold	1	• Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate
	0	• The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning

Theme 3 – Question 3

(a) Describe the changes shown on the graph		AO1	AO2.1	AO2.2	AO3	AO4	Total
Credit up to **two** valid statements each for one mark.	Overall increase (1) peak at 20.17/20.18 peaks again after 20.30 (1) fluctuates (1) quantification (1)					2	2

(b) (i) Give **two** human factors that increase the vulnerability of communities to tectonic hazards.		AO1	AO2.1	AO2.2	AO3	AO4	Total
Credit **two** valid human factors each for one mark.	Poverty (1) living in informal/poor housing/poorly built (1) level of education (1) age (1) disability (1) population density (1) perception (1) lack of warnings (1)	2					2

(b) (ii) Explain why pyroclastic flows are a significant volcanic hazard.		AO1	AO2.1	AO2.2	AO3	AO4	Total
				4			4

This question assesses AO2.2, inter-relationships (in this case between process and people).
Use the descriptors below, working upwards from the lowest band.

Band	Mark	Descriptor
2	3-4	Understanding demonstrated through elaborated explanation.
1	1-2	Simple valid statement(s) demonstrate basic understanding.
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.

Responses should focus on the reasons for the hazardous nature of pyroclastic flows.

Pyroclastic flows are fast moving (up to 110 kph) so it is very difficult to get out of their path. They are clouds of very hot (100°C+) gas, ash and rock (which range in size) that move like a liquid. So therefore they can demolish buildings and the high temperatures can start fires. There is also the danger of inhalation of choking gases. Their paths are also very difficult to predict.

(c) Should permanent exclusion zones be set up around all active volcanoes to reduce the risks associated with eruptions? Justify your decision.	AO1	AO2.1	AO2.2	AO3	AO4	Total
				8		**8**

Use the descriptors below to work upwards from the lowest band.

Band	Marks	Descriptor
4	7-8	Exceptional application of knowledge and understanding. - Comprehensive chains of reasoning provide sophisticated analysis. - Balanced and coherent appraisal draws together wider geographical understanding to justify decision.
3	5-6	Thorough application of knowledge and understanding. - Chains of reasoning provide elaborated analysis. - Balanced appraisal draws together wider geographical understanding to support decision.
2	3-4	Sound application of knowledge and understanding. - Some connections provide valid but limited analysis. - Limited appraisal uses wider geographical understanding to support decision.
1	1-2	Some basic application of knowledge and understanding. - Basic level of meaning ascribed to the information/issue. - Limited and weak appraisal uses some wider geographical understanding to support decision.
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.

Balance acknowledges both sides of the argument but doesn't necessarily give them equal weight.

This question requires candidates to synthesise links between different areas of knowledge and understanding to analyse and evaluate vulnerability and hazard reduction.
All elements of AO3 are targeted.

Responses will ascribe specific meaning to interpret and analyse the resources (novel information) before evaluating the evidence and making a judgement.

Candidates should develop lines of argument about how hazard mapping may be used to reduce the risks associated with volcanic eruptions.

They may agree because:
hazard mapping allows local authorities to limit or restrict access to certain areas and control the development of areas considered to be at risk;
safe zones are therefore created.

They may disagree because:
monitoring and improved emergency planning are used to reduce the risks;
lots of people depend on the fertile soil for farming;
many also work in the tourist industry;
hazard mapping will not prevent the cancellation of flights due to volcanic ash.
Some volcanoes erupt infrequently
Some volcanoes are less dangerous

13

Theme 4 – Question 4

(a) Describe the changes shown on the graph.		AO1	AO2a	AO2b	AO3	AO4	Total
Credit up to **two** valid statements each for one mark.	Overall increase (1) fluctuation (1) quantification e.g overall increase by 80-90mm/above 80mm (1)					2	**2**

(b) (i) Give **two** human factors that increase the vulnerability of communities to coastal hazards.		AO1	AO2.1	AO2.2	AO3	AO4	Total
Credit **two** valid human factors each for one mark.	Poverty (1) living in informal/poor housing (1) level of education (1) age (1) disability (1) population density (1) lack of investment/coastal defences (1) perception (1)	2					**2**

(b) (ii) Explain why powerful storms can cause coastal flooding.		AO1	AO2.1	AO2.2	AO3	AO4	Total
				4			**4**

This question assesses AO2.2, inter-relationships (in this case between process and people).
Use the descriptors below, working upwards from the lowest band.

Band	Mark	Descriptor
2	3-4	Understanding demonstrated through elaborated explanation.
1	1-2	Simple valid statement(s) demonstrate basic understanding.
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.

Responses should focus on the reasons for the hazardous nature of severe storms.

Low pressure in the atmosphere has the effect of raising sea levels. Strong winds create large waves which can result in storm surges.If storms approach a coastline at high tide the risk of severe flooding is increased. Climate change may lead to rising sea levels/warming seas – leads to more powerful storm. This in turn results in damage to coastal defences and properties/businesses

© WJEC CBAC Ltd.

(c) Should all communities be protected from coastal flooding in the face of rising sea levels? Justify your decision	AO1	AO2.1	AO2.2	AO3	AO4	Total
				8		**8**

Use the descriptors below to work upwards from the lowest band.

Band	Marks	Descriptor
4	7-8	Exceptional application of knowledge and understanding. • Comprehensive chains of reasoning provide sophisticated analysis. • Balanced and coherent appraisal draws together wider geographical understanding to justify decision.
3	5-6	Thorough application of knowledge and understanding. • Chains of reasoning provide elaborated analysis. • Balanced appraisal draws together wider geographical understanding to support decision.
2	3-4	Sound application of knowledge and understanding. • Some connections provide valid but limited analysis. • Limited appraisal uses wider geographical understanding to support decision.
1	1-2	Some basic application of knowledge and understanding. • Basic level of meaning ascribed to the information/issue. • Limited and weak appraisal uses some wider geographical understanding to support decision.
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.

Balance acknowledges both sides of the argument but doesn't necessarily give them equal weight.

This question requires candidates to synthesise links between different areas of knowledge and understanding to analyse and evaluate the management of coastal hazards.
All elements of AO3 are targeted.

Responses will ascribe specific meaning to interpret and analyse the resources (novel information) before evaluating the evidence and making a judgement.

Candidates should develop lines of argument about the concept of cost-benefit.

They may disagree because:
some coastlines have low populations and low value land;
managed retreat has environmental benefits;
building coastal defences are expensive and need constant maintenance.

They may agree because:
monitoring and improved emergency planning and hazard mapping are used to reduce the risk of flooding;
the land is used for farming which may be very productive;
tourism is an important source of work and income for coastal communities.