



GCSE MARKING SCHEME

SUMMER 2024

**GCSE
GEOGRAPHY SPECIFICATION A
COMPONENT 1
C111U10-1**

About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

GCSE GEOGRAPHY SPEC A – COMPONENT 1

SUMMER 2024 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.	<table border="1" data-bbox="1068 855 1435 1035"> <thead> <tr> <th data-bbox="1092 871 1140 968">AO1</th><th data-bbox="1148 871 1195 968">AO2.1</th><th data-bbox="1203 871 1251 968">AO2.2</th><th data-bbox="1259 871 1306 968">AO3</th><th data-bbox="1314 871 1362 968">AO4</th><th data-bbox="1370 871 1418 968">Total</th></tr> </thead> <tbody> <tr> <td data-bbox="1092 979 1140 1035"></td><td data-bbox="1148 979 1195 1035"></td><td data-bbox="1203 979 1251 1035"></td><td data-bbox="1259 979 1306 1035"></td><td data-bbox="1314 979 1362 1035">2</td><td data-bbox="1370 979 1418 1035">2</td></tr> </tbody> </table>	AO1	AO2.1	AO2.2	AO3	AO4	Total					2	2
AO1	AO2.1	AO2.2	AO3	AO4	Total								
				2	2								
<p>Credit two simple statements based on map evidence.</p> <p>Credit accurate use of compass points max 1</p> <p>Credit accurate use of scale line max 1</p>	<p>In western Greece (1) In Ionian Sea (1) north of Cephalonia (1) 275km (+/-10) from Athens (1) 280km (+/-10) from Thessaloniki (1)</p>												
<p>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.</p>		<p>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.</p>											

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 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 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.

Core Theme 1

(a) (i) Name one store of water shown on the diagram.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
		1						1
Credit one of these responses.	Tree/Vegetation (1) Surface water (1) Soil moisture (1) Groundwater (1) Clouds (1)							

(a) (ii) Complete the diagram by inserting the two correct processes from the list below.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
		2						2
Credit these responses only in the correct boxes on the diagram,	Interception (top box) Throughflow (bottom box)							

(a) (iii) Explain the relationship between infiltration and overland flow (surface runoff).		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
				4				4

This question assesses AO2.2, inter-relationships (in this case between drainage basin processes). Use the descriptors below, working upwards from the lowest band.	High rates of infiltration results in less overland flow. Low rates of infiltration results in more overland flow.												
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Band	Marks	Descriptor											
2	3-4	Understanding is demonstrated through elaborated explanation.											
1	1-2	Simple, valid statements demonstrate basic understanding of the inter-relationship.											
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.											

(b) (i) Match each of the following labels to the correct boxes above Cross-Section 1.3	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
				3			3
Credit these responses only.	from west to east waterfall (1) river (1) road (1)						

(b) (ii) Give the height of the land at grid reference 085298 on the OS Map.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
				1			1
Credit any response between the specified heights.	630m to 637m						

(b) (iii) Give one piece of map evidence to show that the river is flowing in a south-easterly direction.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
				1			1
Credit one of these responses	widens (1) land is higher in north-west and lower in the south-east of the map (1) meanders (1) tributaries in same direction (1) source near the waterfall (1)						

<p>(b) (iv) Explain why waterfalls and gorges sometimes form together. You may use annotated diagrams.</p>			AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
					6				6
<p>This question assesses AO2.2, inter-relationships (in this case between geology, processes and landforms). Use the descriptors below, working upwards from the lowest band.</p>					<p>As rivers plunge over hard (resistant) rock the underlying softer rock is undercut relatively easily by a combination of hydraulic action, abrasion and sometimes solution (corrosion) to create an overhang and a plunge pool. Eventually the overhang will collapse (unsupported) into the plunge pool below.</p> <p>This process is likely to be repeated many times, causing the waterfall to be eroded backwards towards the source in a process known as retreat.</p> <p>Below the waterfall a narrow valley with almost vertical sides is formed. This feature is the gorge.</p>				

<p>(c) (i) Identify two coastal landforms in the photograph.</p>			AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
			2						2
<p>Credit two valid responses for one mark each.</p>				<p>cliff (1) wave-cut platform (1) headland (1) bedding plane (1) cave (1) bay (1) beach (1) stack (1) stump (1)</p>					

<p>(c) (ii) Describe the process of hydraulic action.</p>			AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
			3						3
<p>Credit three valid statements for one mark each.</p>				<p>erosion process (1) waves crash (with force or speed) against cliffs (1) compressing air and water (pressure) into bedding planes / joints / weaknesses / cracks (1) forcing the rocks apart (1)</p>					

(d) (i) Calculate the range in the number of visits shown in Graph 1.5	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
				2			2

Credit one mark for working and one for the correct answer. Do not accept 872,000 as right answer as it will read 872,000 thousand on the paper.	1012 – 140 working (1) Answer = 872 thousand (1)
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(d) (ii) Tick one alternative graphical technique that could be used to show this data.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
				1			1
Credit this response only.	line graph (1)						

(e) Should visitor numbers be managed in distinctive landscapes such as the Giant's Causeway? Justify your reasons.			AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total	
						8			8	
Use the descriptors below, working upwards from the lowest band.			All elements of AO3 are targeted.							
			Candidates should develop lines of argument about the future management of visitor numbers in UK distinctive landscapes.							
Band	Marks	Descriptor								
4	7-8	Exceptional application of knowledge and understanding. <ul style="list-style-type: none"> • Comprehensive chain(s) 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. <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • 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.								

Core Theme 2

(a) (i) Describe the trend for the number of new shops shown on Graph 2.1.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
				2			2
Credit two valid statements.	fluctuates (1) overall decrease (1) highest in 2016 (1) lowest in 2021 (1) quantification (1)						

(a) (ii) Give one reason why technology has led to shops closing down.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
			2				2
Credit one statement for a mark and its development for a further mark.	increased use of internet shopping (1) as it's more convenient for shoppers (1) results in lack of shoppers on high street (lower footfall) (1) more online retailers (1) less expensive than renting on high street (1)						

(a) (iii) Describe two ways in which UK high streets have changed in order to attract more shoppers.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
	4						4
Credit two valid statements for one mark each and up to two developments for further marks. (1+1) (1+1) (1+1+1) +1	Pedestrianised shopping streets (1) makes it safer (1) and a more pleasant environment to visit e.g. less exhaust fumes / air pollution (1) Special high street events (1) Improving signs and wayfinding information (1) so easier to get around (1) Extended opening hours (1) Reducing the cost of parking (1) Park and Ride schemes / Improved transport (1) Different services offered (1) example (1)						

(b) (i) Name the mapping technique used in Map 2.2	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
				1			1

Credit this response only. Credit close spelling if choropleth answer is obvious.	Choropleth (1)
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(b) (ii) Give two ways in which this map could be improved.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
				2			2

Credit two valid statements.	add dates (1) add names of counties/places (1) add north arrow (1) add scale (1) add actual data on the map for each area (1) category 15.0 and over not needed (1) category - -4.0 to -0.1 should be -5.0 to -0.1 (1) could be the other way round (-0.1 to -5) (1) increase the number of categories (1)
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(b) (iii) Describe how economic and/or social factors can affect birth rates and death rates in the UK.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
	4						4

Credit one valid statement for one mark and one development for up to two further additional mark. Reference to both birth and death rates required for full marks. Social and economic are often inter-connected. A flexible interpretation is therefore required. (1+1) (1+1) (1+1+1) +1	<u>Birth rates</u> Couples choose to have less children e.g. women want to pursue a career / high cost of raising children (1) which decreases the birth rate (1) Work related immigration (1) younger age groups increasing the birth rate (1) Sex education (1) decreasing the birth rate (1) <u>Death rates</u> Improving health care (1) example (1) leads to lower death rates / higher life expectancy (1) An ageing population (1) may lead to lower birth rates (1) A healthier lifestyle e.g. not smoking (1) leads to a decrease in death rates / higher life expectancy (1) Poverty (1) increases death rates (1)
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(c) (i) Complete the graph using the following data.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
					1		1
Award 1 mark for correct completion of bar.	bar at 7% (1)						

(c) (ii) Describe the difference in population structure between rural and urban areas for each of the following age groups.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
					2		2
Credit one valid response for each of the age groups. Accept converse.	<u>0-39</u> lower percentage in the rural areas <u>65-90+</u> much higher percentage in the rural areas						

(c) (iii) Give one reason why migration within the UK can affect the population structure for some areas.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
	2						2
Credit one mark for correct reason and one mark for development. (1+1) Do not accept answers referring to international migration.	More older people retire to coastal / rural areas (1) e.g. to improve lifestyle (1) More younger people / families moving to rural areas (Counter urbanisation) (1) as people able to work from home in many jobs (1) More younger people move to urban areas (1) e.g. migrate for work / education (1)						

(c) (iv) Explain why an ageing population has consequences for the UK.			AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total															
				6					6															
This question assesses AO2.1, geographical concepts (in this case the concept of an ageing population).					The effects of an ageing population can be both positive and/or negative and Government, businesses and individuals will need to respond to these consequences.																			
Use the descriptors below, working upwards from the lowest band.					<p>Positive consequences include: older people having valuable work skills and experience; creating jobs when they spend money (the grey pound) on holidays or leisure activities; supporting local communities through voluntary work;</p> <p>Negative consequences include: stress on the NHS as the number of older people who have complex or long-term health issues grows; less people working which means less money from taxes; the need for more suitable housing; less demand for teachers/schools in areas where the birth rate is low.</p>																			
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<p>(d) 'Strategies for creating sustainable rural communities in the UK are always successful'. How far do you agree with this statement?</p> <p>You may refer to examples you have studied.</p>			AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total																
						8	4		12																
Use the descriptors below, working upwards from the lowest band.					All elements of AO3 are targeted.																				
					Candidates should develop lines of argument about the success of strategies for creating sustainable rural communities.																				
					They may agree that they are because: community-run services, mobile libraries and banks reduce the feeling of isolation; investment in broadband provision is likely to attract the self-employed to relocate to the countryside and attract new businesses; tourism boosts the rural economy as visitors stay in hotels, guest houses and caravan parks generating income and more jobs; investment should create a positive multiplier effect.																				
					They may disagree that they are not because: remote rural areas are still affected by a significant number of ongoing challenges including a lack of services such as shops, post offices and bus services, an increase in second home ownership and rural depopulation; some areas are still without access to fast and reliable broadband and connections can't always be guaranteed and will cost millions of pounds of public spending; jobs in tourism are often low paid, seasonal or part-time.																				
					They may come to the conclusion that strategies will at best be partially successful.																				
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Once a mark (out of 8) 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
<i>High</i>	4	<ul style="list-style-type: none"> • 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.
<i>Intermediate</i>	2 – 3	<ul style="list-style-type: none"> • 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.
<i>Threshold</i>	1	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.

Option Theme 3, Question 3

(a) (i) Calculate the distance between Santa Cruz de Tenerife and Arrecife (Lanzarote). Show your working.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
				2			2

Credit understanding of scale for one mark and conversion to kilometres for the second mark	Distance on map is 8cm. Scale 1cm to 30km, 2 cm to 60 km / for working (1) Answer = 240km (1)
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(a) (ii) Mount Teide is a stratovolcano located in the centre of Tenerife. Give two features of a stratovolcano.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
	2						2
Credit two valid features.	steep-sided (1) conical shape (1) formed from solidified lava and ash (1) built up by many different eruptions (1) high viscosity lava (1) contains a lot of gas (1) explosive eruptions (1) result in hazards such as ash clouds etc. (1)						

(b) Explain why earthquakes can have a major impact on people's health.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
			4				4

This question assesses AO2.2, inter-relationships (in this case between the impact of earthquakes and people's health). Use the descriptors below, working upwards from the lowest band.	Damage to buildings and infrastructure makes it difficult to reach injured people, especially in remote areas of LICs and NICs. Medical centres can be destroyed and medical supplies can be hard to access. Health risks are associated with the lack of basic resources, such as food, clean water and sanitation. Risks are also associated with exposure as people can lose their homes. Impact on mental health – people living in fear.												
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2	3-4	Understanding is demonstrated through elaborated explanation.											
1	1-2	Simple, valid statements demonstrate basic understanding of the inter-relationship.											
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.											

(c) Two ways of reducing the risks associated with earthquakes are: 1. New building technology 2. Improved emergency planning Which is the best option? Justify your choice.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
				8			8

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

Three elements of AO3 are targeted – interpretation, evaluation and making judgements.

Band	Marks	Descriptor	
4	7-8	<p>Exceptional application of knowledge and understanding.</p> <ul style="list-style-type: none"> Comprehensive and relevant chain(s) of reasoning provide sophisticated evaluation. Balanced and coherent appraisal draws together wider geographical understanding to justify the decision. 	<p>Candidates should consider the advantages and disadvantages of two different strategies that are used to reduce the risks associated with earthquakes.</p> <p>They may argue that: new building technology increases the capacity to survive an earthquake as modern structures are flexible and strong; aseismic buildings withstand the shaking during an earthquake and have features such as shock absorbers in the foundations and cross bracing to provide extra support for the frame.</p>
3	5-6	<p>Thorough application of knowledge and understanding.</p> <ul style="list-style-type: none"> Relevant chain(s) of reasoning provide elaborated evaluation. Balanced appraisal draws together wider geographical understanding to support the decision. 	<p>They may argue that: specialist emergency teams can use equipment designed to locate survivors buried under rubble; educational programmes in schools and workplaces teach people how to react during an earthquake; annual events involve whole communities in raising awareness of what to do.</p>
2	3-4	<p>Sound application of knowledge and understanding.</p> <ul style="list-style-type: none"> Some connections provide valid but limited evaluation. Some appraisal uses wider geographical understanding to support the decision. 	<p>However, the capacity to survive an earthquake is only increased where people have the technology or resources they need to cope with the hazard. HICs have the financial resources to invest but LICs and NICs do not.</p>
1	1-2	<p>Some basic application of knowledge and understanding.</p> <ul style="list-style-type: none"> Basic level of meaning ascribed to the information/issue. Limited and weak evaluation uses some wider geographical understanding to support the decision. 	<p>Some candidates might come to the conclusion that both are equally important or suggest an alternative strategy.</p>
	0	Award zero marks if the answer is incorrect or wholly irrelevant.	

Option Theme 4, Question 4

(a) (i) Calculate the distance between Santa Cruz de Tenerife and Arrecife (Lanzarote). Show your working.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
	1	1	1	1	1	1	1

Credit understanding of scale for one mark and conversion to kilometres for the second mark	Distance on map is 8cm. Scale 1cm to 30km, 2 cm to 60 km / for working (1) Answer = 240km
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(a) (ii) Give two challenges that some small islands will face as a result of this expected sea level rise.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
	2	1	1	1	1	1	2

Credit two valid challenges.	flooding (1) loss of land (1) threat to drinking water/food supply (1) to coastal settlements (1) to infrastructure (1) environmental refugees (1) expense of building sea defences (1)
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(b) Explain why human factors can increase vulnerability to coastal flooding in some parts of the world.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
	1	1	4	1	1	1	4

This question assesses AO2.2, inter-relationships (in this case between social factors and increased vulnerability). Use the descriptors below, working upwards from the lowest band. If human factors are linked to climate change, then limit answer to maximum band 1.	Poverty means that some places have fewer resources available to combat the effects of coastal flooding in the face of rising sea levels and more extreme weather events. Examples include building flood walls (and other coastal defences) and creating disaster plans so that emergency services, hospitals and local authorities all know what to do during and after a flood event. Many people also choose to live in dangerous low lying locations, such as estuaries or deltas.
Band	Marks
2	3-4
1	1-2
0	Award 0 marks if the answer is incorrect or wholly irrelevant.

(c) Two ways of reducing the risk of coastal flooding are: 1. 'Hold the line' 2. 'Managed retreat/realignment' Which is the best option? Justify your choice.			AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total
						8			8
Use the descriptors below, working upwards from the lowest band.					Three elements of AO3 are targeted – interpretation, evaluation and making judgements.				
					Candidates should consider the advantages and disadvantages of two different strategies that are used to reduce the risk of coastal flooding.				
Band	Marks	Descriptor							
4	7-8	Exceptional application of knowledge and understanding. <ul style="list-style-type: none">Comprehensive and relevant chain(s) of reasoning provide sophisticated evaluation.Balanced and coherent appraisal draws together wider geographical understanding to justify the decision.							
3	5-6	Thorough application of knowledge and understanding. <ul style="list-style-type: none">Relevant chain(s) of reasoning provide elaborated evaluation.Balanced appraisal draws together wider geographical understanding to support the decision.							
2	3-4	Sound application of knowledge and understanding. <ul style="list-style-type: none">Some connections provide valid but limited evaluation.Some appraisal uses wider geographical understanding to support the decision.							
1	1-2	Some basic application of knowledge and understanding. <ul style="list-style-type: none">Basic level of meaning ascribed to the information/issue.Limited and weak evaluation uses some wider geographical understanding to support the decision.							
	0	Award zero marks if the answer is incorrect or wholly irrelevant.							