



GCSE MARKING SCHEME

SUMMER 2023

**GEOGRAPHY - UNIT 1
3110U10-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2023 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.

WJEC GCSE GEOGRAPHY – UNIT 1

SUMMER 2023 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 mark tariff.

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

This box contains the 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 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 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.

4. Assessing Writing

The quality of writing is assessed through two separate strands:

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

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

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

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

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

5. Marking Core and Options questions

Core Themes Mark **both** questions

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

SECTION A (Core Themes)

Core Theme 1, Question 1

1. (a) (i) Complete the following sentences using the words below.	AO1.1	AO1.2	AO2	AO3	Accuracy	Total
	2					2
Award one mark for each correct answer. No marks if more than two answers given.	Rocks Bay					

1. (a) (ii) Give the rock type at Castlemartin in the south of Pembrokeshire.	AO1.1	AO1.2	AO2	AO3	Accuracy	Total
				1		1
Credit this response only, however indicated. No marks if more than one answer given.	Limestone					

1. (a) (iii) Describe the pattern of igneous rocks along this stretch of the Pembrokeshire Coast. Use map evidence only.	AO1.1	AO1.2	AO2	AO3	Accura	Total
				3		3
Award one mark for each valid point.	More in north (1) less in south (1) named place e.g., St. David's Head (1) headlands (1) islands (1) Perpendicular to coastline (1) Discontinuous/patchy (1)					

1. (a) (iv) Suggest how geology has made the Pembrokeshire Coast landscape distinctive. Use map evidence.			AO1.1	AO1.2	AO2	AO3	Accuracy	Total												
					3			3												
Use the descriptors below, working upwards from the lowest band.			Candidates are asked to apply their knowledge and understanding of coastal landforms to the pattern of rocks shown by the map. The coastline is distinctive due to its headlands and bays with bays generally found in the less resistant sedimentary rocks and the headlands in the more resistant igneous rocks. The islands correspond to the headlands, also in more resistant geology. The large bay, the largest inlet is almost entirely in the weaker less resistant sedimentary rocks. The inlet at Milford Haven is associated with a single rock type.																	
<table border="1"> <thead> <tr> <th>Band</th> <th>Marks</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>2-3</td> <td>Detailed statements demonstrate the application of knowledge and understanding in order to draw accurate inferences from the map. The description is enhanced by the effective use of map evidence.</td> </tr> <tr> <td>1</td> <td>1</td> <td>Simple statements show only a limited ability to interpret the map. The use of map evidence, within the response, is weak.</td> </tr> <tr> <td></td> <td>0</td> <td>Award 0 marks if the answer is incorrect or wholly irrelevant.</td> </tr> </tbody> </table>			Band	Marks	Descriptor	2	2-3	Detailed statements demonstrate the application of knowledge and understanding in order to draw accurate inferences from the map. The description is enhanced by the effective use of map evidence.	1	1	Simple statements show only a limited ability to interpret the map. The use of map evidence, within the response, is weak.		0	Award 0 marks if the answer is incorrect or wholly irrelevant.	Some candidates may refer to the discordant nature of the coastline also to the rock lay-out and those who do should lead you towards the top band. Evidence from the map in the form of named rock types, places or directions must be used for band 2 or full marks once in band 2.					
Band	Marks	Descriptor																		
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1	1	Simple statements show only a limited ability to interpret the map. The use of map evidence, within the response, is weak.																		
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.																		
			The MS is not looking for all of these points for full marks, just an ability to apply their knowledge of coastal landforms to the geology of this area.																	

1. (b) (i) Identify landforms A , B and C by putting the correct letter in the list below.			AO1.1	AO1.2	AO2	AO3	Accuracy	Total												
			3					3												
Award one mark for each correct answer. 0 for any letter used more than once. Award marks for other letters used correctly once only.			<table border="1"> <thead> <tr> <th>Landform</th> <th>Letter</th> </tr> </thead> <tbody> <tr> <td>Stack</td> <td>C</td> </tr> <tr> <td>Arch</td> <td>B</td> </tr> <tr> <td>Spit</td> <td></td> </tr> <tr> <td>Cave</td> <td></td> </tr> <tr> <td>Wave-cut platform</td> <td>A</td> </tr> </tbody> </table>						Landform	Letter	Stack	C	Arch	B	Spit		Cave		Wave-cut platform	A
Landform	Letter																			
Stack	C																			
Arch	B																			
Spit																				
Cave																				
Wave-cut platform	A																			

1. (b) (ii) Explain why stacks form when coastal processes and geology interact. You may use a diagram to help your answer.			AO1.1	AO1.2	AO2	AO3	Accuracy	Total
				6				6
Use the descriptors below, working upwards from the lowest band.			<p>Candidates should demonstrate their understanding of the relationship between coastal processes and geology to create a stack. Although they are invited to include a diagram, this is not a requirement and they should be able to achieve full marks with good explanation whether in the form of prose, diagram, or a combination of the two. You must be guided by the level of understanding and quality of explanation, not description.</p> <p>An arch may start from a fault, joint or line of weakness in the side of a headland, often in a more resistant rock type such limestone. Weaker rocks will tend to be less steep and less consolidated which means they collapse more easily before the landform has a chance to develop. The line of weakness is attacked by destructive waves directed to the sides of the headland by refraction over a time through processes of hydraulic pressure and abrasion to create a cave. The cave will deepen or meet another on the opposite side of the headland and break through to leave the arch. Weathering and further destructive wave action will attack the side and roof of the arch leading to its eventual collapse leaving a stack.</p> <p>Look for good explanation of the relationship between geology and the erosion and, possibly weathering processes which should be described in some detail at the top band. Credit the use of chains of reasoning at the top band.</p> <p>Many candidates are likely to use a diagram as this is the traditional way in which this is taught but do not award or deduct marks for the quality of the diagram.</p>					
Band	Marks	Descriptor						
3	5-6	<p>Good understanding of relationship between coastal processes and geology. Explanation is detailed and connections clearly elaborated with chains of reasoning.</p> <p>Meaning is clear. The response has purpose, is organised and well structured.</p>						
2	3-4	<p>Some understanding of relationship between process and geology. Response contains some elaboration but lacking detailed or is partial/imbalanced.</p> <p>Meaning is generally clear. The response is structured.</p>						
1	1-2	<p>Simple statements show limited or basic understanding.</p> <p>Meaning may lack clarity in parts. Statements are linked by a basic structure.</p>						
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.						

1. (c) (i) Describe one method you could use to represent the data from the graph onto the regional map of England.	AO1.1	AO1.2	AO2	AO3	Accuracy	Total
				2		2
Award one mark for valid method. Description will relate to the method chosen. Do not award marks for two different methods.	Choropleth (1) colours relate to values (1) graded (1) other development (1) Located bars (1) development Proportional circles (1) development (1) Topological map (1) development (1)					

1. (c) (ii) Give one advantage and one disadvantage of the method you have chosen.	AO1.1	AO1.2	AO2	AO3	Accuracy	Total
				2		2
Award one mark for each valid point as long as it relates to the method chosen in (i). Do not credit 'clearer' or 'easier' unless elaborated or contextualised.	<p>For choropleth: <u>advantages</u> – visually effective (1) shows spatial distribution (1) shading represents a range of values (1) groupings can be flexible to accommodate spread of values (1) <u>disadvantage</u> – false impression of abrupt changes around boundaries (1) don't highlight variations within an area (1) may not be suitable for colour blind (1)</p> <p>For proportional circles or located bars: <u>Advantages</u> – enables visual comparison (1) can be combined with other graphical methods, e.g pie charts/divided bar charts (1) <u>Disadvantages</u> – time consuming to calculate (1) Not possible to determine absolute values (1) confusing with large amounts of data (1) difficult to represent extreme variations in data (1)</p> <p>For topological maps: <u>Advantages</u> – visually effective (1) <u>Disadvantages</u> – lose map resolution (1) difficult to calculate/draw (1)</p>					

1. (c) (iii) Evaluate hard engineering as a method of preventing river floods. You may use the resource and/or refer to other examples you have studied.			AO1.1	AO1.2	AO2	AO3	Accuracy	Total
					6			6
Use the descriptors below, working upwards from the lowest band.			<p>Candidates should apply their knowledge and understanding of hard engineering strategies designed to protect people in flood-prone areas.</p> <p>They could solely consider the strategy outlined in the resource, but this is not necessary and they may consider other strategies that go beyond the resources such as channelisation or revetments.</p> <p>They must consider potential advantages and disadvantages of the strategies. Alternatively, they could focus on the overall concept of hard engineering and use a range of different examples to illustrate points being made without going into detail on any strategy.</p> <p>There are alternative arguments presented in the resource such as the quantifiable effectiveness in actually preventing floods and protecting people balanced against the high cost of such schemes. Some may consider the environmental implications of schemes, but this is countered in the example used. Good candidates may question the sustainability of hard engineering in the face of continued climate change and the potential unintended consequences of shifting the problem elsewhere.</p> <p>Ensure that credit is given for the quality of evaluation rather than knowledge and understanding of the strategies themselves although this will provide context.</p>					
Band	Marks	Descriptor						
3	5-6	<p>Good evaluation of strategies showing clear ability to evaluate and present evidence to justify points made. Answer acknowledges advantages and disadvantages of specific strategy(ies) or can give reasoned evaluation of hard engineering in general as opposed to alternatives including soft engineering or doing nothing.</p> <p>Meaning is clear. Response has purpose, is organised and well structured.</p>						
2	3-4	<p>Some evaluation of one or more strategies but may lack evidence and/or detail. Imbalanced between advantages and disadvantages of one strategy or of hard engineering in general.</p> <p>Meaning is generally clear. The response is structured.</p>						
1	1-2	<p>Valid statements lack depth/breadth and with only limited evaluation.</p> <p>Meaning may lack clarity in parts. Statements are linked by a basic structure.</p>						
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.						

End of Question 1

	5	6	9	8		28
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Core Theme 2, Question 2

2. (a) (i) Salford Quays is a modern development of residential, retail, and leisure activities. Identify the location on the map where Salford Quays has been built since 1980. Tick (✓) the correct answer in the box below.		A01.1	A01.2	A02	A03	Accuracy	Total
					1		1
Credit this answer only.	B						

2. (a) (ii) Give two other ways the photo shows that Manchester Docks has changed since 1980.		A01.1	A01.2	A02	A03	Accuracy	Total
					2		2
Award one mark for each valid response. Do not credit Salford Quays. Do not credit 'more houses' or 'more transport links'	docks buildings/warehouses removed (1) bridges (1) more buildings (1) greater variety of buildings (1) green area/parkland in north (1) new roads (1) blocks of flats/offices (1)						

2. (a) (iii) Salford Quays was developed on a brownfield site. Describe how the map shows that this was a brownfield site.		A01.1	A01.2	A02	A03	Accuracy	Total
				2			2
Award one mark for each valid point. Must refer to the map. Reserve mark for 'built on previously'	Built on previously (1) docks (1) industrial (1) works (1)						

2. (a) (iv) Suggest how the development of Salford Quays may have brought benefits and challenges for this part of Manchester. Use evidence from the map and photograph.			AO1.1	AO1.2	AO2	AO3	Accuracy	Total															
					6			6															
Use the descriptors below, working upwards from the lowest band.			Candidates are required to analyse the map and photograph and draw inferences from them to which they should apply their knowledge and understanding of urban renewal/regeneration.																				
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Band	Marks	Descriptor																					
3	5-6	<p>Good application of knowledge and understanding which relates to the area in the map and photo and uses clear map/photo evidence to make inferences. Answer has balance between benefits and challenges.</p> <p>Meaning is clear. Response has purpose, is organised and well structured.</p>																					
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2. (b) (i) Give the meaning of the following terms by choosing from the definitions in the box below. Write the correct letter in each box.	AO1.1	AO1.2	AO2	AO3	Accuracy	Total
	2					2
Award one mark for each correct answer. Award no mark if more than one answer given for either.	International migration		D			
	Rural to urban migration		A			

2. (b) (ii) Explain why the line showing net international migration changes over time. Use the information from the graph only .	AO1.1	AO1.2	AO2	AO3	Accuracy	Total
				3		3
Award one mark for each valid point. Max two marks for reference to one point in time. Quantification mark must be from Y axis	Low when inward and outward are balanced (1) increase when gap widens/outward decreases (1) steady when gap is constant (1) decrease when gap narrows (1) quantification (1) Responds to other two lines (1)					

2. (b) (iii) Describe one social consequence and one economic consequence of international migration into the UK.	AO1.1	AO1.2	AO2	AO3	Accuracy	Total
	4					4
Credit one statement for each consequence with up to 2 marks for either awarded for elaboration. 2 + 2 or 3+1. Consequences can be either positive or negative. Credit can be given to consequences for the country of origin or the UK.	Social: Cultural enrichment (1) new skills (1) racial tension (1) housing pressure (1) pressure on public services (1) eg education (1) development of any point (max 2) Economic: Knowledge economy (1) tax revenue (1) fill less desirable/low paid jobs (1) housing pressure (1) pressure on public services (1) eg education (1) development of any point (max 2)					

2. (c) (i) Give one reason why some cities become global cities.	AO1.1	AO1.2	AO2	AO3	Accuracy	Total
		2				2
Award one mark for reason with second mark for relevant elaboration. Do not award mark for example of city Do not credit reasons that could relate to general urban growth eg migration for jobs	Transport hub (1) due to major airport (1) port (1) Cultural/tourism centre (1) development (1) Industrial concentration (1) development (1) Commercial/financial centre (1) development (1) Political centre (1) development (1) Connections with wider world/other countries (1) development from above (1)					

2. (c) (ii) The growth of global cities can have positive and negative impacts on the way of life of people who live in them. Explain why. The accuracy of your writing will be assessed in your answer to this question.			AO1.1	AO1.2	AO2	AO3	Accuracy	Total															
				6			3	11															
Use the descriptors below, working upwards from the lowest band.			Candidates should demonstrate their understanding of the impact of global city growth on the lives of their residents.																				
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Band	Marks	Descriptor																					
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1	1-2	Simple statements show basic understanding of human impact of global city growth. Tendency to description with limited explanation. Meaning may lack clarity in parts. Statements are linked by a basic structure.																					
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.																					

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

Options Theme 3, Question 3

3. (a) (i) Describe the pattern of active volcanoes in Iceland.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
					3		3
Award one mark for each valid point.	Broadly linear/in a band (1) S/SW to N/NE (1) following the divergence zone/rift valley/plate boundary (1) with some exceptions (1) e.g. west coast/ice caps/east (1) two concentrations in SW (1) merging into one in central area (1) mainly in S/SW or fewer in north (1)						

3. (a) (ii) Geysers are features of volcanic landscapes. Describe the processes that cause geysers to become active.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
		3					3
Award one mark for each valid point in the staged process. Reserve one mark for forces steam / boiling water <u>back to the surface</u>	Rainwater / snowmelt percolates into the ground (1) it meets hot rocks (1) it expands (1) pressure increases (1) forces steam / boiling water back to the surface (1)						

3. (a) (iii) Explain why rift valleys can form at divergent plate boundaries. You may use a diagram to help your answer.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
			4				4
Use the descriptors below, working upwards from the lowest band.		Candidates need to show that they understand the effect of diverging plates in the rifting and pulling apart of crustal rocks to create a rift valley. The tension created as plates pull the crust apart leads to vertical faults developing and between which the rocks can collapse/drop downwards to form a valley. For band 2, look for understanding of collapse/sinking of middle section between rifting plates. Although invited to use a diagram, this is not a requirement and candidates should be able to access band 2 with prose, diagram, or combination of both.					
Band	Marks	Descriptor					
2	3-4	More sophisticated understanding with explanation clear and communicated well.					
1	1-2	Simple statements communicated in a basic way with limited understanding between points.					
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.					

3. (b) (i) Give one use for a hazard risk map.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
		1					1
Award one mark for any valid response.	Identification of high/low risk areas (1) planning buildings/other development (1) inform government/planners (1)						

3. (b) (ii) Describe the location of the 2011 Tohoku earthquake.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
					3		3
Award one mark for each valid response. Max 2 for direction or distance from named places/features on map	Off east / north-east coast (1) Honshu (1) on Okhotsk Plate (1) 150-200km from Okhotsk/Pacific Plate margin (1) away from highest risk zones of Japan (1) 50-150km from coast (1) other accurate use of scale (1) South of Hokkaido (1)						

3. (b) (iii) Explain why planners should be cautious about using hazard risk maps in earthquake zones.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
			2				2
Award one mark for each valid point Do not credit 'map not reliable'	Earthquakes unpredictable (1) can occur in seemingly low risk areas (1) lead to complacency (1) development (1)						

<p>3. (b) (iv) People who live in wealthier countries like Japan are less vulnerable to earthquakes than other communities who live in tectonic zones.</p> <p>To what extent do you agree with this statement? Use evidence from the Resource Box and the Earthquake Hazard Risk Map to help your answer. You may also use other examples you have studied.</p>			AO1.1	AO1.2	AO2	AO3	Accuracy	Total																	
					8			8																	
<p>Use the descriptors below, working upwards from the lowest band.</p> <table border="1"> <thead> <tr> <th>Band</th> <th>Marks</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>7-8</td> <td>Balanced analysis and sophisticated judgement using chains of reasoning. A range of detailed and elaborated points are made both for and against the statement. Information in the resources and any implications are interpreted and analysed thoroughly and perceptively. Conclusion is justified. Meaning is unambiguous. The response has clear purpose, is fluent and logically structured.</td> </tr> <tr> <td>3</td> <td>5-6</td> <td>Elaborated analysis and reasoned judgement using chains of reasoning. Some imbalance in the discussion. Information in the resources is interpreted carefully and used to good effect to support the argument. A reasoned and valid conclusion. Meaning is clear. The response has purpose, is organised and well structured.</td> </tr> <tr> <td>2</td> <td>3-4</td> <td>Valid but limited analysis and simple judgement. Valid points are made on one or both sides of the argument but are superficial. A few points are elaborated but lacking in sophistication. There is valid but limited interpretation of information in the resource. Conclusion is made but is simplistic and with limited justification. Meaning is generally clear. The response is structured.</td> </tr> <tr> <td>1</td> <td>1-2</td> <td>Basic analysis. Valid but basic and simplistic points made with little or no elaboration. Basic conclusion is made but no justification. Meaning may lack clarity in parts. Statements are linked by a basic structure.</td> </tr> <tr> <td></td> <td>0</td> <td>Award 0 marks if the answer is incorrect or wholly irrelevant.</td> </tr> </tbody> </table>			Band	Marks	Descriptor	4	7-8	Balanced analysis and sophisticated judgement using chains of reasoning. A range of detailed and elaborated points are made both for and against the statement. Information in the resources and any implications are interpreted and analysed thoroughly and perceptively. Conclusion is justified. Meaning is unambiguous. The response has clear purpose, is fluent and logically structured.	3	5-6	Elaborated analysis and reasoned judgement using chains of reasoning. Some imbalance in the discussion. Information in the resources is interpreted carefully and used to good effect to support the argument. A reasoned and valid conclusion. Meaning is clear. The response has purpose, is organised and well structured.	2	3-4	Valid but limited analysis and simple judgement. Valid points are made on one or both sides of the argument but are superficial. A few points are elaborated but lacking in sophistication. There is valid but limited interpretation of information in the resource. Conclusion is made but is simplistic and with limited justification. Meaning is generally clear. The response is structured.	1	1-2	Basic analysis. Valid but basic and simplistic points made with little or no elaboration. Basic conclusion is made but no justification. Meaning may lack clarity in parts. Statements are linked by a basic structure.		0	Award 0 marks if the answer is incorrect or wholly irrelevant.	<p>Candidates are asked to consider the relative vulnerability of communities in different tectonic zones including, but not limited to, countries at different levels of economic development. More wealthy countries are likely to have a higher level of mitigation and protection measures in place and most candidates should be able to argue this point with reference to the technology available in countries like Japan and the problems faced in poorer communities where there may be a lower standard of building construction and less availability or affordability of technology. The resources also point to a potential discussion of the impact of human losses v financial losses between rich and poor countries. However, they may also allude to the incidence of major disasters which have occurred even in the wealthiest countries and where the magnitude of individual events can exceed to capacity of measures designed to protect people. They may also consider the differing nature of plate boundaries and suggest that divergent zones can be less prone to major earthquakes than convergent zones.</p> <p>At the top bands there should be some attempt to conclude the answer although a conclusion that increased vulnerability results from no single factor but a combination of factors which operate together is valid if well justified. Although there is a requirement to use the resource, credit candidates who go beyond the resource and add depth to their answer by using their own knowledge and understanding to develop their points.</p>				
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End of Question 3

	4	6	8	6		24
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Options Theme 4, Question 4

4. (a) (i) Describe how the pattern of coastal erosion changes along the Holderness coast.	AO1.1	AO1.2	AO2	AO3	Accuracy	Total
				3		3
Award one mark for each valid point.	fluctuates (1) general increase north to south (1) zero in some places (1) named (1) any quantification (1) accurate use of scale (1) exceptions/anomalies (1) Highest at Withernsea (1)					

4. (a) (ii) Describe one impact of coastal erosion on communities living along coastlines.	AO1.1	AO1.2	AO2	AO3	Accuracy	Total
	3					3
Award one mark for impact with up to two development marks for elaboration. Do not award two separate impacts (unless the second is an elaboration of the first).	homes collapse onto beach (1) forced to move (1) homelessness (1) inability to sell (1) or get insurance (1) loss of possessions (1) economic impact (1) increased risk of flooding (1) Loss of entire settlements (1) break up communities (1) psychological impact (1) difficult to attract investment (1) become run-down (1) unemployment (1) social problems (1) other development (max 2)					

4. (a) (iii) Explain why some people believe that managed retreat should be used along rapidly eroding coastlines.	AO1.1	AO1.2	AO2	AO3	Accuracy	Total												
		4				4												
Use the descriptors below, working upwards from the lowest band.	Candidates need to demonstrate their understanding of why managed retreat might be used. As erosion continues and is likely to become worse as climate change takes place it could be decided to give the coastline up to the rising sea levels rather than wasting resources on unsustainable technologies to hold the line. Some candidates may pick up on the 'some people' and identify that these are likely to be planners/councils whose views may be at odds with residents. As a guide, look for understanding of cost-benefit of holding the line as rationale for managed retreat for band 2.																	
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Band	Marks	Descriptor																
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4. (b) (i) What are environmental refugees?		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
		1					1
Award one mark for a valid definition	People displaced from the homes because of rising sea levels / climate change / desertification / other environmental issue (1)						

4. (b)(ii) Give one reason why climate change increases the vulnerability of many coastal communities.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
			2				2
Award one mark for reason and second mark for elaboration. Do not award two separate reasons (unless the second is an elaboration of the first).	Rising sea levels (1) increased flooding of low-lying coastal areas (1) increased frequency of storms (1) and intensity (1) threaten homes/settlements (1) development (1)						

4. (b) (iii) Describe the location of the islands of Tuvalu shown on the map.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
					3		3
Award one mark for each valid point. Max 2 marks for direction or distance from named places.	SW of (1) Pacific Ocean (1) NE of Australia (1) accurate quantification of distance from named place (1) North of NZ (1)						

4. (b) (iv) SIDS like Tuvalu are more vulnerable than other coastal communities to the effect of rising sea levels. To what extent do you agree with this statement? Use evidence from the Resource Box and the Map of Environmental Refugees above to help your answer. You may use other examples you have studied.			AO1.1	AO1.2	AO2	AO3	Accuracy	Total
					8			8
Use the descriptors below, working upwards from the lowest band.			<p>Candidates are asked to consider the relative vulnerability of communities in different coastal areas including, but not limited to countries at different levels of economic development. SIDS like Tuvalu are often LICs with reliance on the sea for their livelihoods. They are also disadvantaged by geography in that they are small and low lying which makes them vulnerable. They are less likely to be able to implement protection or mitigation measures than more wealthy coastal countries/communities which may be more able to hold the line. However, this could be countered by the fact that populations are relatively low and that people living in some more densely populated coastal areas are more vulnerable. A further argument could be that all coastal environments are under threat as sea levels rise due to climate change.</p> <p>At the top bands there should be some attempt to conclude the answer although a conclusion that increased vulnerability results from no single factor but a combination of factors which operate together is valid if well justified. Although there is a requirement to consider the resource, credit candidates who go beyond the resource and add depth to their answer by using their own knowledge and understanding to develop their points.</p>					
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	0	Award 0 marks if the answer is incorrect or wholly irrelevant.						

End of Question 4

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