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# **GCSE MARKING SCHEME**

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**SUMMER 2019**

**GEOGRAPHY - UNIT 1 (NEW)**  
**3110U10-1**

## **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.

# WJEC GCSE GEOGRAPHY - UNIT 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.	AO1.1	AO1.2	AO2	AO3	SPAG	Total
				2		2
Credit up to <b>two</b> valid statements based on map evidence. Credit accurate use of compass points max 1. Credit accurate use of scale line max 1.	In western Greece (1) In Ionian Sea (1) north of Cephalonia (1) 275km (+/-10) from Athens (1) 280km (+/-10) from Thesaloniki (1)					

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.

Marking should be positive. Examiners should not seek to mark candidates down due to 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.

## SECTION A (Core Themes)

### Core Theme 1, Question 1

(a) Study the OS map extract in the Resource folder. It shows an area of coastline around Pwllheli in North Wales. (i) Identify the landform A. Tick one choice below.		AO1.1	AO1.2	AO2	AO3	SPaG	<b>Total</b>
Credit this response only, however indicated. No marks if more than one answer given.	Beach	1					<b>1</b>

(a) (ii) Give the six figure grid reference of the lighthouse at Point B on the map. Tick one choice below.		AO1.1	AO1.2	AO2	AO3	SPaG	<b>Total</b>
Credit this response only, however indicated. No marks if more than one answer given.	389348				1		<b>1</b>

(a) (iii) Complete the following paragraph by <u>underlining</u> the correct answer in each of the brackets.		AO1.1	AO1.2	AO2	AO3	SPaG	<b>Total</b>
Credit these responses only.	north-east 0.6 all traffic				3		<b>3</b>

(a) (iv) Describe the process of longshore drift.		AO1.1	AO1.2	AO2	AO3	SPaG	<b>Total</b>	
		3					<b>3</b>	
Use the descriptors below, working upwards from the lowest band.		<p>Waves transporting material driven along the coast in the direction of the prevailing wind. This is the swash. Waves retreat perpendicular to coastline under gravity. This is the backwash. In this way material is transported along the coastline in zig-zag motion.</p> <p>Key words to look for in this case are: swash, backwash, prevailing winds, gravity, transport.</p> <p>Accept an annotated diagram.</p>						
<b>Band</b>	<b>Marks</b>							<b>Descriptor</b>
2	2-3							Good description which demonstrates <del>sound</del> secure knowledge of the process using correct terminology.
1	1							Simple statements showing some but limited knowledge. The response has some merit.
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.						

(a) (v) Analyse how longshore drift and other processes have affected the shape of the landforms along the coastline on this map. Use evidence from the map to help your answer.			AO1.1	AO1.2	AO2	AO3	SPaG	Total
					6			6
Use the descriptors below, working upwards from the lowest band.			<p>This question requires candidates to interpret the shape of the landforms in the map by applying their knowledge and understanding of coastal landforms and processes from earlier parts of the question. They should note that the trend of the sand spit is from west to east which would indicate that this is the prevailing wind direction and is formed due to the change in direction of the coastline at the mouth of the river.</p> <p>More able candidates might also refer to other landforms in the map area, for example, the estuary in this context in altering the energy balance between the river and the sea. Alternatively, candidates could consider the shape and width of the beach which is wider at its western end due to the shelter provided by the sand spit creating the lower energy conditions needed for deposition to take place at this end of the bay. They might also refer to human activity in this respect. As you move to the east along the beach, it narrows as longshore drift resumes and becomes the dominant process again.</p> <p>Credit also reference to human activity in providing breakwaters/walls to influence the nature of the coastal processes. They will also provide some balance between the two areas of the map referred to above. Focus on only the sand spit or the beach would limit to band 2.</p> <p><i>Note that the emphasis in marking should be on the application (AO2) and not description/explanation of the processes themselves (AO 1.1/1.2).</i></p>					
<b>Band</b>	<b>Marks</b>	<b>Descriptor</b>						
3	5-6	Good application of knowledge and understanding which relates to the area in the map and uses clear map evidence to support the points made. Analysis includes more than one landform or area of the map. Meaning is clear. Response has purpose, is organised and well structured.						
2	3-4	Shows some ability to apply knowledge and understanding of coastal transport and deposition which broadly refers to the area of the map. Some imbalance in focus of different landform areas. Some but limited use made of map information to support points. Meaning is generally clear. The response is structured.						
1	1-2	Simple statements with only cursory reference to the map area. 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.						

(b) (i) Give the drainage basin process shown in Photo 1. Tick the correct answer from the box below.		AO1.1	AO1.2	AO2	AO3	SPaG	Total
Credit this response only, however indicated. No marks if more than one answer given.	Overland flow	1					1

(b) (ii) Suggest one impact of the 2015 flood on people in Carlisle. Use evidence from the photographs.		AO1.1	AO1.2	AO2	AO3	SPaG	Total
				3			3

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

Band	Marks	Descriptor
2	2-3	Elaborated statement that offers good inference from the photograph. Focus must clearly be on impact on people.
1	1	Simple statements showing some but limited inference from the photograph.
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.

Candidates should identify **one** impact only on people and develop this into a more detailed response showing their ability to apply their understanding of flood impact by drawing inference from the photograph.

For example a simple response might begin with an obvious statement which comes from the photograph such as the flooding of people's homes, the loss of/damage to household possessions, damage to vehicles, flooding of streets to make movement and access difficult. A simple response of this nature, including such reference to multiple impacts should only be awarded band 1. Candidates can then develop any one of these into band 2 by writing about the associated cost of replacement, impact on insurance, emotional/psychological impact of losses, or the long-term effects to fabric of homes with associated costs and impact of displacement.

Remember that development of only one point into a coherent response is required for full marks in band 2.

Be guided by the level of detail given to develop the answer.



(c) (i) Give the number of days Carlisle was flooded.		AO1.1	AO1.2	AO2	AO3	SPaG	Total
Credit answers in this range only.	Accept anything between 3½ and 5 inclusive.				1		<b>1</b>

(c) (ii) Describe the relationship between rainfall and river level from 1 <sup>st</sup> – 8 <sup>th</sup> December.		AO1.1	AO1.2	AO2	AO3	SPaG	Total
Award one mark for each valid point. A response which only quantifies and does not describe the relationship should be awarded a maximum of 1 mark.	River level increases as rainfall increases – or converse (1) Time lag between max rainfall and peak flow (1) river remains in flood after rain stops (1) quantification of any point (1)				3		<b>3</b>

(c) (iii) Explain why the shape of a storm hydrograph can be affected by different land uses.			AO1.1	AO1.2	AO2	AO3	SPaG	Total
				6				6
Use the descriptors below, working upwards from the lowest band.			Candidates need to demonstrate understanding of why the hydrograph components of rising limb and recession limb shapes, lag time and 'flashiness' of the hydrograph are affected by human activity in the form of changing land use. They do not need to describe a wide range of land uses to do this and can achieve band 3 by simply contrasting two. The focus is on 'why' the hydrograph changes and this can be explained by reference to the changing balance of stores and flows in the drainage which affect the speed at which water enters the river channel. For example they may refer to urban land-use generating more overland flow leading to a steeper or more flashy hydrograph because of impermeable surfaces as opposed to the increase in infiltration leading to slower throughflow to the channel in agricultural areas. Equally they might contrast arable to pastoral farming or refer to afforested land. Credit the quality of explanation which shows good understanding of the relationship between the shape of the hydrograph and the nature of the land use.  A focus on factors affecting flooding without reference to the hydrograph shape should be limited to Band 1.					
<b>Band</b>	<b>Marks</b>	<b>Descriptor</b>						
3	5-6	Good understanding and detailed explanation of relationship describing shape of hydrograph in context of changes to identified processes and stores in the drainage basin which are altered by changes to land use. <del>Explanation is detailed.</del>  Meaning is clear. Response has purpose, is organised and well structured.						
2	3-4	Some understanding of why shape responds to changing land use using more than one land use types to illustrate. Refers changing processes and stores in drainage basin. Contains some explanation but lacks detail.  Meaning is generally clear. The response is structured.						
1	1-2	Simple statements showing limited understanding of relationship between land use and shape of hydrograph.  Meaning may lack clarity in parts. Statements are linked by a basic structure.						
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.						

**End of Question 1**

			5	6	9	8		<b>28</b>
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**Core Theme 2, Question 2**

(a) (i) Tick (✓) <b>three</b> statements in the box below that are true.			AO1.1	AO1.2	AO2	AO3	SPaG	Total
Award one mark for each correct response.  No marks if more than three answers given.	<b>Statement</b>	<b>True (✓)</b>				3		3
	Los Angeles is the largest global city.							
	The greatest concentration of global cities is in South Asia.	✓						
	London has a population of less than 8 million.	✓						
	New York has a population of 25 million							
	The majority of global cities have a population of between 8 and 10 million.							
	Tokyo is the largest global city.	✓						

(a) (ii) Global cities often grow because of migration. Describe <b>two</b> pull factors which can lead to migration to global cities.		AO1.1	AO1.2	AO2	AO3	SPaG	Total
<p>Credit any two valid factors which attract people to global cities. Each factor must be qualified with a description, ie more/better/less for the first mark in each case. Credit relevant development of points (max 2 extra marks). (2+2) or (3+1)</p> <p>Do not credit <b>push</b> factors.</p>	<p><b>Examples of developed responses:</b>            Better access to schools/education (1) due to better political organisation (1) greater demand for educated workforce (1) due to more jobs available (1) greater wealth in city (1)            greater access to food (1) as there are more markets and shops (1) transport facilities/hubs to bring produce in (1) greater demand (1) greater wealth to pay for it (1)            better quality water supplies (1) due to treatment facilities (1) plumbing in urban buildings (1) bottled water in shops/markets (1)            better access to jobs (1) due to more businesses (1) industry (1) tertiary employment (1)            better access to health care (1) due to more hospitals/doctors (1) access to drugs/medicines (1) better sanitation (1)            Other areas may include:            higher wages; more household amenities;; more entertainment/cultural activities; better quality housing; access to housing; better (or example of) transport/communications</p>	4					4

(b) (i) Give the type of location in which more retail units have closed than opened.		AO1.1	AO1.2	AO2	AO3	SPaG	Total
Credit this response only.	Town centre high street (1)				1		1

(b) (ii) Calculate the percentage of vacant retail units in Newport to one decimal place. Show your working.		AO1.1	AO1.2	AO2	AO3	SPaG	Total
Credit only this answer for one mark. Award second mark for working. Award one mark for working if answer is incorrect if candidate demonstrates understanding of the concept.	$138/507 \times 100$ (1) <b>27.2% (1)</b>				2		2

(b) (iii) Give two reasons why many people prefer to shop in out of town retail parks than in town centre high streets.		AO1.1	AO1.2	AO2	AO3	SPaG	Total
Credit two statements with up to 2 marks for either awarded for elaboration (2 + 2 or 3+1). Responses can focus on either the problems associated with town centres or the advantages of out of town locations. Ensure that there are two separate reasons e.g. do not double credit expensive parking in town centre/free parking in retail parks.	Out of town retail parks have: More car parking (1) free (1)  Indoor (1) comfortable environment (1) elaborated (1)  Easier access (1) better road links (1) free public transport (1)  Modern/ appealing environment (1) popular chain stores (1) very large supermarkets (1)  multi-functional/example (1)  Credit worthy development (max 2)  Converse of each of above can relate to town centre.		4				4

(c) (i) What is a brownfield site?		AO1.1	AO1.2	AO2	AO3	SPaG	Total
Credit any simple statement which gives accurate definition with development.	Land that has been built on before (1) derelict/not currently in use (1) named example (as development) (1)	2					2

(c) (ii) Give <b>two</b> reasons why brownfield sites are often preferred to greenfield sites for new developments.		AO1.1	AO1.2	AO2	AO3	SPaG	Total
<p>Credit two reasons with additional marks awarded for elaboration up to 2 marks (2 + 2 or 3+1). Responses can focus on either the advantages associated with brownfield sites or the disadvantages of greenfield locations. Ensure that responses provide a comparison between the two for each additional mark. Accept converse of any point as long as meaning is clear.</p> <p>Do not accept "Land is cheaper" unless it has been clearly developed/explained in the context of the answer.</p>	<p>Land often derelict/eyesore (1) and development improves environment (1) leading to regeneration (1)</p> <p>Easier to acquire planning permission (1) protects greenbelt (1) Councils/govt. want to improve it (1)</p> <p>Less likely to meet opposition (1) because of environmental arguments (1) or residents/NIMBYs (1)</p> <p>Availability of grants (1) for developing derelict land (1)</p> <p>existing infrastructure in place (1) eg roads/named services (1)</p> <p>Additional development points (max 2)</p>		4				4

(c) (iii) To what extent do you agree that sites such as Bristol Docks have been developed sustainably? Use the <b>Resource Box</b> and <b>Egan's Wheel</b> to support your answer. You may also refer to other examples you have studied.			AO1.1	AO1.2	AO2	AO3	SPaG	Total
					8		3	11
Use the descriptors below, working upwards from the lowest band.			Candidates are required to analyse the resources in the photographs and the fact box and come to a judgement on the level of sustainability of the redevelopment in Bristol in relation to Egan's Wheel. Good candidates will conclude that there is perhaps not enough information in the resources provided to make a full assessment but should be able to apply the resources that are presented to evaluate the social and cultural, economy, housing and built environment, services and environmental. There is material in all of the resources to be able to give an opinion on either side of the argument. At the higher levels, look for the ability to give a balanced viewpoint and eventually come to a reasoned judgement. The judgement could be stated at the start of the answer but failure to provide one should limit the response to band 2. For example, candidates could refer to the modern housing which improves the built environment but counter this with the view that it may be too expensive for traditional residents. They should apply several, but not necessarily all of the criteria in Egan's Wheel in bands 3 and 4. Look also for consideration of the full range of resources. Give credit also for reference to other examples which support the argument on either side but this is not mandatory and detailed and perceptive consideration of Bristol should be sufficient for full marks.					
<b>Band</b>	<b>Marks</b>	<b>Descriptor</b>						
4	7-8	A range of detailed and elaborated points are made both for and against the statement. Information in the resources and/or other evidence is interpreted and analysed thoroughly and perceptively. Conclusion is justified using a sophisticated chain of reasoning. Meaning is unambiguous. The response has clear purpose, is fluent and logically structured.						
3	5-6	A range of elaborated points are made on one side of the argument in detail or both sides of the argument in less detail. Information in the resources is interpreted carefully and used to good effect to support the argument. Additional evidence may be considered. A reasoned and valid conclusion is made and is based on the evidence. Meaning is clear. The response has purpose, is organised and well structured.						
2	3-4	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	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.						



### Options Theme 3, Question 3

(a) (i) Give the name of one active volcanic island shown on the map.		AO1.1	AO1.2	AO2	AO3	SPaG	<b>Total</b>
Credit any one of these responses for one mark.	Montserrat, Guadeloupe, St. Vincent, Martinique, Grenada				1		<b>1</b>

(a) (ii) Complete the box below to give the latitude and longitude of Puerto Rico.		AO1.1	AO1.2	AO2	AO3	SPaG	<b>Total</b>
Credit only these answers within the range shown for one mark each.	North (1) 65-67 (1)				2		<b>2</b>

(a) (iii) Complete the following paragraph choosing your answers from the box below.		AO1.1	AO1.2	AO2	AO3	SPaG	<b>Total</b>
Credit only these responses for one mark each.	crust destructive subduction stratovolcanoes	4					<b>4</b>

(a) (iv) Explain why ocean trenches are formed where two plates collide. You may use a diagram to help your answer.		AO1.1	AO1.2	AO2	AO3	SPaG	<b>Total</b>	
			4				<b>4</b>	
Use the descriptors below, working upwards from the lowest band.		<p>Trenches are formed where oceanic crust bends downwards through the process of subduction and slides back into the mantle at destructive margins.</p> <p>The more dense plate is the one that sinks beneath the lighter plate.</p> <p>The depth of the trench is represented by the leading edge of the plate that is conserved.</p> <p>Credit answers that are in the form of either prose or diagram or combination of both but do not double credit. Look for quality of understanding through explanation of cause and effect.</p>						
<b>Band</b>	<b>Marks</b>							<b>Descriptor</b>
2	3-4							Good explanation that shows <del>good</del> clear understanding of the processes involved in relation to the form of the landform.
1	1-2							Simple statements with some merit although tendency towards description over explanation. Limited understanding.
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.						



(b) (i) Describe the pattern of high risk earthquakes in California.		AO1.1	AO1.2	AO2	AO3	SPaG	Total
Credit up to three valid points for one mark each. Credit named places only in the context of a distribution	Narrow band (1) follows San Andreas fault (1) within 50-100km of fault line (1) roughly close to/parallel with coast (1) NW to SE (1) close to named city/cities (1) west California (1)				3		3
(b) (ii) Suggest <b>one</b> way this map might help planners in San Francisco to reduce the risks associated with earthquakes.		AO1.1	AO1.2	AO2	AO3	SPaG	Total
Credit one way only with elaboration.	identify areas of high risk of earthquake (1) Land use planning (1) zoning (1) establishing building codes (1) identify areas of high risk (1) emergency planning (1) valid development (1)			2			2

(b) (iii) Explain why earthquakes can affect infrastructure in large cities.		AO1.1	AO1.2	AO2	AO3	SPaG	Total
Credit one reason only with development.  Focus must be on infrastructure and not people. Therefore, no marks for deaths/injuries, etc.	Ground shaking (1) Render buildings or other structures unstable/cause collapse (1) Liquefaction (1) undermines foundations (1) buildings/roads/bridges (1) Electricity/gas supplies affected (1) due to collapsed pylons/pipes, etc (1) Emergency services restricted (1) by damage to roads/buildings/communications (1) Water shortages (1) due to fractured mains supply (1)		2				2

(c) Evaluate different strategies that can be used to protect people in different places that experience powerful earthquakes.			AO1.1	AO1.2	AO2	AO3	SPaG	Total
					6			6
Use the descriptors below, working upwards from the lowest band.			Candidates should apply their knowledge and understanding of strategies designed to protect people in earthquake prone environments. They should consider a range of strategies which could be confined to the resources but they may consider other strategies that go beyond the resources such as shelters, warning systems and quality of emergency response. They must consider potential advantages and disadvantages of different strategies. Different strategies might be more suitable depending on the level of development in relation to cost of protecting buildings and giving access to more people. Ensure that credit is given for the quality of evaluation rather than knowledge and understanding of the strategies themselves.					
<b>Band</b>	<b>Marks</b>	<b>Descriptor</b>						
3	5-6	Good evaluation of strategies showing clear ability to evaluate and present evidence to justify points made. Answer acknowledges advantages and disadvantages of one strategy or is able to give reasoned evaluation of two or more strategies against each other.  Meaning is clear. Response has purpose, is organised and well structured.						
2	3-4	Some evaluation of one or more strategies but may lack evidence and/or detail. Imbalanced between advantages and disadvantages of one strategy or between different strategies if more than one is considered.  Meaning is generally clear. The response is structured.						
1	1-2	Valid statements lack depth/breadth and with only limited evaluation. Meaning may lack clarity in parts. Statements are linked by a basic structure.						
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.						

**End of Question 3**

	4	6	8	6		<b>24</b>
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### Options Theme 4, Question 4

(a) (i) Give the name of one island affected by Hurricane Maria when it was at category 4.		AO1.1	AO1.2	AO2	AO3	SPaG	<b>Total</b>
Credit any one of these responses for one mark.	Puerto Rico Accept: Haiti, Dominican Republic				1		<b>1</b>

(a) (ii) Complete the box below to give the latitude and longitude of Puerto Rico.		AO1.1	AO1.2	AO2	AO3	SPaG	<b>Total</b>
Credit only these answers within the range shown for one mark each.	North (1) 65-67 (1)				2		<b>2</b>

(a) (iii) Complete the following paragraph choosing your answers from the box below.		AO1.1	AO1.2	AO2	AO3	SPaG	<b>Total</b>
Credit only these responses for one mark each.	Relief Strength Densely Wealth	4					<b>4</b>

(a) (iv) Explain why rising sea levels are likely to be a problem in the future for people who live in Small Island States.		AO1.1	AO1.2	AO2	AO3	SPaG	<b>Total</b>
			4				<b>4</b>

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

Band	Marks	Descriptor
2	3-4	Good explanation that shows clear understanding of the issues involved.
1	1-2	Simple statements with some merit although tendency towards description over explanation.
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.

Climate change is likely to raise sea levels in the future which will both inundate low lying land on small islands and increase the severity of storms and potential surge events. Populations tend to concentrate near the coast as they often survive or make a living from fishing. The populations of many small island states are poor and thus lack the resilience to recover from the impacts of extreme weather events and the potential loss of homes from rising sea levels.

Look for quality of understanding through explanation and do not credit simple description unless it serves to support the explanation.

(b) (i) Describe the distribution of areas where 'Hold the Line' is the planned option to manage this stretch of coastline.		AO1.1	AO1.2	AO2	AO3	SPaG	Total
Credit up to three valid points for one mark each.	More in south than north of map (1) around larger urban areas (1) low lying land (1) majority of coastline (1) around the mouths of the rivers (1)				3		3
Credit named places only in the context of a distribution (max 1)	named place/river (1)						

(b) (ii) Suggest <b>one</b> reason why the planned option is to 'Do Nothing' in the Area A in the north of the map.		AO1.1	AO1.2	AO2	AO3	SPaG	Total
Credit one reason only with elaboration	Low value land (1) increased rate of erosion/flooding (1) cost outweighs benefits (1) valid development (1) low population density (1)			2			2

(b) (iii) The opinions of residents who live at the coast are often different to those of local councils about how the coastline should be managed.		AO1.1	AO1.2	AO2	AO3	SPaG	Total
Give one reason to explain this.							
Credit one reason only with elaboration.	Residents' homes (1) culture and history (1) cost v benefit (1) development (1)		2				2

(c) Evaluate different strategies that can be used to protect coastlines in the future.			AO1.1	AO1.2	AO2	AO3	SPaG	Total
					6			6
Use the descriptors below, working upwards from the lowest band.			Candidates should apply their knowledge and understanding of strategies designed to protect coastlines. They should consider a range of strategies which could be confined to the resources but they may consider strategies that go beyond the resources such as other forms of both hard and soft engineering. They must consider potential advantages and disadvantages of different strategies and reach a conclusion at the end. They may consider economic arguments in relation to cost and the sustainability of strategies in the face of increasing storm events with climate change in the future. Ensure that credit is given for the quality of evaluation rather than knowledge and understanding of the strategies themselves.					
<b>Band</b>	<b>Marks</b>	<b>Descriptor</b>						
3	5-6	Good evaluation of strategies showing clear ability to evaluate and present evidence to justify points made. Answer acknowledges advantages and disadvantages of one strategy or is able to give reasoned evaluation of two or more strategies against each other.  Meaning is clear. Response has purpose, is organised and well structured.						
2	3-4	Some evaluation of one or more strategies but may lack evidence and/or detail. Imbalanced between advantages and disadvantages of one strategy or between different strategies if more than one is considered.  Meaning is generally clear. The response is structured.						
1	1-2	Valid statements lack depth/breadth and with only limited evaluation.  Meaning may lack clarity in parts. Statements are linked by a basic structure.						
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.						

**End of Question 4**

	4	6	8	6		<b>24</b>
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