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# **GCSE MARKING SCHEME**

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**SUMMER 2023**

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

## **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.

# GCSE GEOGRAPHY SPEC A – COMPONENT 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 its mark tariff.					
3 (a) (i) Describe the location of the island of Lefkada.		AO1	AO2.1	AO2.2	AO3	AO4	Total
						2	2
Credit two simple statements based on map evidence. Credit accurate use of compass points max 1 Credit accurate use of scale line max 1	In western Greece (1) In Ionian Sea (1) north of Cephalonia (1) 275km (+/-10) from Athens (1) 280km (+/-10) from Thessaloniki (1)						
This box contains the rationale i.e. it explains the principles that must be applied when marking each sub-question. The examiner must apply this rationale when applying the marking scheme to the response.		This box contains the candidates' expected responses for point-based marking. For some sub-questions, those with a closed question, this box will indicate the only response that is acceptable. For more open ended sub-questions this box will illustrate a number of likely responses that are credit worthy. It may be that this list will be extended at the examiner's conference after actual scripts have been read. For banded mark schemes this box contains indicative content. For further details see below under Banded mark schemes Stage 2.					

#### 2. Tick marking

Low tariff questions should be marked using a points-based system. Each credit worthy response should be ticked 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

1. (a) (i) Which of the following terms is another process of transportation? <u>Underline</u> the correct answer.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	<b>Total</b>
	1						<b>1</b>
Credit this response only.	saltation (1)						

1. (a) (ii) Describe how longshore drift transports sediment along a beach.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	<b>Total</b>
	3						<b>3</b>
Credit up to <b>three</b> valid statements for one mark each.  'process repeated' can only be credited if movement is correctly described.	Waves/wind approach the beach at an angle (1) sediment is moved up the beach at a 45° angle in the swash (1) and back down again at 90°/ perpendicular in the backwash (1) process repeated (1) Moving sediment sideways/zig-zag motion. (1)						

1. (a) (iii) Give <b>one</b> reason why spits are formed by longshore drift.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	<b>Total</b>
			2				<b>2</b>
Credit <b>one</b> valid statement and its development for a further mark.	where there is a sudden change of direction of the coastline (1) <b>OR</b> where the sea is shallow or sheltered/ low energy environment (1) deposition/build-up of sediment/material occurs (1)						

1. (b) (i) Give the four-figure grid reference for the Power Station in the square outlined in black.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	<b>Total</b>
					1		<b>1</b>
Credit this response only.	6503 (1)						

1. (b) (ii) Describe the relief (shape of the land) shown on <b>OS Map 1.2.</b>	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	<b>Total</b>
					4		<b>4</b>
Credit up to <b>four</b> valid statements for one mark each  Height units must be given	meanders (1) flat either side of the river (1) flood plain with lowest height on the map (1) higher/hilly (1) and steeper slopes to north/south of the river (1) between 50-120 m in height (1) highest point is 205 m at Tick Wood (1)						

1. (b) (iii) The scale of the map has a ratio of 1:50 000. The distance between Leighton and Buildwas is 6 cm on the map. Calculate the distance in kilometres. Show your working in the box below.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	<b>Total</b>
					2		<b>2</b>
Credit working for <b>one</b> mark as shown. Credit answer for <b>one</b> mark.	1:50000 is 1cm to 50000 cm or 0.5 km or 6 cm x 0.5 or 6km/2 or 6 x 50,000 (1) Answer = <u>3 km</u> (1)						

1. (c) (i) The photograph was taken near the village of Leighton in grid square 6105. In which general direction was the photograph taken? Tick (✓) the correct box below.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	<b>Total</b>
					1		<b>1</b>
Credit this response only.	East (1)						

1.(c) (ii) Explain why slip-off slopes form on meanders.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	<b>Total</b>												
			4				<b>4</b>												
This question assesses AO2.2, inter-relationships (in this case between fluvial processes and landforms). Use the descriptors below, working upwards from the lowest band.	The slower flowing water is on the inside of each bend which means that the river loses energy and deposits its load (sediment – silt, sand and gravel) to form slip-off slopes Deposition occurs because this section of a meander is shallow, with friction between the river bed and the water which slows the flow down.																		
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1. (d) (i) Describe <b>two</b> effects of river flooding in a location in the UK which you have studied.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	<b>Total</b>
	4						<b>4</b>
Award 1 mark for each valid statement and up to 2 additional marks for development. (2+2 or 3+1)  Max 3 if no valid example is given.	transport disrupted (1) making it difficult for emergency services/commuters (1) power supply disruption (1) homes flooded (1) which led to financial losses (1) businesses forced to close (1) which impacted profits/jobs (1) credit specific data/example (1)						

1. (d) (ii) Give <b>two</b> reasons why some people think that soft engineering strategies should be used to reduce the risk of river flooding.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	<b>Total</b>
		4					<b>4</b>
Award 1 mark for each valid statement and up to 2 additional marks for development. (2+2 or 3+1)	designed to work with natural processes (1) e.g. <i>peat bogs are restored in upland areas (1) or trees are planted (1) to absorb/store water (1) can benefit wildlife (1) by providing areas of natural habitat (1)</i> cost effective (1) <i>hard engineering schemes need constant repair (1)</i> more aesthetically pleasing (1)						

1. (d) (iii) 'Physical factors are more important than human factors in causing flooding in Tewkesbury.' How far do you agree with this statement. You should refer to evidence in <b>Resource Box 1.4</b> .		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	<b>Total</b>																		
					8			<b>8</b>																		
Use the descriptors below, working upwards from the lowest band.				All elements of AO3 are targeted.																						
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## Core Theme 2

2. (a) (i) Name the global city which is predicted to have a growth rate eight times that of Tokyo.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	<b>Total</b>
					1		<b>1</b>
Credit this response only.	Shanghai (1)						

2. (a) (ii) The population of Tokyo in 2011 was 39 million. Calculate the predicted population of Tokyo in 2025. Show your working in the box below.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	<b>Total</b>
					2		<b>2</b>
Credit working for <b>one</b> mark as shown. Credit answer for <b>one</b> mark.	5% of 39 million = 1.95 million (1) 39 million + 1.95 million = 40.95 million (1) 39 million x 1.05 (1)						

2. (a) (iii) Give <b>two</b> reasons why people migrate from one country to another country.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	<b>Total</b>
			4				<b>4</b>
Award 1 mark for each valid statement and up to 2 additional marks for development. (2+2 or 3+1)  Accept any economic / social / environmental / political push / pull factors	EU migration laws (1) <i>allow the free movement of workers between member states</i> (1) War (1) <i>leads to refugees and asylum seekers</i> (1)						

2. (a) (iv) Describe how a global city you have studied is connected to the rest of the world through tourism and/or trade.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	<b>Total</b>
		4						<b>4</b>
Use the descriptors below, working upwards from the lowest band.		<p>e.g. London</p> <p>has many tourist attractions and is easily accessible through airports such as Heathrow.</p> <p>the City of London is the financial centre and other large companies have their head offices here.</p> <p>Imports/exports go through the Port of London at Tilbury docks.</p> <p>Band 1 generic comments, Band 2 specific examples as shown above.</p>						
<b>Band</b>	<b>Mark</b>	<b>Descriptor</b>						
<b>2</b>	3-4	Elaborated statements which demonstrate detailed knowledge of how a global city is connected to the rest of the world.						
<b>1</b>	1-2	Simple valid statements which demonstrate some knowledge of how a global city is connected to the rest of the world. Responses may be more generic than specific.						
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.						

2. (b) (i) Use the map to tick (✓) <b>three</b> correct statements in the table below.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	<b>Total</b>
						3		<b>3</b>
Credit these responses only.	<p>1. (1)</p> <p>5. (1)</p> <p>6. (1)</p>							

2. (b) (ii) Describe the trend in average prices of detached properties in Cornwall.		AO1	AO2.1	AO2.2	AO3	AO4	SPaG	<b>Total</b>
						2		<b>2</b>
Credit <b>two</b> simple statements or <b>one</b> valid statement and its development.	<p>overall rise (1) by £60,000 to £70,000/rise from £400,000 to £460,000 or £470,000 (1)</p> <p>fluctuation (1) stays below/close to £400,000 for most of the period (1)</p>							

2. (b) (iii) Second home ownership is one cause of deprivation in some rural communities. Define the term deprivation.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	<b>Total</b>
	2						<b>2</b>
Credit <b>two</b> simple statements or <b>one</b> valid statement and its development.	lack of material benefits (1) that are considered necessities (1) / or example (1)  Examples may be Lack of jobs / low incomes / lack of services especially health / transport						

2. (b) (iv) Explain why some rural areas face poverty and deprivation.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	<b>Total</b>															
		6					<b>6</b>															
<p>This question assesses AO2.1, geographical concepts (in this case the concept of rural deprivation). 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>3</td> <td>5-6</td> <td>Thorough and elaborated explanation of why some rural areas face poverty and deprivation. Depth of understanding is demonstrated through chains of reasoning. Specific locations may be given.</td> </tr> <tr> <td>2</td> <td>3-4</td> <td>Elaborated explanation of why some rural areas face poverty and deprivation. Specific locations may be given.</td> </tr> <tr> <td>1</td> <td>1-2</td> <td>Simple, valid statements demonstrate basic understanding.</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	3	5-6	Thorough and elaborated explanation of why some rural areas face poverty and deprivation. Depth of understanding is demonstrated through chains of reasoning. Specific locations may be given.	2	3-4	Elaborated explanation of why some rural areas face poverty and deprivation. Specific locations may be given.	1	1-2	Simple, valid statements demonstrate basic understanding.		0	Award 0 marks if the answer is incorrect or wholly irrelevant.	<p>Remote rural areas are affected by a number of problems:</p> <ul style="list-style-type: none"> <li>• lack of jobs or part-time work</li> <li>• low incomes</li> <li>• lack of services</li> <li>• infrequent public transport</li> </ul> <p>These push factors and the high cost of buying a house may prevent young families on lower incomes from staying in a rural area. This leads to a falling birth rate and as a result rural depopulation occurs.</p> <p>The lack of affordable housing is linked by some to the sale of rural houses to newcomers or as second homes. Holiday homes are empty for long periods of time. As regular demand for services falls, village pubs and local shops may close and bus services are axed.</p>						
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2. (c) (i) Name <b>two</b> ways to reduce negative impacts on the environment to create sustainable communities.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	<b>Total</b>
	2						<b>2</b>
Credit up to <b>two</b> valid ways for one mark each.	Recycling (1) Transport developments such as Park and Ride, cycle routes or electric cars/car sharing (1) Building on brownfield sites (1) Managing habitats and wildlife (1) Designing housing or other buildings to strict environmental standards (1) Clean air zones/speed limits (1)						

<p>2. (c) (ii) Have strategies to improve the quality of UK town centre/high street environments been successful? Use evidence from <b>Resource Box 2.5</b> and your own knowledge.</p> <p>Your ability to spell, punctuate and use grammar and specialist terminology accurately will be assessed in your answer to this question.</p>			AO1	AO2.1	AO2.2	AO3	AO4	SPaG	Total																	
						8		4	12																	
<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> <p>Exceptional application of knowledge and understanding.</p> <ul style="list-style-type: none"> <li>Comprehensive chains of reasoning provide sophisticated analysis.</li> <li>Balanced and coherent appraisal draws together wider geographical understanding to justify decision.</li> </ul> </td> </tr> <tr> <td>3</td> <td>5-6</td> <td> <p>Thorough application of knowledge and understanding.</p> <ul style="list-style-type: none"> <li>Chains of reasoning provide elaborated analysis.</li> <li>Balanced appraisal draws together wider geographical understanding to support decision.</li> </ul> </td> </tr> <tr> <td>2</td> <td>3-4</td> <td> <p>Sound application of knowledge and understanding.</p> <ul style="list-style-type: none"> <li>Some connections provide valid but limited analysis.</li> <li>Limited appraisal uses wider geographical understanding to support decision.</li> </ul> </td> </tr> <tr> <td>1</td> <td>1-2</td> <td> <p>Some basic application of knowledge and understanding.</p> <ul style="list-style-type: none"> <li>Basic level of meaning ascribed to the information/issue.</li> <li>Limited and weak appraisal uses some wider geographical understanding to support decision.</li> </ul> </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	<p>Exceptional application of knowledge and understanding.</p> <ul style="list-style-type: none"> <li>Comprehensive chains of reasoning provide sophisticated analysis.</li> <li>Balanced and coherent appraisal draws together wider geographical understanding to justify decision.</li> </ul>	3	5-6	<p>Thorough application of knowledge and understanding.</p> <ul style="list-style-type: none"> <li>Chains of reasoning provide elaborated analysis.</li> <li>Balanced appraisal draws together wider geographical understanding to support decision.</li> </ul>	2	3-4	<p>Sound application of knowledge and understanding.</p> <ul style="list-style-type: none"> <li>Some connections provide valid but limited analysis.</li> <li>Limited appraisal uses wider geographical understanding to support decision.</li> </ul>	1	1-2	<p>Some basic application of knowledge and understanding.</p> <ul style="list-style-type: none"> <li>Basic level of meaning ascribed to the information/issue.</li> <li>Limited and weak appraisal uses some wider geographical understanding to support decision.</li> </ul>		0	Award 0 marks if the answer is incorrect or wholly irrelevant.	<p>All elements of AO3 are targeted.</p> <p>Candidates should develop lines of argument about strategies which may help to create sustainable town centres.</p> <p>They may agree because:            Pedestrianisation provides a safer environment for shopping and encourages green spaces, entertainment and street events.            Park and Ride schemes reduce air pollution and congestion and is a cheaper alternative to town centre parking.            There are other viable strategies including improving signs (wayfinding information), providing street furniture, indoor shopping centres and more CCTV cameras.</p> <p>They may disagree because:            Rates can be very high in town centre locations. The costs are so great that they have forced some retailers out of business. High streets therefore continue to show signs of decline with shop closures and the growth of pound shops and fast food outlets. Online shopping continues to grow and is more convenient to large numbers of people. Out-of-town locations have free parking and shops with large floor space and more choice.</p>					
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After awarding a level and mark for the geographical response, apply the performance descriptors for spelling, punctuation and the accurate use of grammar (SPaG) and specialist terms that follow.

<b>Band</b>	<b>Marks</b>	<b>Performance descriptions</b>
<i>High</i>	4	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with consistent accuracy</li> <li>• Learners use rules of grammar with effective control of meaning overall</li> <li>• Learners use a wide range of specialist terms as appropriate</li> </ul>
<i>Intermediate</i>	2-3	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with considerable accuracy</li> <li>• Learners use rules of grammar with general control of meaning overall</li> <li>• Learners use a good range of specialist terms as appropriate</li> </ul>
<i>Threshold</i>	1	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with reasonable accuracy</li> <li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li> <li>• Learners use a limited range of specialist terms as appropriate</li> </ul>
	0	<ul style="list-style-type: none"> <li>• The learner writes nothing</li> <li>• The learner's response does not relate to the question</li> <li>• The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>

### Option Theme 3, Question 3

3. (a) Define the term caldera.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	<b>Total</b>
	2						<b>2</b>
Credit up to <b>two</b> valid statements for one mark each or <b>one</b> and its development for a further mark.	a circular depression/hollow (1) which is larger than a typical volcanic vent (1) caused by the collapse of a volcano (1) after a massive eruption (1)						

3. (b) Explain why human factors increased vulnerability in <b>one</b> earthquake event you have studied.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	<b>Total</b>												
		4					<b>4</b>												
<p>This question assesses AO2.1, concepts (in this case the concept of vulnerability). Use the descriptors below, working upwards from the lowest band.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Band</th> <th style="width: 10%;">Mark</th> <th style="width: 80%;">Descriptor</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><b>2</b></td> <td style="text-align: center;">3-4</td> <td>Understanding demonstrated through elaborated understanding of one earthquake event.</td> </tr> <tr> <td style="text-align: center;"><b>1</b></td> <td style="text-align: center;">1-2</td> <td>Simple valid statements demonstrate basic understanding.</td> </tr> <tr> <td></td> <td style="text-align: center;">0</td> <td>Award 0 marks if the answer is incorrect or wholly irrelevant.</td> </tr> </tbody> </table>	Band	Mark	Descriptor	<b>2</b>	3-4	Understanding demonstrated through elaborated understanding of one earthquake event.	<b>1</b>	1-2	Simple valid statements demonstrate basic understanding.		0	Award 0 marks if the answer is incorrect or wholly irrelevant.				<p>Some groups of people are more vulnerable to hazards than others. Factors include poverty, age, education, housing and personal choice of living in dangerous locations. Not all countries have the financial capacity to reduce the impact of an earthquake. They do not have enough money for monitoring, emergency services, disaster or evacuation plans or educating communities. Human factors can be individual or in a wider context.</p>			
Band	Mark	Descriptor																	
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3. (c) (i) Describe the location of the earthquake within Alaska.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	<b>Total</b>
					2		<b>2</b>
Credit up to <b>two</b> valid statements for one mark each. Distance from - only 1 mark, direction from - only 1 mark	South/south-west Alaska (1) south-west of Anchorage/Kodiak/south-east of Russia (1) coastal (1) close to a peninsula/island chain/close to Perryville and Kodiak (1) correct distance (1)						

3. (c) (ii) Do you agree that all tectonic zones should be protected from the risks associated with high magnitude earthquakes? 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.																								
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**Option Theme 4, Question 4**

4. (a) Define the term Shoreline Management Plan.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	<b>Total</b>
	2						<b>2</b>
Credit up to <b>two</b> valid statements for one mark each or <b>one</b> and its development for a further mark.	a plan that details how a local authority (1) will manage a stretch of coastline/sediment cell in the future (1) helps to decide on whether to build new coastal defences or not (1) identifies areas at risk (1) weighing up benefits against costs (1) sustainable management (1)						

4. (b) Explain why there are different opinions about managed retreat in <b>one</b> low lying coastline you have studied.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	<b>Total</b>												
			4				<b>4</b>												
This question assesses AO2.1, concepts (in this case the concept of sustainability). Use the descriptors below, working upwards from the lowest band.	These schemes can effectively redraw the location of a coastline allowing some land to flood naturally at high tide. Newly flooded areas will be able to absorb the energy of the waves and reduce the risk of flooding. In addition, nature reserves and conservation sites can be created. On the other hand, productive agricultural land is lost when the UK needs to be more self-sufficient in food production. Newly created salt marshes could be lost in the face of sea level rise which means that hard engineering is more appropriate.																		
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4. (c) (i) Describe the location of Shismaref within Alaska.	AO1	AO2.1	AO2.2	AO3	AO4	SPaG	<b>Total</b>
	2						
Credit up to <b>two</b> valid statements for one mark each. Distance from - only 1 mark, direction from - only 1 mark	west Alaska (1) north-west of Anchorage/Kodiak (1) coastal (1) close to Russia/east of Russia (1) correct distance (1)						



4. (c) (ii) Do you agree that all vulnerable coastal communities should be protected from coastal flooding and erosion in the face of rising sea levels? Justify your reasons.			AO1	AO2.1	AO2.2	AO3	AO4	SPaG	<b>Total</b>																		
						8			8																		
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