



GCSE MARKING SCHEME

SUMMER 2025

GEOGRAPHY - UNIT 1
3110U10-1

About this marking scheme

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

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

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

WJEC GCSE GEOGRAPHY UNIT 1 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 Thessaloniki (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) Give the name of the river shown in the map.	AO1.1	AO1.2	AO2	AO3	Accuracy	Total
				1		1
Accept either or both these responses for one mark.	(River) Severn / (Afon) Hafren					

1. (a) (ii) Identify the landform A. Tick the correct answer from the box below.	AO1.1	AO1.2	AO2	AO3	Accuracy	Total
	1					1
Accept this response only, however indicated.	Slip-off slope					

1. (a) (iii) Give two characteristics of the river shown in this map extract.	AO1.1	AO1.2	AO2	AO3	Accuracy	Total
				2		2
Award one mark for each valid point.	Meandering (1) Ox-bow lakes (1) Braiding (1) west to east /easterly flow (1) gentle gradient / flat (1) floodplain (1) middle course of river (1) tributaries (1)					

1. (a) (iv) Suggest how the course of the river in Box B may change in the future. 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 river landforms to suggest how the meander in the box will develop over time. There will outward movement due to erosion on the outside of the three bends and deposition on the inside of the bends. Some candidates may suggest that the meander may eventually cut itself off with the river taking a straight course leaving oxbow lake. There should be use of some map evidence in the form of grid references, directions of movement or reference to the meander in Box B, or the oxbow lakes already formed to support the changes proposed. Any credible map reference to support logical description of movement in the river course is required for full marks. For full marks, examiners must be convinced that candidates are referring to this context.					
Band	Marks	Descriptor						
2	2-3	Detailed statements demonstrate the application of knowledge and understanding, to draw accurate inferences from the map. The response 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 or missing.						
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.						
Accept answers as text or annotated diagrams. Diagrams must clearly relate to the map for credit beyond Band 1.								

1. (a) (v) Explain why river processes cause landforms to change more dramatically during storm conditions.			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 river processes and how they are affected by variations in discharge and the impact of extreme weather events on rates of landform change. Increased discharge increases the energy level in river channels so that erosion processes like abrasion and/or hydraulic action are more prevalent. Increased erosion may also lead to increased deposition so that river channels and landforms like river cliffs and slip-off slopes undergo more rapid change.					
Band	Marks	Descriptor						
2	3-4	More sophisticated understanding with explanation clear and communicated well.						
1	1-2	Simple statements with weak explanation communicated in a basic way with little linkage between points.						
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.						

1. (b) (i) Calculate the interquartile range for the data. Show your working.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
					3		3
Award one mark for the correct answer and up to two marks for working. First mark for understanding that the data needs to be put into rank order and second mark for correct placing of median and quartiles. Answer for range should be a single figure calculated by subtracting LQ from UQ.		211-257-261-266-328-358-360-371-464-526-534 (1) Or identification of median at 358 (1) 464 (UQ) – 261 (LQ) (1) Interquartile Range = 203 (1)					

1. (b) (ii) Why does the interquartile range confirm that the peak river flows in 2020 and 2021 caused problems?		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
					2		2
Award one mark for each valid point. Response must relate to the data.		Extreme/very high flow (1) outside the interquartile range (1) suggests less common (1) leading to flooding (1)					

1. (b) (iii) Describe how two hard engineering strategies reduce the risks of river flooding.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
		4					4
Allow one mark for each valid descriptive point for each strategy given to a maximum of two. No credit for name of strategy unless accompanied by description of how it works.	Dams/reservoirs which regulate flow (1) to store water in flood periods (1) and release in drier conditions (1). Dredging to increase channel capacity (1) to hold more water (1). Channel realignment/channelisation to straighten river courses (1) and increase speed of water flow (1) away from high-risk land uses (1). Reinforcing urban channels with concrete to reduce friction (1) and increase speed (1) of water flow away from high-risk land uses (1). Flood walls/revetments/embankments to increase channel capacity (1) and prevent overtopping at bankfull capacity (1). Flood relief channels where the floodwater flows into the relief channel (1) and is taken either to an area where it can be absorbed (1) or re-enters the river further down its course (1).						

1. (b) (iv) Give one reason why some people argue that money should not be spent on hard engineering strategies.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
			2				2
Award one mark for reason and second mark for appropriate development of that point. Do not award two separate reasons.	Expensive to build/maintain (1) compared to softer approaches (1) Move floodwater to other areas (1) cost-benefit (1) Sustainability (1) as climate change increases future flood risk (1) Flooding should be considered as part of wider planning strategies (1) due to climate change (1) Environmental damage (1) development of this point (1)						

1 (c) Compare the factors that make these two landscapes distinctive.			AO1.1	AO1.2	AO2	AO3	Accuracy	Total
					6			6
Use the descriptors below, working upwards from the lowest band.			Candidates should apply their knowledge and understanding of distinctive landscapes to draw inferences from the photos to identify and compare the range of factors that may have led to their development. At a simple level they may consider human/physical and upland/lowland/coastal with more sophisticated analysis and description and an attempt to compare factors and look for similarities and differences between the two landscapes to move up the bands. They may consider land use, culture, geology/landform development and vegetation in their analysis but there is no expectation that all will be considered and as such should be credited for either depth or breadth. For example, under land use they may look at agriculture and possibly tourism as key factors in the first image with urban and industrial development being key to the second image. Look for the level of detail in the analysis and inference from the two images. At the top level there should be a reasonable balance between the two images.					
Band	Marks	Descriptor						
3	5-6	Good inference from photos showing clear ability to apply knowledge and understanding and present evidence from the resources to justify points made. There is strong comparison of factors identifying similarities and differences between the two landscapes with good balance between them. Meaning is clear. Response has purpose, is organised and well structured.						
2	3-4	Some inference from photos showing an attempt to apply knowledge and understanding and present evidence from the resources to justify points made. There is an attempt to compare factors identifying similarities and/or differences between the two landscapes with some balance between them. Meaning is generally clear. The response is structured.						
1	1-2	Some valid statements lack depth/breadth and with only limited inference from photos. Lacking detail and balance. 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

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Core Theme 2, Question 2

2. (a) (i) Use the information in the map to circle the correct answer in the sentences below.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
					4		4
Award one mark for each correct answer however indicated.	South decreased between 0% and 3% 4.2% 1						

2. (a) (ii) Give two disadvantages of using a choropleth map.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
					2		2
Award one mark for each disadvantage.	distorting data by displaying abrupt changes at boundaries between areas (1) hard to distinguish between different shades (1) variations within areas and regions are disguised (1) colour blindness (1)						

2. (a) (iii) Birth rates have remained low in Wales between 2011 and 2021. Give one reason for low birth rates in Wales.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
			2				2
Award one mark for reason and a second mark for elaboration of that point. Do not award two separate reasons.	Ageing population (1) fewer people in reproductive age groups (1) Reducing marriage numbers / later marriage (1) delays having children (1) Greater wealth/disposable income (1) people want to have more life experiences before settling down (1) Austerity/cost of living (1) not being able to afford children (1) Birth control (1) plus development point (1) More women focus on careers and work (1) which delays childbirth (1) Lifestyle choice (1) plus development point (1)						

2. (a) (iv) Suggest how the population changes shown in the map may lead to problems for rural communities in north-west Wales.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
				4			4
Use the descriptors below, working upwards from the lowest band.		Candidates need to apply their knowledge and understanding of rural issues to focus principally on the potential impact of declining population.					
Use the descriptors below, working upwards from the lowest band.		They may consider the impact on rural schools with fewer pupils to make them viable and the decline in service provision as the size of the potential market is reduced. This may be linked to the cycle of rural deprivation.					
Credit a response that offers chains of reasoning with either breadth or depth.							

Band	Marks	Descriptor
2	3-4	More sophisticated application of knowledge and understanding considering at least two problems linked to population decline.
1	1-2	Simple statements communicated in a basic way with little linkage between points.
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.

2. (b) (i) Describe what is meant by a greenfield site.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
		2					2
Award one mark for each valid point. Reserve one mark for response linked to land not previously built on.		Not built on before (1) lacking infrastructure (1) Area of development land (1) in rural area/ edge of urban area/ farmland (1) Named example (1)					

2. (b) (ii) Suggest why some people may be against the development of houses on sites such as this.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
				4			4
Use the descriptors below, working upwards from the lowest band.		Candidates should apply their knowledge and understanding of the development of greenfield sites to consider the arguments for and against development. There may be reference to pressures on rural communities of adding to the population in terms of available service capacity to absorb increasing people in a sustainable way. Others may point to the environmental consequences of building in the countryside or the impact on agricultural production. Candidates may also refer to potential flood / drainage issues. Noise pollution may also be referenced.					
Band	Marks	Descriptor					
2	3-4	More sophisticated inference from the photo showing good application of knowledge and understanding.					
1	1-2	Simple statements communicated in a basic way with little linkage between points. Limited reference to the photo.					
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.					

2. (c) (i) Describe how pull factors have led to the migration of people into a global city you have studied.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
		4					4
Use the descriptors below, working upwards from the lowest band.		The content will depend on the example chosen. Pull factors may be different in context of either HIC or LIC/HIC. For band 2 look for description that could be relevant to the city chosen. There may be specific reference to features of the city with good use of case study material. In Band 1, description may be generic and apply to any city. Maximum Band 1 for a list of factors only. For full marks, there must be a clear reference to a global city (however identified).					
Band	Marks	Descriptor					
2	3-4	More sophisticated and detailed description of pull factors showing good recall of credible information related to named city.					
1	1-2	One or more pull factors described briefly and lacking detail. The description may be very general and not wholly relevant to the named city. Max level if no city named.					
	0	Award 0 marks if the answer is incorrect or wholly irrelevant.					

2. (c) (ii) Cities well connected with the rest of the world are more likely to become global cities. Explain why		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
			6				6
Use the descriptors below, working upwards from the lowest band.							
Band	Marks	Descriptor					
3	5-6	Good understanding and good explanation which shows some sophistication through well-constructed chains of reasoning. Meaning is clear. Response has purpose, is organised and well structured.					
2	3-4	Some understanding but response may lack depth and detail and only have partial explanation. Meaning is generally clear. The response is structured.					
1	1-2	Valid statements show limited understanding of links between global cities and the rest of the world. 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.					
		Global cities are often the most important cities in the world in terms of economic and cultural impacts. These cities, such as London, New York and Paris, are not always the largest cities, but they play an important role in economic and other links with other countries and the rest of the world. Candidates should demonstrate firstly that they understand how global cities are different from other cities. The focus of the answer should then be on the links and connections that have led them to develop. These will be economic, as many host the HQs of TNCs which operate on an international, if not global basis. Global cities may also have political connections to the rest of world, as for example, New York as the HQ of the UN. There may also be cultural and media connections through film, sport and other entertainment media, for example Los Angeles and Mumbai as well as major transport hubs such as ports and airports which link them to the rest of the world. The nature of the links will depend on the cities that have been studied and thus the examples used and there is no expectation that all the above will be covered but there should be a range offered at band 3 that provides either breadth or depth.					

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).

In applying these indicators, 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.

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

End of Question 2

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Options Theme 3, Question 3

3. (a) (i) Describe the location of La Palma. Use map evidence only.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
					3		3
Award one mark for each valid point. Do not credit vague references such as 'near' or 'close' to. Quantification from scale should be accurate but can refer to any other place on map.		Canary Islands (1) westerly (1) distance from named island or other location (1) direction from named island or other location (1) Atlantic Ocean (1) off the west coast of Africa (1)					

3. (a) (ii) Describe the processes which lead to the formation of a caldera. You may use a diagram if you wish.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
		4					4
Award one mark for each valid point. Reserve one mark for reference to collapse of crater, however referenced. Credit points in text or diagram but do not double award.		Emptying of magma chamber (1) from violent eruption (1) or subsurface magma movement (1) surface rock unsupported (1) collapse (1) to form large crater (1) can give rise to new volcanoes in time (1)					

3. (b) (i) Suggest one likely impact of this eruption on people living nearby. Use evidence from the photo.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
				3			3
Credit one impact evident from photo with additional marks for development. Only credit lava/fire, ash fall or gas emissions if related to impact.		Lava / fire (1) destroys buildings / businesses (1) evacuation (1) development (max 2) Ash fall (1) has a health impact (1) development (max 2) Gas emissions (1) development (max 2)					

3. (b) (ii) Tick (✓) three correct statements below to describe the lava flows from the Cumbre Vieja eruption.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
					3		3
Award one mark for each correct answer. Max 2 marks if 4 ticked and max 1 mark if 5 ticked. No marks if all 6 ticked.		C E F					

3. (b) (iii) Suggest how this volcanic eruption may have affected people and the economy across the Canary Islands. Use information from the resources to help your answer		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
				5			5
Use the descriptors below, working upwards from the lowest band.		Candidates are required to apply their knowledge and understanding of the impacts of volcanic eruptions by drawing inference from the resources and linking these to the information in the box to suggest regional or even international impacts. Impact locally could include the economy in terms of loss of farmland and possible homes and livelihoods from lava flows and the immediate impact of ash. Impacts across the Canary Islands may be specifically from ash and SO₂ ejected into the atmosphere and caught up wind systems affecting health in neighbouring islands and possibly further. Candidates could demonstrate an understanding of how ash and poisonous gases might affect people physically. The wider economic impact should focus on the potential impact on tourism if air travel is affected. Some candidates may touch on mental health as well as physical health of local populations impacted. Candidates should refer to the map and other resources at the top band.					
Band	Marks	Descriptor					
3	4-5	Good application of knowledge and understanding which shows some sophistication through well-constructed chain(s) of reasoning. Response goes beyond local scale. Evidence from resources used effectively to support response. Meaning is clear. Response has purpose, is organised and well structured.					
2	2-3	Some application but response may lack depth and detail and only have partial linkage to the resources provided. Meaning is generally clear. The response is structured.					
1	1	Valid statements show limited application. 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.					

3. (c) Social and economic factors often interact to make communities in High Income Countries less vulnerable to tectonic hazards than communities in Low Income Countries. Explain why.			AO1.1	AO1.2	AO2	AO3	Accuracy	Total
				6				6
Use the descriptors below, working upwards from the lowest band.			Credit the quality of understanding and the ability to make linkages and create chains of reasoning. People in high income countries (HICs) are less vulnerable to the threat of tectonic hazards because of a combination of social and economic factors. These factors include better health services, more sophisticated emergency services, and better designed houses and structures. In LICs, the population is growing rapidly, and urban areas are expanding quickly. This growth is often unplanned and unregulated, leading to poorly constructed buildings that are more vulnerable to damage from earthquakes and other tectonic hazards. Additionally, HICs have a more developed economy than LICs, which means that it has more resources to invest in disaster preparedness and response.					
Band	Marks	Descriptor						
3	5-6	Good understanding and good explanation which shows some sophistication through well-constructed chain(s) of reasoning. Balance between social and economic factors. Meaning is clear. Response has purpose, is organised and well structured.						
2	3-4	Some understanding but response may lack depth and detail and only have partial explanation. Meaning is generally clear. The response is structured.						
1	1-2	Valid statements show limited understanding of links between vulnerability and wealth. 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

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Options Theme 4, Question 4

4. (a) (i) Describe the location of Barton-on-Sea. Use map evidence only.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
					3		3
Award one mark for each valid point. Do not credit vague references such as 'near' or 'close' to. Quantification from scale should be accurate but can refer to any other place on map.		South coast (1) Christchurch Bay (1) distance from named location (1) direction from named location (1)					

4. (a) (ii) Describe what a Shoreline Management Plan is used for.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
		4					4
Award one mark for each valid point.		Assess risk (1) coastal erosion (1) flooding (1) identify strategies (1) to protect (1) sustainable approaches (1) inform councils / local authorities (1) non-statutory (1) cost-benefit (1) reference to timescales (1)					

4. (a) (iii) Tick (✓) three correct statements below to describe the wave pattern in Christchurch Bay.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
					3		3
Award one mark for each correct answer. Max 2 marks if 4 ticked and max 1 mark if 5 ticked. No marks if all 6 ticked.		C E F					

4. (b) (i) Suggest one way in which people are being affected by this erosion. Use evidence from the photo.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
				3			3
Credit one impact evident from photo with additional marks for development. Reserve one mark for clear reference to photo.		Loss of land (1) development (max 2) Danger to walkers (1) development (max 2) Loss of homes (1) development (max 2)					

4. (b) (ii) Suggest why the Shoreline Management Plan recommends different management strategies along the coast in Christchurch Bay. Use evidence from the resources to support your answer.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
				5			5
Use the descriptors below, working upwards from the lowest band.		Candidates should apply their knowledge and understanding of shoreline management plans and associated strategies on the coast to the plan for Christchurch Bay. They should use information the map to justify why different strategies have been deployed at different places. For example, they should note that Hold the Line is recommended for areas that are built up. They should then identify the type of strategies that might be used, such as hard engineering which would be utilised on a cost-benefit basis due to the value of urbanised coastline which would have higher economic costs if cliffs continue eroding. Hold the Line might also be used at the east of the bay to protect wildlife on the marshes behind the spit. The stretch of managed realignment could be identified as it is exposed to the dominant and more destructive south westerly waves and thus the cost of continuing hard engineering strategies may be prohibitive. There are several different approaches that can be taken but look for the ability to identify potential strategies in line with the types of landscape shown in the map.					
Band	Marks	Descriptor					
3	4-5	Good application of knowledge and understanding which shows some sophistication through well-constructed chain(s) of reasoning. Evidence from resources used effectively to support response. Must refer to more than one strategy. Meaning is clear. Response has purpose, is organised and well structured.					
2	2-3	Some application but response may lack depth and detail and only have partial linkage to the resources provided. Meaning is generally clear. The response is structured.					
1	1	Valid statements show limited application. 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.					

4. (c) Social and economic factors often interact to make communities in High Income Countries less vulnerable to coastal erosion than communities in Low Income Countries. Explain why.		AO1.1	AO1.2	AO2	AO3	Accuracy	Total
			6				6
Use the descriptors below, working upwards from the lowest band.		Credit the quality of understanding and the ability to make linkages and create chains of reasoning. People in high income countries (HICs) are less vulnerable to the threat of coastal erosion because of a combination of social and economic factors. These factors include more sophisticated planning and engineering strategies. In LICs, coastal populations are growing rapidly, and urban areas are expanding quickly. This growth is often unplanned and unregulated, leading to poorly constructed buildings that are more vulnerable to damage from coastal erosion hazards. Additionally, HICs have a more developed economy than LICs, which means that it has more resources to invest in preparedness and response.					
Band	Marks	Descriptor					
3	5-6	Good understanding and good explanation which shows some sophistication through well-constructed chains of reasoning. Balance between social and economic factors. Meaning is clear. Response has purpose, is organised and well structured.					
2	3-4	Some understanding but response may lack depth and detail and only have partial explanation. Meaning is generally clear. The response is structured.					
1	1-2	Valid statements show limited understanding of links between vulnerability and wealth. 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

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