



**General Certificate of Secondary Education
June 2012**

Geography A

40301F

(Specification 4030)

Unit 1: Physical Geography (Foundation)

Post-Standardisation

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for standardisation each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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GENERAL GUIDANCE FOR GCSE GEOGRAPHY ASSISTANT EXAMINERS

Quality of Written Communication

Where candidates are required to produce extended written material in English, they will be assessed on the quality of written communication.

Candidates will be required to:

present relevant information in a form and style that suits its purpose;
ensure that text is legible and that spelling, punctuation and grammar are accurate;
use specialist vocabulary where appropriate.

Levels Marking - General Criteria

Where answers are assessed using a level of response marking system the following general criteria should be used.

Level 1: Basic

Knowledge of basic information
Simple understanding
Little organisation; few links; little or no detail; uses a limited range of specialist terms
Reasonable accuracy in the use of spelling, punctuation and grammar
Text is legible.

Level 2: Clear

Knowledge of accurate information
Clear understanding
Organised answers, with some linkages; occasional detail/exemplar; uses a good range of specialist terms where appropriate
Considerable accuracy in spelling, punctuation and grammar
Text is legible.

Annotation of Scripts

One tick equals one mark, except where answers are levels marked (where no ticks should be used). Each tick should be positioned in the part of the answer which is thought to be credit worthy.

Where an answer is levels marked the examiner should provide evidence of the level achieved by means of annotating 'L1' and 'L2' in the left hand margin.

Ticks must not be used where an answer is levels marked.

Examiners should add their own brief justification for the mark awarded e.g. *Just L3, detail and balance here.*

Where an answer fails to achieve Level 1, zero marks should be given.

General Advice

Marks for each sub-section should be added in the right-hand margin next to the maximum mark available which is shown in brackets. All marks should then be totaled in the 'egg' at the end of each question in the right-hand margin. The totals should then be transferred to the boxes on the front cover of the question paper. These should be totaled. The grand total should be added to the top right-hand corner of the front cover. No half marks should be used.

It is important to recognize that many of the answers shown within this mark scheme are only exemplars. Where possible, the range of accepted responses is indicated, but because many questions are open-ended in their nature, alternative answers may be equally creditworthy. The degree of acceptability is clarified through the Standardization Meeting and subsequently by telephone with the Team Leader as necessary.

Diagrams are legitimate responses to many questions and should be credited as appropriate. However, contents which duplicate written material or vice versa should not be credited.

Quality of Written Communication (QWC) is part of the award of marks in levels marked answers only. In levels marked answers the quality of the geography is assessed and a level and mark awarded according to the geography. As is sometimes the case, the geography may be sound at a particular level but the examiner may not be sure as to whether there is quite enough to raise the mark within that level. In this case the examiner should consider the QWC of the answer. QWC that fulfils the criteria for the level should lead to the rise in the mark but where the QWC does not fulfil the criteria, the answer should remain at the mark first thought appropriate. In cases where QWC has been used in the award of marks, the examiner should indicate this with QWC and arrows that indicate either an upward or downward trend according to its impact on the final award of the mark.

SECTION A

Question 1: The Restless Earth

1 (a) (i)	There are ocean trenches in the Pacific Ocean.	✓	(3 marks) AO2 – 1 AO3 – 2
	There are young fold mountains in Australia.		
	There are young fold mountains on the west coast of the Americas.	✓	
	There are young fold mountains in Southern Europe.	✓	
	There are ocean trenches around the African coast.		
	There are always ocean trenches next to young fold mountains.		

If more than the 3 boxes are ticked, mark the first three responses.

1 (a) (ii) Deep parts of ocean, often between 3 – 4km, but can be deeper – part of Mariana Trench is almost 11km. They extend in long lines, often off coast of continents, coincide with destructive plate margins, near fold mountains, and steep sided. **(2 marks)**
Any 2 valid points. **AO1 – 2**

1 (a) (iii) Any valid statement that reflects what is happening in each diagram. **(4 marks)**
For example – Rivers erode material from land surface/transport it to sea. **AO1 – 3**
Sediment is deposited on ocean floor, layers build up over time. **AO2 – 1**
Plates move together (at destructive/collision boundary).
Rocks crumple as a result, forming fold mountains, anticlines and synclines.
4x1

1 (b) (i)	Characteristic	L'Aquila	Haiti	(3 marks) AO2 – 1 AO3 – 2
	Epicentre	Near/About 7km from L'Aquila	South of/near to/ (20-30km)/at Port-au-Prince	
	Area affected by shockwaves	Part of central Italy – around L'Aquila/area east of Rome/ area about 25km from epicentre	Southern half of country	
	Fault(s)	Two faults cross over each other	Single fault/ fault running west/east, parallel fault/two broken faults/epicentre on fault line	

3x1

1 (b) (ii) 1 mark for identifying magnitude of L'Aquila earthquake of 6.3 and the Haiti earthquake magnitude of 7.0. 1-2 marks for noting the difference between these of 0.7 and Haiti stronger and 1-2 marks for saying something about the difference – although only about 1 (on Richter Scale), Haiti earthquake much more (about 10 times) more powerful than L'Aquila. **(3 marks)**

AO1 – 1
AO2 – 1
AO3 – 1

1 (c) The Mercalli Scale measures earthquakes on a scale of I-XII (1-12). It uses written descriptions or pictures to describe what damage an earthquake has caused. As the numbers increase, so too does the impact of the earthquake. A score of I means that the earthquake is hardly felt, whilst a score of 6 can be felt by everyone and there may be some damage, such as chimneys falling. In contrast, XII category results in total devastation with almost all buildings collapsed or damaged. May refer to examples studied in illustration. **(4 marks)**

AO1 – 2
AO2 – 2

Level 1 (Basic) 1-2 marks

Simple, listed points.

Has an idea of what Mercalli Scale is and how it works.

Mercalli Scales uses pictures to show what earthquakes did. Some cause more damage than others on the scale.

Level 2 (Clear) 3-4 marks

Points are developed and linked.

Clearly understands what the Mercalli Scale is and how it works.

The Mercalli Scale has 12 levels – from 1 – XII. The higher the score, the greater the damage. This is shown by using descriptions of the damage caused, e.g. III means that people are partly aware as it is like a heavy truck passing, whilst IX is much more serious with foundations of building being damaged and building collapsing.

1 (d) There is likely to be reference to differences in number of deaths, injured and homeless, buildings damaged and destroyed, effect on communications and people's lives. Content will depend on case studies used. Likely to refer to Kobe, San Francisco, L'Aquila for richer area, and Sichuan, Haiti for poorer but there are other possibilities. **(6 marks)**

AO1 – 4
AO2 – 2

Level 1 (Basic) 1-4 marks

Describes effects of earthquakes. These may be list-like at lower level.

There will be some reference to rich and poor areas. These may be separate.

Lots of people die in earthquakes – thousands in poor places. Buildings collapse and people are buried. They have nowhere to live. Roads and bridges fall. There are no telephones.

Level 2 (Clear) 5-6 marks

Effects are clearly described.

Statements are linked – differences are clear.

There is clear reference to richer and poorer areas studied.

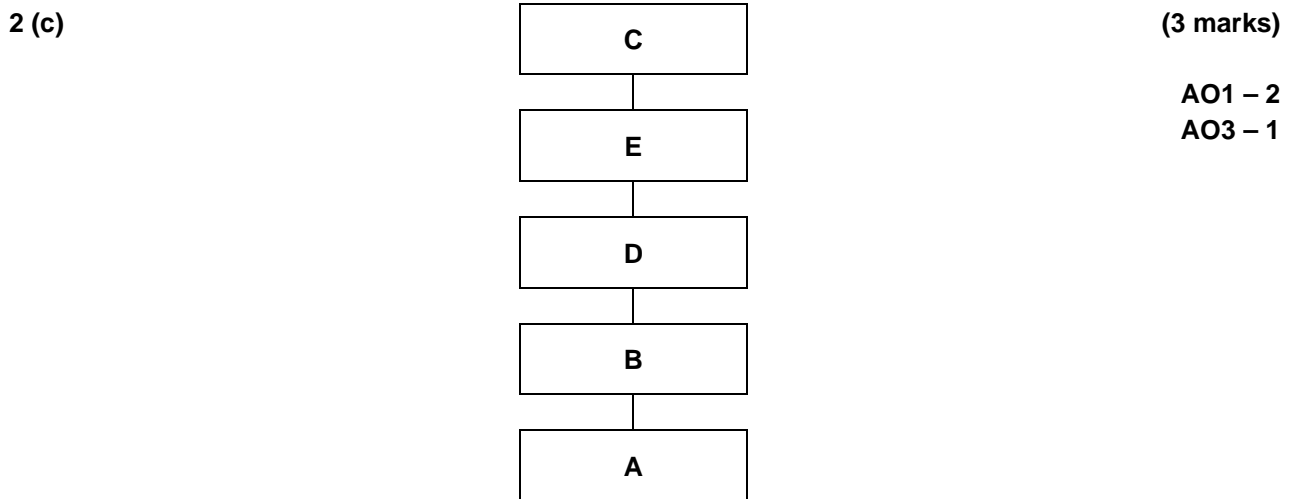
There may be reference to case study/ies.

Lots more people die in poorer countries in earthquakes. Although over 6000 died in Kobe, there were almost 700 000 deaths in Sichuan. Many buildings collapsed here while in Kobe, fire had been a main risk – burning buildings. Although roads collapsed in Kobe, landslides wiped out many roads in Sichuan, yet the damage here was less moneywise than in Kobe - \$220 million versus \$75 million.

Question 2 Rocks, Resources and Scenery

2 (a)	Statement	True	False	(3 marks)
	Chalk and clay are located together in southern and eastern areas of England.	✓		AO2 – 1 AO2 – 2
	Carboniferous limestone is located in central northern England.	✓		
	Granite is scattered across south eastern England.		✓	

2 (b) **Sedimentary** (1) – because they are formed from many particles / sediments (1) remains of sea creatures such as coral (1). These are compressed together over time (1). (2 marks)
AO1 – 2



If letter repeated do not credit.

2 (d) (i) There is an escarpment/cuesta. This is made up of a steep scarp slope and a gently sloping dip slope. There is a clay vale – a flat area with a river running through it – dry valleys can be seen on the chalk and a spring line where the chalk meets the clay. (3 marks)
AO1 – 1
AO2 – 1
AO3 – 1
3x1

2 (d) (ii) Layers of chalk and clay are **horizontal** / **dipped at an angle** due to earth movement. The chalk is **more** / **less** resistant than clay. The clay erodes **faster** / **slower** than the chalk. The chalk stands **above** / **below** the clay to form a cuesta or escarpment. (4 marks)
AO1 – 2
AO2 – 1
AO3 – 1

4x1

- 2 (e)** Books tend to use Hope quarry, but any example is valid. Description should give a clear sense of place – where the quarry is found. There should be reference to nearby places, features, roads, railways – any aspect that allows readers to picture where it is. Actual information will depend on example used. Sketch maps are an appropriate way of answering the question. **(4 marks)**
- AO1 – 2**
AO2 – 2

Level 1 (Basic) 1-2 marks

Simple statements about location in no specific order.

General points without evidence may refer to any quarry.

It is situated near a main road and there is a railway line. A village and/or town are nearby but it is found in the countryside.

Level 2 (Clear) 3-4 marks

Develops statements and makes links.

There is some specific reference to the case study used.

Hope quarry is south of Hope in the Peak District. A railway line goes directly to it and a main road – A6187/road to Castleton/Sheffield goes very near it.

- 2 (f)** Need to consider views/opinions of one person who would support the quarry and one person who would oppose it and then outline their contrasting views. For example, a local school leaver may support the new quarry as it will provide an opportunity for a job – often in areas where there is little alternative except for farming that is low paid or seasonal tourism. This may mean that they can stay in the area and spend money in local shops. In contrast, the owner of a holiday home in the quarry village will see things differently – as there will be noise from blasting and heavy lorries going past when they are on holiday there or away for the weekend looking to enjoy peace and quiet and fresh air. Dust will be present on roads and in the air, covering paintwork. The quarry will scar the landscape – not the reason they bought a holiday home in the location. There should be a sense of contrasting views, but contrasts do not have to be direct. The role/views should be identifiable. **(6 marks)**
- AO1 – 3**
AO2 – 3

Level 1 (Basic) 1-4 marks

Simple statements, perhaps describes one view only.

Separate ideas – but aware of view(s).

Local cafe owner will be for the quarry. Customers will go in and money will be made.

Level 2 (Clear) 5-6 marks

Develops statements and makes links.

Clearly awareness of different views.

Workers from quarry and lorry drivers going to the quarry will call into my cafe and buy food and drinks. This will boost my business – often I have few people in the winter. I will be able to employ more staff. The fell-walker will think differently. I come to walk in beautiful countryside and see wildlife. I don't want to see the area ruined by a big white hole in the ground that can be seen for miles. Not to mention the noise from the blasting and the heavy lorries on the road.

Question 3 Challenge of Weather and Climate

3 (a) (i) The maximum temperature is **20°C** (3 marks)
The temperature range is **12°C** Allow **8 – 20°C**
The three wettest months are **October, November and December** AO2 – 1
3x1 AO3 – 2

3 (a) (ii) Tenby is wetter than Cambridge because it is **nearer to** the sea. The prevailing **south westerly** winds hit Tenby first. They have crossed the **Atlantic** Ocean. (4 marks)
By the time they get to Cambridge, the air is **less** moist. AO1 – 2
4x1 AO2 – 1
AO3 – 1

3 (a) (iii) Princetown is higher than St Mawgan (1). This means that the air has to rise (2 marks)
much more (1). It therefore cools more (1) and there is more
condensation/clouds (1) resulting in a larger amount of rain. AO1 – 2

3 (b) The weather is usually hot and sunny in a summer anticyclone due to cloudless (4 marks)
skies. Temperatures will be above average – a heat wave may occur. There is
no rain. Conditions are calm – there is little/no wind. AO1 – 2
AO2 – 2

Level 1 (Basic) 1-2 marks

Simple statements – these are separate.

Describes one or two aspects of the weather.

It is hot during a summer anticyclone. There is not much wind.

Level 2 (Clear) 3-4 marks

Begins to develop points and to link ideas.

A clear, more complete description of the weather is given.

During a summer anticyclone there are no clouds in the sky. This makes for hot and sunny weather. Heat waves can occur. There is no rain and the air is quite still.

3 (c) Any valid point such as they form over warm, tropical seas (1) with a (3 marks)
temperature of over 26.5/27°C (1) in summer when seas are warmest (1) at
latitudes more than 5°N and S of the Equator (1) so that the 'spin' can develop AO1 – 2
(1). In these areas storms are joining together (1) due to the instability of the air AO2 – 1
(1).

3 (d) (i) X – eye; (3 marks)
Y – thin cloud/spirals of cloud being pulled in/anti-clockwise/spin.
Z – thick cloud/vortex; AO1 – 1
3x1 AO3 – 2

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- 3 (d) (ii)** Answer will depend on case study used. The AQA textbook uses Hurricane Katrina and Cyclone Nargis. Short term responses are likely to refer to evacuation, providing shelters, rescuing people, treating injured, burying dead, providing clean water, medical attention. Long term responses likely to refer to rebuilding homes/businesses, repairing roads, bridges, protecting areas, further developing warning systems and evacuation routes. Responses will vary depending on whether example is taken from a richer or poorer area of the world. **(6 marks)**
- AO1 – 3**
AO2 – 3

Level 1 (Basic) 1-4 marks

Simple statements, perhaps list-like at lower end.

Generic statements.

There will be reference to responses but may drift into effects.

People can leave the area. If they stay, they are taken to places where they will be safe. Clean water is given. Injured people are taken to hospital. Rescuers come by boat.

Level 2 (Clear) 5-6 marks

Develops statements and makes links.

There will be a focus on responses – some may divide into short and long term.

There will be some specific reference to the case study.

Most people in New Orleans left before Hurricane Katrina struck. Others were given shelter – many in a sports stadium. They were given drinking water and food supplies. People injured were taken to hospitals and given emergency treatment. (In the long term) much money has been spent rebuilding New Orleans and making people's homes inhabitable again. They have tried to strengthen the levees.

Question 4 Living World

- 4 (a) (i)** Animals is correct word in box; a two-way link between soil and plants; a one-way link between climate and soil. **(3 marks)**
3x1
AO1 – 1
AO2 – 1
AO3 – 1
- 4 (a) (ii)** Decomposers are bacteria/fungi (1). They break down the remains of plants and animals (1) and these are then returned to the soil (1) to be used again by the vegetation/recycled (1). **(3 marks)**
AO1 – 2
AO3 – 1
- 4 (a) (iii)** *Drought will mean that plants are short of water/will grow more slowly/may eventually die.* **(4 marks)**
Herbivores will be affected because they eat the plants/will not have enough food/some may die/will have less fat/meat. AO1 – 3
Carnivores will also be affected because they eat the herbivores/they will have less prey to find/some may struggle to stay alive and may even die. AO3 – 1
The soil will not have as much water for the plants/there will be less water for the plants/less protection for the soil may be blown away/be eroded.
4x1
- 4 (b) (i)** Any valid label relating to X, Y and Z. **(3 marks)**
For example – **X** – leaves are quite large, a number to one ‘branch’, oval shaped. AO2 – 1
AO3 – 2
Y – are tall, have a limited growth lower down, slender
Z – there is low growing vegetation, some may be saplings, shrubs/bushes/brambles, different species, more than one layer.
- 4 (b) (ii)** The climate has precipitation throughout the year. This shows some variation with maxima at certain times of the year – usually in autumn and winter. Monthly totals are typically about 50mm – 75mm, depending on location, with 20mm more in autumn, winter. Temperatures vary seasonally – winters are cool but not cold – approximately 3 – 5 °C and summers are warm but not hot – approximately 17 – 18 °C. Figures will vary with locations used. **(4 marks)**
AO1 – 2
AO2 – 2

Level 1 (Basic) 1-2 marks

Simple statements.

May focus on one aspect of climate only.

It rains all year. Temperatures vary. It is hotter in summer than winter.

Level 2 (Clear) 3-4 marks

Develops points.

Linked statements, offer some support.

Considers temperature and rainfall.

Temperatures vary throughout the year. Summers are warm and there is some sun – it is about 18°C. Winters are colder and it tends to be wetter then. Less rain falls in summer months.

-
- | | | |
|-------------------|---|--|
| 4 (c) (i) | Any valid reason – 1 mark for reason such as farming, logging, settlement, mining. A further mark for outlining the reason, e.g. wood is cut down to be sold so that loggers can make a profit; to get to the trees, roads have to be built; an example used can score both marks available here.
2x1 | (2 marks)

AO1 – 1
AO2 – 1 |
| 4 (c) (ii) | Selective logging involves taking certain trees – of a certain size or age. Most of the forest is left. This encourages regeneration as vast areas are not cleared and the ecosystem is protected. This secures the rainforest for the future, environment is not harmed and trees can be taken on a small scale in the long term. Thus, this can be seen as sustainable. | (6 marks)

AO1 – 3
AO2 – 3 |

Replanting requires the replacement of trees that have been felled. This may work hand in hand with selective logging as in Malaysia and National Forest Policy there. Trees are replanted 5 – 10 years after felling so that they can grow to replace those removed. This ensures a constant cycle of wood is available and protects the environment by maintaining protection for the soil, providing habitats for animals, insects. It is therefore sustainable as it offers long term employment, does not harm the environment.

Level 1 (Basic) 1-4 marks

Simple statements, perhaps list-like at lower end.

Descriptive statements relating to strategy/ies.

There is likely to be an emphasis on one strategy.

Selective logging means cutting some trees down and leaving most behind.

Older and larger trees are felled, leaving younger ones. Trees are also replanted – so that new ones are planted to replace those that are chopped down.

Level 2 (Clear) 5-6 marks

Develops statements and makes links.

There will be reference to both strategies.

There will be links between the strategy/ies and sustainability.

A small number of trees are cut down in a specific area – maybe only 5 – 7 per hectare. Most are left – especially the younger ones so that they can grow to be mature trees, especially as they have more light. This means that the forest will continue and people will have trees to cut down in the future.

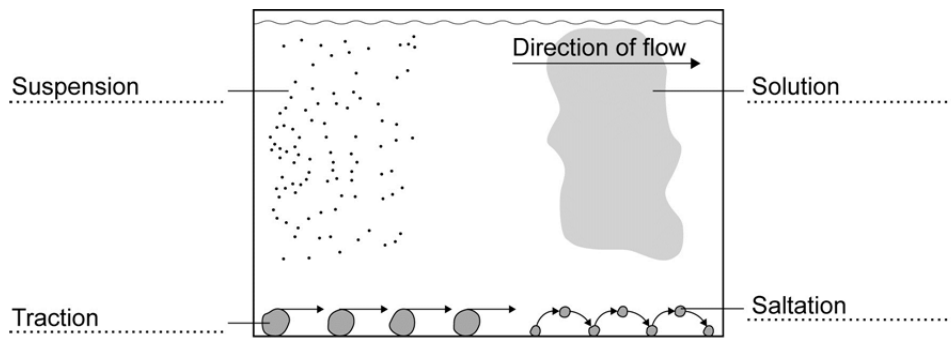
Replanting is a way of replacing those that have been chopped down and this is also sustainable.

SECTION B

Question 5 Water on the Land

- 5 (a)** From top left clockwise – suspension, solution, saltation, traction. **(4 marks)**
 Accept first answer only when 2 or more are given.
 4×1

AO1 – 2
AO2 – 1
AO3 – 1



- 5 (b)** Deposition occurs because there is a reduction in speed (1) and so the river has less energy (1). A reduction in the amount of water is also valid (1). There may be reference to where this may occur, e.g. where there is a change in gradient (1) or where the river flows into a lake/sea (1). **(2 marks)**
 2×1

AO1 – 2

- 5 (c) (i)** 18 – 22m (units not essential). **(1 mark)**

AO2 – 1

- 5 (c) (ii)** Confluence / a tributary (joins it)/ rivers splitting/ meander/ bridge crosses it. **(1 mark)**

AO3 – 1

- 5 (c) (iii)** 0.5km/half **(1 mark)**

AO3 – 1

- 5 (c) (iv)** The river has a loop/curve/meander (1). Could measure length or comment on neck of meander (1). There are embankment/ levees (1) shown on both sides of the river at times/only one side (1). These are not continuous (1). The area next to the river is very flat (1). This will be the flood plain of the river (1). **(3 marks)**
 Maximum 2 for list.
 3×1

AO1 – 1
AO2 – 1
AO3 – 1

- 5 (d)** Flood plains form due to both erosion and deposition. Erosion widens the valley taking away the interlocking spurs present nearer the source and creating wide, flat area next to the river. Lateral erosion may be named, (perhaps linked to meander migration) as may some erosion processes. Deposition is also partly responsible for the formation of a flood plain. When the river overflows, material being carried is dropped as speed/energy is lost. Over time, this sediment forms layers on the flood plain, building it up. **(4 marks)**

AO1 – 3
AO2 – 1

Level 1 (Basic) 1-2 marks

Simple statements.

Order may jump about.

Sequence may be incomplete.

The river floods and leaves material on the flood plain. This is wide near the mouth. Meanders are found on the flood plain.

Level 2 (Clear) 3-4 marks

Statements are developed and linked.

Sequence and formation of flood plain is clear.

May focus on just deposition or erosion.

The narrow valley is widened as the river begins to erode sideways. The meanders create a wide, flat valley floor which is the flood plain. As the river floods, sediment is deposited on this wide area and its level is built up to form the flat area on either side of the river.

- 5 (e) (i)**

Statement	True	False
Only the longest rivers flooded.		✓
Flooding in 2000 affected only areas in northern England.	✓	
Flooding affected more places in 2007.	✓	

(3 marks)

AO1 – 1
AO2 – 1
AO3 – 1

3x1

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- 5 (e) (ii)** Response will depend on case study selected and whether it relates to a rich or poor part of the world. Examples likely to refer to various areas in England 2007, Cumbria 2010, Bangladesh, Pakistan. There is likely to be reference to numbers affected, deaths, impact on housing, farmland, businesses, transport routes etc. There may be categorisation in this way – or reference to short and long term. **(6 marks)**
- AO1 – 3**
AO2 – 3

Level 1 (Basic) 1-4 marks

Describes some effects of flooding, may be list – like at lower end.

Statements may be in a random order and/or separate.

Generic statements.

Lots of people died and many were homeless. There was no clean water and people were ill. Bridges had collapsed. There was raw sewage and rice had been washed away.

Level 2 (Clear) 5-6 marks

Clear description of a range of effects of flooding.

Statements are developed and linked.

Clear, specific reference to case study.

In Bangladesh in 2004, over 600 people died and millions were homeless. Raw sewage led to disease and there was no clean water. The floods wiped out the rice crop in rural areas. In Dhaka, the airport was flooded. Many bridges had been destroyed by the flood. Schools and hospital were badly damaged and the cost was estimated at \$7billion.

Question 6 Ice on the Land

- 6 (a)** Any valid sentence that reflects what is in each stage of the diagram. **(4 marks)**
For example, in first box – water enters cracks in the rock.
in second box – temperatures fall below freezing (at night) water freezes/expands. **AO1 – 2**
In third box – temperatures rise above freezing (during day), ice melt, pressure reduced. **AO2 – 1**
In fourth box – over many years the process is repeated/bits of rock break off. **AO3 – 1**
4x1
- 6 (b) (i)** East/ENE/NE **(1 mark)**
AO2 – 1
- 6 (b) (ii)** Height – highest point is 791m to west, 893m to north, other valid statement (1). **(2 marks)**
Slope – steep/very steep/cliff like; flatter at lip (1). **AO3 – 2**
- 6 (b) (iii)** Any valid landform – such as arête, pyramidal peak, glacial trough, truncated spur, hanging valley, ribbon lake, corrie lake/tarn. **(3 marks)**
3x1 **AO1 – 1**
AO2 – 1
AO3 – 1
- 6 (b) (iv)** Corries are formed by glacial erosion. Snow fills a hollow on mountainside and over time, due to compaction, ice forms. There are a number of processes that occur within the corrie – freeze thaw weathering attacks the backwall and bits of rock fall onto the ice. This material and that from plucking – where the moving ice tears away bits of rock that it has frozen to at the back of the corrie – provide the tools for abrasion – the sandpapering effect of the ice as it moves – this particularly affects the lip of the corrie. The typical shape is also the result of the way the ice moves – by rotational slip – leaving a deeper area near the backwall and a shallower area at the lip. **(4 marks)**
AO1 – 3
AO2 – 1

Level 1 (Basic) 1-2 marks

Simple statements.

Order may jump about.

Sequence may be incomplete.

Ice erodes a hollow on the mountain. It grinds over the rock. Bits of rock are pulled away from below it.

Level 2 (Clear) 3-4 marks

Statements are developed and linked.

Sequence and formation of corrie is clear.

Snow collects in hollow on mountain and over years becomes ice. Above the ice, freeze thaw weathering weakens the rock and bits break off. As it moves, bits of rock attached to it are torn away. This plucking and the weathering means there is a lot of rock in the ice. The ice uses this to erode the bottom of the hollow. The rotational slip movement of the ice results in the ‘armchair’ shape with a lip at the end.

- 6 (c) (i)** Any valid statement that reflects what can be seen and what is an attraction. **(3 marks)**
For example - **X** – cable car rides to see area from above, to get to skiing
area. **AO1 – 1**
Y – snow – capped mountains, spectacular scenery. **AO2 – 1**
Z – attractive village, places to stay/eat. **AO3 – 1**
Need to have phrases at least – not just one word as asked to describe.
3×1
- 6 (c) (ii)** Any valid reason for conflict – 1 mark for basic idea and a further mark for some **(2 marks)**
elaboration. For example – farmers and tourists may come into conflict over use
of paths – tourists stray from marked path and erode farmland. **AO1 - 2**
2×1
- 6 (d)** Actual content will depend on case study. Chamonix is in one of books. Effects **(6 marks)**
can be positive and/or negative and there is likely to be reference to social,
economic and environmental. **AO1 – 3**
AO2 – 3
Tourists bring economic benefits – many jobs such as ski instructors are created
as well as those in hotels and cafes. Jobs in construction and maintenance are
also present. Money is brought into the areas – and spent in facilities – which
themselves can be used by locals. Money can be invested in public services.
Provides jobs that may keep young people in areas – as lack of other
employment. the small towns are well maintained – Chamonix is pedestrianised,
is attractive.
There are disadvantages – resorts can be noisy and crowded, traffic congestion
is a problem on the narrow roads in Chamonix and other places. Erosion is a
problem on the mountains and there is much building of hotels, chalets, cable
cars that intrude on the landscape. Prices in shops are expensive and they
cater for the needs of the tourists rather than the locals. House prices rise as
people from other areas buy second homes – and purchase for locals becomes
difficult.

Level 1 (Basic) 1-4 marks

Describes some effects of tourism, may be list-like at lower end.

Statements may be in a random order.

Information is general.

*Too many people go at certain times of the year. There are traffic jams. People
get jobs working in cafes. They walk on footpaths and erode them badly.*

Level 2 (Clear) 5-6 marks

Clearly describes effects of tourism.

Statements are linked and developed.

Case study is clearly used.

*In Chamonix there are a lot of jobs for locals working in hotels and restaurants
as well as being instructors and guides. This encourages young people to stay
in an area that has few other opportunities except for farming. A lot of money is
brought in which supports local businesses. The environment is affected. There
are many cable cars in Chamonix and one cog railway – these are easy to see
against the mountains. Traffic congestion is also a problem in the resort itself
where streets are narrow. The tourist-orientated shops charge high prices – a
disadvantage for locals who also have to pay them.*

Question 7 Coastal Zone

7 (a)

Erosion is	sand and pebbles being thrown against the coast.	(4 marks) AO1 – 4
Hydraulic power is	the dissolving of some rocks by sea water.	
Abrasion is	the wearing away of the land.	
Attrition is	the force of the water against the coast.	
Solution is	the colliding of rock fragments into each other.	

All correct = 4; 3 correct = 3; 2 correct = 2; 1 correct = 1.
4x1

7 (b) (i) Nature reserve. Allow mud (flats). **(1 mark)**

AO2 – 1

7 (b) (ii) 5.4km – 5.6km = 2 marks; 5.0 – 5.3 or 5.7 – 6.0 = 1 mark. **(2 marks)**

AO3 – 2

7 (b) (iii) Outline should be clear and recognisable – with change in direction and variable width – 1 mark for basic outline +1 for specific detail. Up to 2 for labels such as wider section at the end, narrow middle section, change in direction, sand and mud behind spit, sand and shingle beach along coast, marshland behind start of spit, groynes. **(3 marks)**

AO2 – 1

AO3 – 2

3x1

7 (b) (iv) Spits result from transportation and deposition along the coast. Longshore drift carries material in the direction of the prevailing wind. When there is a break in the coast – e.g. a river mouth – or the coast changes direction, the process continues building out a long, narrow ridge of material. Often this is curved at a distance from the coast as it is affected by winds/ waves from a different direction. **(4 marks)**

AO1 – 3

AO2 – 1

Level 1 (Basic) 1-2 marks

Simple statements.

Order may jump about.

Sequence may be incomplete.

Deposition occurs along the coast. Longshore drift carries material along the coast. This builds a spit out to sea.

Level 2 (Clear) 3-4 marks

Statements are developed and linked.

Sequence and formation of spit is clear.

Longshore drift carries sediment along the coast. The swash is how the material is carried up the beach and the backwash takes it back down. In this way, material is moved along the coast in the direction of the prevailing wind. If the coast changes direction, sediment continues to be dropped in the same direction. In this way, a long, thin ridge of material is deposited – this is the spit. Further out to sea, the end of the spit is often curved due to waves approaching from a different direction.

- 7 (c)** A bar occurs when a line of deposition extends from one piece of land to another (usually across a bay) (1). Thus the bar is attached at both ends – whilst a spit is attached at its start only (1). The end is in the sea (1). **(2 marks)**
Allow offshore bar. **AO1 – 2**
2x1 – For 2 marks the difference must be clear.

- 7 (d)** Any valid label for each of X, Y and Z such as: **(3 marks)**
- X** – sand exposed/low lying/(patchy) grass **AO2 – 2**
Y – grass present/more species in this area. **AO3 – 1**
Z – shrubs present/taller vegetation/denser vegetation/green.
3x1 Maximum one mark for reference to colour.

- 7 (e)** Content will depend on coastal habitat used – sand dunes and salt marshes are likely choices. Conservation may refer to designation of sites as National Nature Reserves or Sites of Special Scientific Interest – these designations give rise to the monitoring of species to check on well-being of habitat. Often organisations such as English Heritage are involved who are committed to conservation. **(6 marks)**
Access is restricted – often along clearly marked paths and designated trails. **AO1 – 3**
Information is supplied via leaflets that seek to inform users of species present and encourage them, via education, to care for the area. Often, there is involvement with local schools in an outdoor classroom and various other facilities. There may be reference to coastal management and efforts to protect the coast as in the Keyhaven Marsh, Hampshire. **AO2 – 3**

Level 1 (Basic) 1-4 marks

Describes how area has been conserved – may be list-like at the lower end.

Statements may be in a random order. Coastal management is one possible strategy which if included on its own limits the response to level 1.

Information is general.

People are not allowed to walk everywhere. Organisations teach people about birds. The area is protected by big rocks. Species are counted.

Level 2 (Clear) 5-6 marks

Clearly describes how area has been conserved.

Statements are linked and developed.

Case study is clearly used.

Saltfleetby – Theddlethorpe dunes are a National Nature Reserve. This is run by English Heritage. Species are monitored by them to see how the habitat is doing. Paths are provided for people to walk on – these are clear to see and stop people from walking over all the area and damaging it. Leaflets are published and visitors can learn about the species and habitat from information boards. This encourages them to look after the area