



**General Certificate of Secondary Education**

**Geography – Full Course**  
*Specification A*

**40301F Physical Geography**

**Foundation Tier**

**Mark Scheme**

*Specimen Mark Scheme for Modular Specification 2013*

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the first operational examinations.

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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  
Few links; limited detail; uses a limited range of specialist terms  
Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.

#### **Level 2: Clear**

Knowledge of accurate information  
Clear understanding  
Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate  
Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.

### **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', 'L2' or 'L3' in the left hand margin.

The consequent mark within this level should appear in the right-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 Standardisation 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) False, True, True, True **4 marks**
- 1(a)(ii) together, magma, gentle **3 marks**
- 1(a)(iii) Shape – supervolcanoes are generally flat / surrounded by higher mountains (1) in contrast to the gentle / steep sided mountain / presence of a crater of a volcano (1).  
Scale – supervolcano would be much more violent (1) and dwarf eruptions such as Mt St Helens (1); will have much wider effects – on a global scale (1); will emit much more material – either ash or magma.  
2×(1+1). **4 marks**
- 1(b)(i) Any valid item either for or against statement from Figure 2 e.g. Sumatra – 9.1 was stronger than Kanto, Japan – 7.9 (1) and there were 96 000 more deaths (1)  
1 mark for correct earthquakes and 1 mark for using evidence. **2 marks**
- 1(b)(ii) Population density may have been very high (1) and therefore more people were affected near the epicentre (1); the buildings may have been old and not earthquake proof (1); the foundations may not have been deep enough / poorly built / inappropriate building materials. (1) Lack of evacuation plans (1) poor medical facilities (1)  
Either 2×1 or 1×(1+1). **2 marks**
- 1(c) Mercalli Scale will form the basis of the answer. **4 marks**  
There should be an understanding that this uses observed effects to determine the position on the scale. These may be described as text or as pictures. The scale goes up to XII. The score is given to match the level of impact. E.g. V will mean that everyone will feel the earthquake and dishes and windows will be broken. In contrast, a level XII will mean total destruction.

**Level 1 (Basic) 1–2 marks**

Simple, listed points.

An idea that it relates to different levels of damage done.

Knowledge of basic information

Simple understanding

Few links; limited detail; uses a limited range of specialist terms

Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.

**Level 2 (Clear) 3–4 marks**

Points are developed and linked.

The name of the method will be known.

Examples of the types of damage will be linked to the increasing score.

Knowledge of accurate information

Clear understanding

Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate

Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.

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1(d) Actual content will depend on the case study being used. **6 marks**

Immediate – there will be reference to the need to rescue people – may be done by relatives and basic equipment or just by hand initially, a need to put out fires, to provide medical help, to ensure there is clean water (and food). All of this may require international aid and teams of sniffer dogs, heavy equipment, medical staff, provision of water purifying tablets, blankets, setting up shelters, tents etc.

Long-term – this will involve the need to rebuild houses – using different materials and designs – to make them earthquake proof; to provide the means to be able to do this and to rebuild public buildings; attempts to give advice regarding what to do in an earthquake; to ensure jobs are being created; to help people to come to terms with a traumatic event and loss of parents, children.

**Level 1 (Basic) 1–4 marks**

Describes responses to an earthquake in a poorer part of the world.

Statements are general in a random order.

Knowledge of basic information

Simple understanding

Few links; limited detail; uses a limited range of specialist terms

Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.

**Level 2 (Clear) 5–6 marks**

Immediate and long-term responses are distinguished.

Statements are linked.

There is clear reference to the case study named.

Knowledge of accurate information

Clear understanding

Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate

Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.

**Total Marks for Question 1: 25**

**Question 2 Rocks, Resources and Scenery**

- 2(a) Statements match as follows 1 – 4; 2 – 3; 3 – 1; 4 – 2. **3 marks**  
All 4 correct = 3 marks; 2 correct = 2 marks; 1 correct = 1 mark.
- 2(b)(i) **X** – compaction; **Y** – cooling; **Z** – heat and pressure. **3 marks**
- 2(b)(ii) Weathering is the breakdown / weakening of rock. (1) It is caused by the effects of rain, wind, temperature change (1 for any example). It takes place in site / where it is (1) **2 marks**  
2 x 1.
- 2(b)(iii) Weathering makes it easier for erosion to take place (1) as often there is loose material that can be easily removed (1). It speeds up the erosion process (1). This is the first stage in rocks being altered and the cycle beginning again (1). **2 marks**  
2 x 1.
- 2(c)(i) The colour of the rock/rock type – grey slabs of rock / granite; the shape of the tor – steep slopes, rise to a flat top / steeper on one side / the top of the tor is quite narrow / flat; the overall landform – stands out over the surrounding area / reference to the height – people on top. **3 marks**  
3 x 1.
- 2(c)(ii) The relief – relatively flat in foreground / hilly in distance; vegetation – grassy / bare patches so cover not complete; different colours – possibly moorland. **2 marks**  
2x1
- 2(c)(iii) The rock consists of weaknesses / joints. These are not evenly spread – they are closer together in some parts of rock than others. The rock is weathered – freeze thaw and chemical. This is easier and faster where water has greater access so that the less jointed rock is less weathered and eroded. Such sections remain as tors as the surrounding rock is eroded faster. Allow reference to chemical weathering in tropical areas. **4 marks**

**Level 1 (Basic) 1–2 marks**

Simple statements in no specific order.

May be descriptive.

General terminology

Knowledge of basic information

Simple understanding

Few links; limited detail; uses a limited range of specialist terms

Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.

**Level 2 (Clear) 3–4 marks**

Develops statements and makes links.

There is a correct sequence to the explanation.

Geographical terms are used.

Knowledge of accurate information

Clear understanding

Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate

Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.

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- 2(d) Disadvantages of tourism may be environmental – e.g. footpath erosion, overcrowding, damage to walls, litter; economic – e.g. people attracted from traditional jobs, so decline further, second home owners are largely absent so shops close down; social – e.g. loss of meeting places, villages occupied by outsiders. **6 marks**
- Response should demonstrate specific knowledge of case study and places, facts therefore should be noted.

**Level 1 (Basic) 1–4 marks**

Simple statements, perhaps list like at lower end.

Separate ideas.

Different types are mixed up.

Knowledge of basic information

Simple understanding

Few links; limited detail; uses a limited range of specialist terms

Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.

**Level 2 (Clear) 5–6 marks**

Develops statements and makes links.

There is clear reference to the case study.

Knowledge of accurate information

Clear understanding

Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate

Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.

**Total Marks for Question 2: 25**



**Question 3 Challenge of Weather and Climate**

- 3(a)(i) 2×1 for accurately plotting the December figures. **2 marks**
- 3(a)(ii) Aberystwyth, York, Aberystwyth. **3 marks**
- 3(a)(iii) Reason likely to relate to the prevailing wind (1) and nearness to the sea / Aberystwyth is on the coast (1), in the path of the prevailing winds as they hit the shore (1). Areas to the east receive less rainfall, due to rainshadow (1). Depressions come from the west, so more rainfall is released in the west (1).  
2×1/1×(1+1) **2 marks**
- 3(a)(iv) Reason likely to refer to the fact that Edinburgh is further north / latitude. (1). This means that the sun's rays are more concentrated in York / as the sun is higher in the sky (1) as insolation from the sun is higher (1) and there is a smaller area for them to be spread over on the surface (1).  
2×1/1×(1+1) **2 marks**
- 3(b)(i) Wettest June in 120 years of records being kept (1). This was 44mm higher than the second highest year in 1982 (1). 50mm of rain fell in just 1 day (1).  
2 × 1 **2 marks**
- 3(b)(ii) A number of elements are possible – the effect on people's homes and possessions, their businesses, their (journey to) work / home, the way help was on hand and people and organisations rallied around. **4 marks**

**Level 1 (Basic) 1–2 marks**

Simple statements describing the effects.

Relies on Figure 8; may copy relevant parts.

Random order.

Knowledge of basic information

Simple understanding

Few links; limited detail; uses a limited range of specialist terms

Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.

**Level 2 (Clear) 3–4 marks**

Begins to develop points and to link ideas.

Information in Figure 8 is used.

Answer has clear structure – effects categorised.

Knowledge of accurate information

Clear understanding

Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate

Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.

- 3(c)(i) eye, sea, anticlockwise, northwest **4 marks**  
4 x 1

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- 3(c)(ii) Actual content will depend on the case study being used. **6 marks**  
Economic effects – include loss of earnings, loss of businesses / livelihood, looting of goods, cost of rescue and rebuilding, cost of insurance, possible increased cost of fuel, cost to economy in lost crops / production.  
Social effects – include deaths, injuries, displacement of people, loss / damage to homes, having to be separated from family / friends, conditions in places of safety, increase in crime – looting.

**Level 1 (Basic) 1–4 marks**

Simple statements, perhaps list like at lower end.

Separate ideas.

Social and economic are mixed in account.

Knowledge of basic information

Simple understanding

Few links; limited detail; uses a limited range of specialist terms

Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.

**Level 2 (Clear) 5–6 marks**

Develops statements and makes links.

Social and economic are distinguished.

There is clear reference to the case study.

Knowledge of accurate information

Clear understanding

Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate

Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.

**Total Marks for Question 3: 25**

**Question 4 The Living World**

- 4(a)(i) The birds will eat berries from plants in the hedgerow / insects living within it / the hedgerow provides a habitat for the birds (1).  
The hedgerow takes nutrients / minerals / water from the soil / it grows in it/falling leaves/twigs return nutrients to the soil.  
2 × 1 **2 marks**
- 4(a)(ii) A really warm and wet summer would make the hedgerow grow quickly, there would be more insects / berries and so birds would thrive; leaves etc that had fallen previously would decompose rapidly and be available to the plants. **4 marks**  
  
People could have positive and negative effects – it is likely that they will be perceived as negative with reference to berries being picked; damage being done; soil being eroded; hedgerow being cut back and growth controlled.  
4x1; maximum 3 on any part.
- 4(b)(i) False, True, True, False **4 marks**
- 4(b)(ii) A – shows buttress roots (1). These support the tree which grows very tall (1) in soil that is shallow in depth (1). **4 marks**  
B – shows drip tip leaves (1). These allow the water to run off the leaves easily by channelling it to a point (1) so that the leaves are not damaged by the weight of the water (1).  
1 mark is for recognising the feature and second mark is for explaining why it is present.  
2×(1+1)
- 4(c)(i) Any 2 valid reasons – farming – slash and burn, shifting cultivation, ranching; logging, road construction, mining / quarrying, population increase, resettlement etc. **1 mark**  
Any 2 correct = 1.
- 4(c)(ii) Likely to consider the effects on the water cycle and the soil. There will be no trees to intercept the rain and so water will reach the surface more quickly; there will be more rapid overland flow to the rivers and there will be an increased risk of flooding. The removal of the trees will remove the protection of the soil and there will be an increase in erosion – much will be washed into the rivers. Leaching will also be faster and there will be no trees to replace lost nutrients so the soil will quickly become exhausted. **4 marks**

**Level 1 (Basic) 1–2 marks**

Simple statements.

These are generalised and separate.

Knowledge of basic information

Simple understanding

Few links; limited detail; uses a limited range of specialist terms

Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.

**Level 2 (Clear) 3–4 marks**

Develops points.

Sees link between different parts of a sequence.

Knowledge of accurate information

Clear understanding

Answers have some linkages; occasional detail/exemplar; uses some specialist

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terms where appropriate

Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.

4(c)(iii) **6 marks**

Need to identify what ecotourism is – allows visitors into an area in small numbers, where the environment is cared for and protected and the benefits of this small scale activity benefit the local people – and so it is seen as sustainable – potential for long term, without harming the environment, but allowing locals to develop their economy.

Limiting numbers, having locals as guides, ensuring waste / litter is disposed of properly, using local built accommodation, having basic transportation as used by locals; educating visitors about the forest and the species in it and how to care for it are examples of how ecotourism can lead to sustainable development with the locals able to use the forest in the long term. Examples may be referred to e.g. from Brazil, Ecuador.

**Level 1 (Basic) 1–4 marks**

Simple statements, perhaps list like at lower end.

Some idea about what ecotourism is.

Some idea about how tourism can be sustainable.

Knowledge of basic information

Simple understanding

Few links; limited detail; uses a limited range of specialist terms

Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.

**Level 2 (Clear) 5–6 marks**

Develops statements.

Links are clearly made between the idea of ecotourism and how it can lead to sustainable development.

There are illustrations of this.

Knowledge of accurate information

Clear understanding

Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate

Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.

**Total Marks for Question 4: 25**

**SECTION B****Question 5 Water on the Land**

- 5(a)(i) Confluence; tributary / small river joins **1 mark**
- 5(a)(ii) Symbol for steep slope / cliff present; contours close together; 100m contour down to 60m clear, but then sequence stops. **2 marks**  
2 × 1
- 5(a)(iii) Channel is narrow (1) and winding (1). Valley floor is very narrow (1). Sides are steeply sloping (1). V-shaped (1). Asymmetrical cross profile (1) Slopes (1). Allow for detailed observations, e.g. valley widens at Trafalgar. **3 marks**  
3×1 / 1+(1+1)
- 5(b) Any valid label that fits the diagram and shows the sequence in the development of an ox-bow lake. **4 marks**  
First diagram – reference to river beginning to meander / fastest flow being towards developing outside bend.  
Second diagram – fastest flow on outside bend / results in erosion on this side of the channel and slower water on inside bend causes deposition. Third diagram – points for diagram 2 are valid if not previously made. Also, meander shifts and two outside bends get closer together as processes continue.  
Fourth diagram – Neck of meander is broken through, often in flood. River follows shortest course, leaving ox-bow lake without water. Deposition completes separation over time.
- Level 1 (Basic) 1–2 marks**  
Simple, listed points.  
Order not correct – jumps about.  
Sequence may be incomplete.  
Knowledge of basic information  
Simple understanding  
Few links; limited detail; uses a limited range of specialist terms  
Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.
- Level 2 (Clear) 3-4 marks**  
Points are developed and linked.  
Sequence and formation of ox-bow lake is clear.  
Knowledge of accurate information  
Clear understanding  
Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate  
Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.
- 5(c)(i) Flood occurs when a river bursts its banks (1) for this idea. Flash flooding occurs without warning / rapid response of channel to rain (1) for this aspect. **2 marks**  
2 × 1

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- 5(c)(ii) Relief is steep (1) so runoff will be rapid over the surface (1). **4 marks**  
 Boscastle is a built-up area/area covered with buildings / tarmac / concrete (1) so land surface is impermeable and runs off quickly / drains put in to take water away, so gets to river even faster than it would do naturally (1).  
 2×1+1
- 5(c)(iii) **X** – trees and debris piled up behind bridge. **3 marks**  
**Y** – building has partly collapsed.  
**Z** – road damaged.  
 3 × 1
- 5(d) Actual content will depend on hard engineering methods selected. **6 marks**  
 Likely to refer to dams and reservoirs, straightening of rivers.  
 For dams and reservoirs, there should be recognition that this involves constructing a barrier behind which a lake is created. This will store water, especially during time of heavy rain and then water can be released during drier periods.  
 Straightening involves redirecting the river's flow, by cutting out meanders and creating a more direct course. This means that the water is taken out of the area more quickly as it does not have to travel so far.

**Level 1 (Basic) 1–4 marks**

Describes 1 or 2 hard engineering methods.

Statements may be in a random order.

Knowledge of basic information

Simple understanding

Few links; limited detail; uses a limited range of specialist terms

Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.

**Level 2 (Clear) 5–6 marks**

The description is followed by how the method controls flooding.

Refers to more than one method, but may be imbalance.

Statements are linked.

Knowledge of accurate information

Clear understanding

Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate

Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.

**Total Marks for Question 5: 25**

**Question 6 Ice on the Land**

- 6(a)(i) Southwest **1 mark**
- 6(a)(ii) 343153 **1 mark**
- 6(a)(iii) 2.8 – 3.0 **1 mark**
- 6(a)(iv) Corries – actually 2 – 1 occupied by Red Tarn – small circular lake occupies corrie left after glacier has melted. This corrie is better formed than Brown Cove which is not deep enough for a lake (1). May refer to steep backwalls of corries (1) where scree is present. There are a number of arêtes – Swirral Edge and Striding Edge and a pyramidal peak – Helvellyn. **4 marks**  
Must clearly show reference to map for marks.
- Level 1 (Basic) 1–2 marks**  
Simple, listed points.  
Evidence is general – may note landforms present only.  
Knowledge of basic information  
Simple understanding  
Few links; limited detail; uses a limited range of specialist terms  
Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.
- Level 2 (Clear) 3–4 marks**  
Points are developed.  
Clearly links landforms to specific evidence in the square.  
Knowledge of accurate information  
Clear understanding  
Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate  
Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.
- 6(b)(i) Glacial trough / U-shaped valley. **3 marks**  
**X** – reference to very steep valley sides / truncated spurs / a lot of bare rock exposed  
**Y** – reference to flat valley floor, course of misfit stream.  
3 × 1
- 6(b)(ii) whole valley, interlocking, abrasion, glacial trough **4 marks**
- 6(c)(i) True, False, True **3 marks**
- 6(c)(ii) Any 2 different attractions such as viewing different landscape such as surface of glacier, crevasses etc., opportunities for riding on a snowmobile, winter sports such as skiing. **2 marks**  
2×1

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- 6(d) Actual content will depend on case study. **6 marks**  
Environmental impact likely to relate to people trampling on snow and impact on soil beneath, or walking on newly exposed moraine – fragile environments; visual intrusion of lots of people and buildings and facilities such as hotels, bars, ski lifts and problems of noise in a wild, isolated environment, the problem of litter.

**Level 1 (Basic) 1–4 marks**

Describes the impact on the environment.  
Statements may be in a random order.  
Knowledge of basic information  
Simple understanding  
Few links; limited detail; uses a limited range of specialist terms  
Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.

**Level 2 (Clear) 5–6 marks**

Description is linked to case study.  
Statements are linked and developed.  
Knowledge of accurate information  
Clear understanding  
Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate  
Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.

**Total Marks for Question 6: 25**



**Question 7 The Coastal Zone**

- 7(a) Responses to convey the following. **3 marks**  
 First diagram – Water enters a crack in the rock  
 Second diagram – Temperature drops, water freezes and expands.  
 Third diagram – Repetition over many years will lead to rock weakening and bits will break off.  
 3 × 1
- 7(b)(i) **W** - sea stack; **X** – cliff; **Y** – cave/wave-cut notch; **Z** – bay **4 marks**  
 4 x 1
- 7(b)(ii) Shifting of loose material down a slope as one. (Definition as clear as this is worth 2). Examples include sliding and slumping – 1 mark for example. **2 marks**  
 2×1 / 1+1
- 7(c)(i) Between 0.8km and 0.9km. **1 mark**
- 7(c)(ii) There is a sandy beach (1) which varies in width – seems to be narrowest at Mappleton. There are cliffs behind the beach (1) – these form a continuous line. Mappleton is situated on the coast – there is access to the beach from it (1) and the presence of a picnic site and toilets suggest it is used for recreation/tourism (1). **3 marks**  
 3×1
- 7(c)(iii) Buildings are near the edge of the cliffs, so it is likely that some of these would go into the sea. Those further away, such as the windmill and the church would survive longer. The road, B1242 is very close to the north edge of Mappleton and this would be threatened, reducing the accessibility to Mappleton. People would lose their homes and the threat of this would be daunting. Businesses near the coast would also go and people would lose their livelihood. People would be forced to move and leave family, friends behind. People may decide to protest and try to get coastal protection. **4 marks**

**Level 1 (Basic) 1–2 marks**

Simple, listed points.

General – no specific reference to map.

Will consider either settlement or residents.

Knowledge of basic information

Simple understanding

Few links; limited detail; uses a limited range of specialist terms

Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.

**Level 2 (Clear) 3–4 marks**

Points are developed and linked.

Refers to map.

Considers both settlement and residents.

Knowledge of accurate information

Clear understanding

Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate

Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.

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7(c)(iv) Groyne is built at right angles to the coast. It will hold back the sand as it moves down the coast (1). It will interfere with / stop longshore drift (1) and starve beaches to the south of sand (1). **2 marks**  
2 × 1

7(d) Actual content will depend on coastal habitat selected – likely to be sand dunes / saltmarsh / mudflats but it could relate to area that has been industrialised and now being restored, a nature reserve, SSSI – indeed may be a combination of these. Whichever is selected, there should be reference to the weather conditions such as wind, the influence of the sea, the tidal range and the material present, i.e. sand if sand dunes and its origins. There should then be reference to the species that are present – plants and/or animals and how these have adapted to their habitat, reflecting why it is suitable for them, e.g. marram grass is folded to reduce transpiration in windy area; roots are long and extensive to search for water /stabilise it. **6 marks**

**Level 1 (Basic) 1–4 marks**

Describes the environment and/or the species present.

Statements may be in a random order.

Knowledge of basic information

Simple understanding

Few links; limited detail; uses a limited range of specialist terms

Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.

**Level 2 (Clear) 5–6 marks**

The description is followed by links to why the environment is suitable.

Statements are linked.

Knowledge of accurate information

Clear understanding

Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate

Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.

**Total Marks for Question 7: 25**