



**General Certificate of Secondary Education**

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

**90301F Physical Geography**

**Foundation Tier**

**Mark Scheme**

*Specimen Mark Scheme for Linear Specification (2014 onwards)*

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

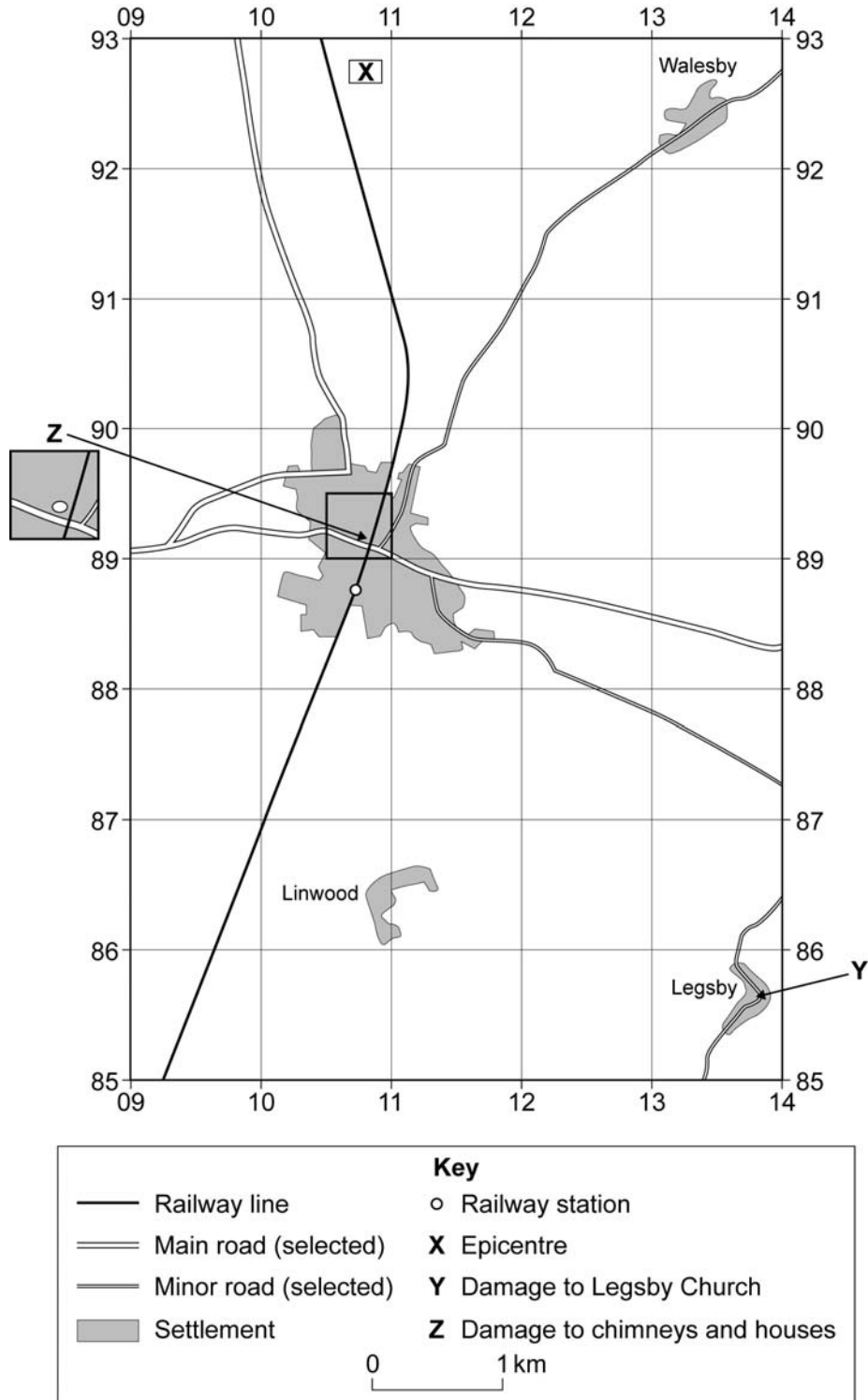
### Question 1 The Restless Earth

#### Question 1: The Restless Earth

- 1 (a) (i) Earthquakes occur in lines - **True** **3 marks**  
Earthquakes never occur away from plate boundaries - **False**  
Earthquakes occur around the edge of the Pacific Ocean - **True**
- 1 (a) (ii) Destructive. **1 mark**
- 1 (a) (iii) ...plates move **parallel with** each other. **4 marks**  
They **slide past** each other  
...often stick and **pressure** builds up  
...causes a **jerking** movement.

**1 (b) (i)** Centre of X accurately located as shown in box – 2 marks. If X within area bounded by northing 92 & 93 and railway line, and easting 11 (or centred on them) – 1 mark. **2 marks**

**1 (b) (ii)** Y accurately located – 1 mark. Z accurately located (as shown in 'close-up' box by Z label below) – 2 marks. (NB should not touch railway or road. If Z label placed directly on map use position at centre of 'Z'). If Z located inaccurately but in south east corner of grid square – 1 mark. **3 marks**



- 1 (b) (iii)** Figure 2 shows that the epicentre occurred in a rural area/field so damage expected to be less than if it had been in a built up area. Also, it measured 5.2 on the Richter scale. This is strong for UK, but many earthquakes occur of this strength worldwide each year. The buildings are well built and can withstand earthquakes of this strength. There should be an understanding of the location from the map and the meaning of the score on the Richter scale and these points may be linked. **4 marks**

**Level 1 (Basic) (1-2 marks)**

Simple listed points.

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.

Descriptive – of location and/or Richter scale.

*Measured 5.2. Happened in middle of nowhere – near a wood.*

**Level 2 (Clear) (3-4 marks)**

Specific reference to map needed. Reference to own knowledge.

Points are developed and 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.

Links the location and/or the Richter scale score to the limited amount of damage.

*Epicentre in a rural area/field so damage less than if it had been in a built up area. It only measured 5.2 on the Richter scale. This is not a strong earthquake generally, although it is for UK.*

- 1 (c) (i)** Idea what a secondary effect is for, 1 mark, and reason why for 1 mark. Secondary effect is an effect that occurs later/is a knock-on effect (1) resulting from the earthquake a primary effect (1). The earthquake displaced sea water (1) + (1) for further development, e.g. which moves towards the land, gaining in height in its final approach. **2 marks**

- 1 (c) (ii)** Actual content will depend on the case study being used – Boxing Day tsunami of 2004 is likely to be used. Expect reference to either whole area affected or a focus on just one country – either approach is permissible. **6 marks**

There may be some categorisation – such as the initial impact of the wave – speed/height of approach – People being injured, number of deaths, trying to save people, large numbers missing and people searching for lost relatives and friends – Many people homeless, vast amount of property damaged; whole settlements wiped out; risk of disease; impact on farming, tourism.

**Level 1 (Basic) (1-4 marks)**

Describes effects of a tsunami.

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.

*Lots of people died, a lot were drowned or hurt by the water's power.*

*Buildings were destroyed. People tried to run out of the way. In some places whole places were destroyed.*

**Level 2 (Clear) (5-6 marks)**

Effects are clearly described, in an organised way.

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.

There is clear reference to the case study named – must be present.

*In places like Banda Aceh in Sumatra, the huge wave – over 20m –*

*wiped out complete settlements. People fled as the wave approached.*

*Lots died – over 22000. People began to try to find relatives and*

*friends, often searching the streets littered with dead bodies. The risk of diseases such as cholera grew rapidly.*

**Total 25 marks**



**Question 2: Rocks, Resources and Scenery**

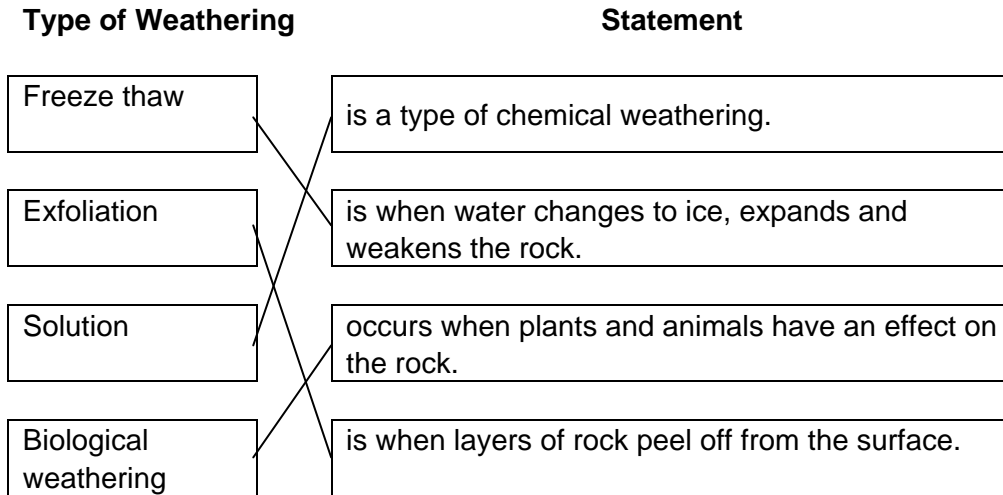
**2 (a) (i)** Era represents a longer time than a Period (1) + 1 for giving figures as evidence, e.g. Cenozoic period about 65 million years (1) is more than Quaternary period – less than 10 million years (1). Era is divided into periods (1). Era is overall title – that is then split (1). **2 marks**

**2 (a) (ii)** 3×1 **3 marks**  
**Period** - Permian.  
**Rock Type** – Limestone.  
**Age (millions of years)** - 145 - 65 or 65 - 145

**2 (a) (iii)** Sedimentary. **1 mark**

**2 (b)** Any three characteristics of rock and landscape that is visible from the photograph. Rock features such as bedding plane layers, joint cracks, the grey colour of limestone, the water marks running through it. Landscape features such as overhanging ledge, steep/vertical slope/cliff, bare rock face, the V-shape at the top, scree, random boulders. **3 marks**  
 1 mark for vegetation, if located.  
 3×1

**2 (c)** **3 marks**



**2 (d) (i)** Westbury cement works is found in grid square **8852**. **3 marks**  
 The works are **north east** of the church...  
 The land is **gently** sloping.

- 2 (d) (ii)** Y is a large hole in the ground (about 0.5 sq km) where the rock has been removed from – this is likely to be visible. Dust from the quarry itself is likely to be present, changing the colour of the immediate area. Blasting of the rock is likely to remove it – creating noise. This material must be transported to the works – there are small roads for this – lorries will be noisy. **4 marks**

**Level 1 (Basic) (1-2 marks)**

Simple statements in no specific order.

May be descriptive of any features.

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.

General points without evidence.

*The quarry is a big hole in the ground. It will be noisy and there will be lots of dust.*

**Level 2(Clear) (3-4 marks)**

Develops statements and makes links.

The response is clearly linked to the question – environmental disadvantages are targeted.

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.

Some specific reference to the map is needed.

*The quarry is about half a square km as it takes up half a square. It is a very large hole in the ground and the bare rock will be visible from the area around it. There are some minor roads near it that will take the rock away. This will mean having to go through Westbury to get to the cement works. These will make it noisy and possibly dirty for residents.*

- 2 (e)** Actual information will depend on case study selected. **6 marks**  
 Advantages likely to refer to points such as – the provision of a necessary resource. Hope produces 1.3 million tonnes each year. This is a vital raw material for road building and construction industry. The quarry employs a significant number of people – over 180 in an area where there is a limited number of jobs and limited choice. It offers an alternative to farming and tourism and provides opportunities for young people. It helps to support local services – as the workers spend money in nearby shops.  
 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

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.

Generalised statements.

*People will have jobs in the quarry. It will dig out rock that can be used.*

*The workers can spend their money in local shops. School leavers will have more choice of jobs.*

**Level 2 (Clear) (5-6 marks)**

Develops statements and makes links, e.g. between strategy and problem solved.

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.

There is clear reference to the case study.

*At Hope quarry in the Peak District, there are jobs for almost 200 people. They dig out limestone that is used to make cement. This is a really important resource. It is used to build and maintain roads and for houses. Hope produces over 1 million tonnes a year. The jobs are important as there are not many other options and this encourages young people to stay in the area.*

**Total      25 marks**

**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.

*Workers were trapped in factories. Families were airlifted from their flooded flats. Shops and restaurants were destroyed.*

**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.

*Businesses were destroyed so people would lose their jobs. Railways were disrupted so people could not get home or to work. Goods were unable to be moved around the area so businesses would suffer.*

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

**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.  
*Farmland was flooded and crops lost. People died or were injured.  
Businesses and buildings were destroyed. Homes were destroyed and families became separated.*

**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.  
*In the USA Hurricane Katrina caused nearly 2000 deaths, destroyed over a quarter of million homes and resulted in large numbers of Gulf coast residents being displaced. Katrina damaged major industries such as oil and gas, chemicals and tourism leaving hundreds and thousands unemployed.*

**Total Marks for Question 3: 25**

**Question 4 The Living World****4 (a)****3 marks**

Part of ecosystem	Statement
Producers	eat green plants
Herbivores	break down dead plants and animals
Carnivores	make their own food by photosynthesis
Decomposers	are the highest level in the food chain

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

**4 (b) (i)**

Oak trees adapt to the climate by losing their leaves in winter (1) in order to reduce water loss/transpiration (1). Bark on the trees is thick (1) to protect against frost in the winter (1). The leaves are broad in shape/large (1) as rainfall is not high enough to damage them and increases photosynthesis (1).

**2 marks**

1+1 for adaptation and purpose.

**4 (b) (ii)**

Roots are long (1) as soil is relatively deep and nutrients are leached down / fertile (1). They are also quite extensive (1) to give the tree support in the soil (1)  
1+1 for adaptation and purpose

**2 marks****4 (c) (i)**

4.5kms – 4.6kms = 2 marks;  
4.3kms – 4.4kms and 4.7kms – 4.8kms = 1 mark

**2 marks****4 (c) (ii)**

Any 3 different recreational activities – need to identify activity from map, e.g. picnics at picnic sites, lunches in pub at High Beach); walking on many tracks/paths in forest/hills, e.g. Three Forests Way; visiting/finding out about the trees and animals at the conservation centre; learning about the ecosystem at the field study centre; fishing in pond/along rivers.  
3×1 for evidence and each different type of activity.

**3 marks****4 (d)**

Any relevant way in which trees themselves are managed – linked to activity, e.g. in Epping Forest, trees were pollarded (1) where lower branches were removed (1); removing some fallen trees in order to allow light and regrowth (1) but allowing others to remain to return nutrients to the soil (1); felling some trees of a certain age (1); replanting programmes (1); removing or allowing trees to stay following storm damage.  
3×1 or 1 basic point (1) and 1 developed point (1+1).

**3 marks**

- 4 (e)** Description should refer to the amount of vegetation cover – more extensive in 12b, but still not complete as areas of bare soil are visible; its location – on valley floor only in 12a but extends further up sides in 12b; its height – relatively low lying, but taller in 12b; its flowering status – many flowers and colours are testimony to variety of species in 12b, whereas no flowers in 12a. There should be a recognition that this is the result of recent rainfall, where seeds that have lain dormant germinate, flower, seed and die in a short life cycle following bursts of rain. **4 marks**

**Level 1 (Basic) (1-2 marks)**

Simple statements.

These are generalised and separate, but do use photo.

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.

One element – description or explanation is addressed.

If explanation is present, it is simple.

*There are a lot more flowers in 12b. There are more species than in 12a. The desert is colourful and the vegetation cover is greater. It has just rained.*

**Level 2 (Clear) (3-4 marks)**

Develops points.

Linked statements, making use of photo.

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.

Explanation and description are both considered.

*The desert has come to life in 13b. There are many yellow flowers that cover much of the valley floor that were not present in 13a. There seem to be more species as there are more different types of leaves. It has probably rained recently, so seeds that have been there from when it rained before have begun to grow and then flower. This happens quickly so that plants can survive the dry conditions.*

- 4 (f)** Responses will depend on case study selected – likely to be an area such as Sahel or parts of North Africa or South Africa. Likely to depend on case studies in related textbooks. Need to consider how people use the area – nomadic pastoralism = people herding livestock and moving in search of water; settlement at oases; use of water such as Nile for irrigation – small scale and large scale is possible with this; possible development of tourism in countries such as Tunisia, Morocco and Egypt. **6 marks**

**Level 1 (Basic) (1-4 marks)**

Simple, general statements, perhaps list like at lower end.

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.

Relates to some use(s). No example or general information for poorer area.

*In the Sahara, people keep cattle. Some move around with their animals. In some areas, there is water. Farmers put it on their land and grow crops. Tourists visit deserts on holiday.*

**Level 2 (Clear) (5-6 marks)**

Develops and links statements.

Relates to more than one use.

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.

There is reference to case study.

*In the Sahara Desert, pastoral nomads keep cattle and other animals such as goats and camels. They travel in search of water in the dry area, but more now stay put. Along the Nile, farmers have taken water from the river to water their fields and grow crops. Many, such as potatoes and cotton, are sold at local markets or exported. Tunisia is an important tourist destination and many holidaymakers include a visit to the desert as part of their visit allowing locals to make a living as tour guides, selling souvenirs etc. Big hotels have opened in places like Tozeur and Douz offering unskilled jobs. Camel rides are a big attraction.*

**Total      25 marks**



**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

**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.

*Build dams to store water in a reservoir. Straighten rivers for faster flow*

**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.

*Dredge river beds and raise levees so the river channel can carry more water out of the area. Build a dam which will store water in a reservoir especially during periods of heavy rain and then water can be released during drier spells.*

**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.  
Must clearly show reference to map for marks. **4 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.  
*Steep slopes, small lake, Swirral Edge*
- 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.  
*A corrie occupied by Red Tarn the backwall of the corrie is very steep and slopes are covered with scree. Swirral Edge is a steep knifed edged ridge known as an arête.*
- 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

- 
- 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.

*Too many people at certain times of the year. There are traffic jams. Noise and litter pollution. Footpath erosion*

**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.

*In Chamonix like other resorts it can be noisy and crowded, traffic congestion is a problem on the narrow roads. Erosion is a problem with people trampling on the snow which compacts the soil below. Lots of buildings and tourist facilities such as ski lifts cause visual pollution.*

**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.

*Houses will fall into the sea. People will have to move. Businesses will close. The car park and picnic site will disappear*

**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.

*People will be forced to leave the area leaving their friends and family*

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*behind. The closure of businesses will increase unemployment in the area. The possible closure of the B1242 will reduce accessibility of Mapleton which will deter industry as well as increasing transport costs for locals.*

- 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.

*There are lots of sand dunes. A wide flat beach. The area is covered with marram grass and trees.*

**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.

*Formby Point is a large area of sand dunes to the north of Liverpool. The dunes are formed by the prevailing westerly winds blowing across a wide flat beach that is exposed at low tide. The dunes are stabilised by Marram grass. Marram grass is adapted to this habitat in that the grass is folded to reduce transpiration in windy areas; roots are long and extensive to facilitate the search for water.*

**Total Marks for Question 7: 25**