

OXFORD

INTERNATIONAL
AQA EXAMINATIONS

INTERNATIONAL AS GEOGRAPHY

(9635)

Mark scheme

Unit 1b: Physical geography 1, Coastal systems and landscapes

Specimen 2018

Mark schemes are prepared by the lead assessment writer 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 associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same, correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the lead assessment writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' 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.

International AS Geography mark scheme

How to mark

Aims

When you are marking your allocation of scripts your main aims should be to:

- recognise and identify the achievements of students
- place students in the appropriate mark band and in the appropriate part of that mark band (high, low, middle) for **each** Assessment Objective
- record your judgements with brief notes, annotations and comments that are relevant to the mark scheme and make it clear to other examiners how you have arrived at the numerical mark awarded for each Assessment Objective
- ensure comparability of assessment for all students, regardless of question or examiner.

Approach

It is important to be **open-minded** and **positive** when marking scripts.

The specification recognises the variety of experiences and knowledge that students will have. It encourages them to study geography in a way that is relevant to them. The questions have been designed to give them opportunities to discuss what they have found out about geography. It is important to assess the quality of **what the student offers**.

Do not mark scripts based on the answer **you** would have written. The mark schemes have been composed to assess **quality of response** and not to identify expected items of knowledge.

Assessment Objectives

This component requires students to:

AO1	Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales.
AO2	Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues.
AO3	Use a variety of relevant quantitative, qualitative and fieldwork skills to: <ul style="list-style-type: none"> • investigate geographical questions and issues • interpret, analyse and evaluate data and evidence • construct arguments and draw conclusions.

The marking grids

Do not think of levels equalling grade boundaries.

Depending on the part of the examination, the levels will have different mark ranges assigned to them. This will reflect the different weighting of Assessment Objectives in particular tasks and across the examination as a whole.

Using the grids

Having familiarised yourself with the descriptors and indicative content, read through the answer and annotate it (as instructed below) to identify the qualities that are being looked for and that it shows. You can now check the levels and award a mark.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptors for that level. The descriptors for the level indicate the different qualities that might be seen in the student's answer for that level. If it meets all the descriptors for the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptors and the answer. With practice and familiarity you will find that for better answers you will be able to skip through the lower levels of the mark scheme quickly.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best-fit approach for defining the level and then use the variability of the response to help decide the mark within the level.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark.

It is often best to start in the middle of the level's mark range and then check and adjust. If there is a lot of indicative content fully identifiable in the work you need to give the highest mark in the level. If only some is identifiable or it is only partially fulfilled, then give the lower mark.

The exemplar materials used during standardisation will also help. There will be an answer in the standardising materials that will correspond with each level of the mark scheme. This answer will have been awarded a mark by the lead examiner. You can compare the student's answer with the example to determine if it is of the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the lead examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

In addition to the levels descriptors, question specific indicative content is provided as a guide for examiners. This is not intended to be exhaustive and you must credit other valid points.

An answer that contains nothing of relevance to the question must be awarded no marks.

Annotating scripts

You should write a summative comment at the end for each Assessment Objective and indicate the marks for each Assessment Objective being tested at the end of the answer in the margin in sequence. It is vital that the way you arrive at a mark should be recorded on the script. This will help you with making accurate judgements and it will help any subsequent markers to identify how you are thinking. Please do not write negative comments about students' work or their alleged aptitudes.

The below mark scheme is used to assess both Question 1 and Question 2.

Section A – Living with hazards
Total for this section: 40 marks

Question	Part	Marking guidance	Total marks
01	1	<p>Which of the following accurately describes the term ‘hazard perception’?</p> <p>Key – B</p>	<p>1</p> <p>AO1=1</p>
01	2	<p>What impact do high air temperatures have on forest fires?</p> <p>Key – D</p>	<p>1</p> <p>AO1=1</p>
01	3	<p>Which of these statements can be applied to all tropical storms?</p> <p>Key – B</p>	<p>1</p> <p>AO1=1</p>
01	4	<p>What is a pyroclastic flow?</p> <p>Key – B</p>	<p>1</p> <p>AO1=1</p>
01	5	<p>A government of a tectonically active country invests in country-wide earthquake drills and retro-fitting buildings to improve their stability. Which of the following describes their actions?</p> <p>Key – A</p>	<p>1</p> <p>AO1=1</p>

Question	Part	Marking guidance	Total marks						
02		<p>Evaluate the usefulness of Figure 1 in showing the characteristics and impacts of tropical storm hazards.</p> <p>Students must identify that the two hazards are different in many categories such as magnitude and vulnerability of the population, however both hazards are hurricanes and both have the same level of predictability.</p> <p>The question asks for pupils to evaluate the usefulness, which is expecting pupils to discuss the ability to compare, but look at other factors such as limited reference to factual data etc.</p> <p>Pupils may compare the hazard profiles to begin their evaluation and discussion.</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>4–6</td> <td> <p>AO3 – There is clear selection of evidence from the hazard profile to compare the two hazards.</p> <p>Evidence selected is discussed in clear relation to the categories from the figure and the student clearly explains how this reflects the characteristics and impacts of tropical storms.</p> <p>A clear and distinctive level of evaluation is provided in relation to both impacts and characteristics.</p> </td> </tr> </tbody> </table>	Level	Marks	Description	2	4–6	<p>AO3 – There is clear selection of evidence from the hazard profile to compare the two hazards.</p> <p>Evidence selected is discussed in clear relation to the categories from the figure and the student clearly explains how this reflects the characteristics and impacts of tropical storms.</p> <p>A clear and distinctive level of evaluation is provided in relation to both impacts and characteristics.</p>	<p>6</p> <p>AO3=6</p>
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2	4–6	<p>AO3 – There is clear selection of evidence from the hazard profile to compare the two hazards.</p> <p>Evidence selected is discussed in clear relation to the categories from the figure and the student clearly explains how this reflects the characteristics and impacts of tropical storms.</p> <p>A clear and distinctive level of evaluation is provided in relation to both impacts and characteristics.</p>							

Question	Part	Marking guidance	Total marks						
02		<table border="1"> <tr> <td>1</td> <td>1–3</td> <td> <p>AO3 – Basic selection of evidence is made from the hazard profile to look at one or both hazards briefly.</p> <p>Evidence selected is discussed with some link to the categories from the figure and student begins to explain how this reflects either characteristics or impacts of tropical storms.</p> <p>Limited evaluation is provided.</p> </td> </tr> <tr> <td></td> <td>0</td> <td>No creditable content.</td> </tr> </table>	1	1–3	<p>AO3 – Basic selection of evidence is made from the hazard profile to look at one or both hazards briefly.</p> <p>Evidence selected is discussed with some link to the categories from the figure and student begins to explain how this reflects either characteristics or impacts of tropical storms.</p> <p>Limited evaluation is provided.</p>		0	No creditable content.	
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	0	No creditable content.							
<p>Notes for answers:</p> <ul style="list-style-type: none"> • Both tropical storms showed a high level of predictability. • Most tropical storms are predictable and are mapped from their 'birth' in the ocean. • HICs map this but do communicate with other countries to share level of prediction. • The tropical storms were of different magnitudes – typical of tropical storm hazards. • Duration was similar – typical of tropical storms to share this pattern as they run out of energy or move elsewhere. 									

Question	Part	Marking guidance	Total marks						
03		<p>To what extent do you agree that the impacts of storm hazards are more widespread and significant than the impacts of wildfires?</p> <p>AO1 – Knowledge and understanding of the causes and effects of tropical storm hazards. Knowledge and understanding of the causes and effects of wildfires.</p> <p>AO2 – Application of knowledge and understanding to the factors that influence the geographic spread of impacts of both wild fires and tropical storms. There should be an application of this knowledge and understanding to analyse and compare the range of impacts.</p> <p>Mark scheme</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>7–9</td> <td> <p>AO1 – Demonstrates detailed knowledge and understanding of concepts, processes, interactions and change in both types of hazard situation.</p> <p>AO2 – Applies knowledge and understanding to both situations, offering detailed analysis and evaluation, drawn appropriately from both types of hazard. Connections and relationships between different aspects of study are thorough</p> </td> </tr> </tbody> </table>	Level	Marks	Description	3	7–9	<p>AO1 – Demonstrates detailed knowledge and understanding of concepts, processes, interactions and change in both types of hazard situation.</p> <p>AO2 – Applies knowledge and understanding to both situations, offering detailed analysis and evaluation, drawn appropriately from both types of hazard. Connections and relationships between different aspects of study are thorough</p>	<p>9</p> <p>AO1=4</p> <p>AO2=5</p>
Level	Marks	Description							
3	7–9	<p>AO1 – Demonstrates detailed knowledge and understanding of concepts, processes, interactions and change in both types of hazard situation.</p> <p>AO2 – Applies knowledge and understanding to both situations, offering detailed analysis and evaluation, drawn appropriately from both types of hazard. Connections and relationships between different aspects of study are thorough</p>							

Question	Part	Marking guidance		Total marks	
03					
		2	4–6		<p>and relevant.</p> <p>AO1 – Demonstrates clear knowledge and understanding of concepts, processes, interactions and change. Both types of hazard situation are clearly covered although there may be some imbalance.</p> <p>AO2 – Applies knowledge and understanding to both situations, offering clear analysis and evaluation, drawn appropriately from both types of hazard situation. Connections and relationships between different aspects of study are clear and relevant.</p>
		1	1–3		<p>AO1 – Demonstrates basic knowledge and understanding of concepts, processes, interactions and change. At the bottom of the level only one of the hazard situations may be covered, although some reference to both hazard situations should be made to reach the top of the level.</p> <p>AO2 – Applies limited knowledge and understanding to at least one of the hazard situations, offering some basic analysis and evaluation. Connections and relationships between different aspects of study are basic and may be of limited relevance.</p>
			0		No creditable content.
		<p>AO1</p> <ul style="list-style-type: none"> • Causes of tropical storms. • Causes of wildfires. • Effects of tropical storms. • Effects of wildfires. • Factors influencing the effects of tropical storms. • Factors influencing the effects of wildfires. • Distribution and geographical spread of tropical storms. • Distribution and geographical spread to wildfires. <p>AO2</p> <ul style="list-style-type: none"> • The geographical distribution of storms and wildfires and how the effects are distributed based upon the human patterns of settlement and the natural materials available. • Other human and physical factors that influence the impact of hazards – eg the height of land relative to sea level, the quality of building materials etc. 			

Question	Part	Marking guidance	Total marks
03		<ul style="list-style-type: none"> Secondary effects of each hazard as a comparison. Location of each of the hazards and their causes (characteristics that cause the hazards to develop – eg more tropical coastal areas and more coastal areas that may have storm hazards than arid and developed forests). 	

Question	Part	Marking guidance	Total marks									
04		<p>‘Although the causes of seismic and volcanic hazards are similar, their impacts differ greatly’. Use the examples you have studied to evaluate this statement.</p> <p>AO1 – Knowledge and understanding of the role of plate tectonics in causing seismic and volcanic hazards. Knowledge and understanding of a range of impacts – both primary and secondary.</p> <p>Other factors that influence the effects of earthquakes and volcanic eruptions.</p> <p>Case study knowledge of causes and effects of hazards.</p> <p>AO2 – Application of knowledge and understanding to evaluate and compare the causes and impacts of the two types of hazard. Evaluation of whether the causes are similar. Contrasting the impacts of the hazards.</p> <p>Mark scheme</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>16–20</td> <td> <p>AO2 – Detailed evaluative conclusion that is rational and firmly based on knowledge and understanding which is applied to the context of the question.</p> <p>Detailed, coherent and relevant analysis and evaluation in the application of knowledge and understanding throughout.</p> <p>Full evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts.</p> <p>AO1 – Detailed, highly relevant and appropriate knowledge and understanding of place(s) and environments used throughout.</p> <p>Full and accurate knowledge and understanding of key concepts and processes throughout.</p> <p>Detailed awareness of scale and temporal change which is well integrated where appropriate.</p> </td> </tr> <tr> <td>3</td> <td>11–15</td> <td> <p>AO2 – Clear evaluative conclusion that is based on knowledge and understanding which is applied to the context of the question.</p> </td> </tr> </tbody> </table>	Level	Marks	Description	4	16–20	<p>AO2 – Detailed evaluative conclusion that is rational and firmly based on knowledge and understanding which is applied to the context of the question.</p> <p>Detailed, coherent and relevant analysis and evaluation in the application of knowledge and understanding throughout.</p> <p>Full evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts.</p> <p>AO1 – Detailed, highly relevant and appropriate knowledge and understanding of place(s) and environments used throughout.</p> <p>Full and accurate knowledge and understanding of key concepts and processes throughout.</p> <p>Detailed awareness of scale and temporal change which is well integrated where appropriate.</p>	3	11–15	<p>AO2 – Clear evaluative conclusion that is based on knowledge and understanding which is applied to the context of the question.</p>	<p>20</p> <p>AO1=10</p> <p>AO2=10</p>
Level	Marks	Description										
4	16–20	<p>AO2 – Detailed evaluative conclusion that is rational and firmly based on knowledge and understanding which is applied to the context of the question.</p> <p>Detailed, coherent and relevant analysis and evaluation in the application of knowledge and understanding throughout.</p> <p>Full evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts.</p> <p>AO1 – Detailed, highly relevant and appropriate knowledge and understanding of place(s) and environments used throughout.</p> <p>Full and accurate knowledge and understanding of key concepts and processes throughout.</p> <p>Detailed awareness of scale and temporal change which is well integrated where appropriate.</p>										
3	11–15	<p>AO2 – Clear evaluative conclusion that is based on knowledge and understanding which is applied to the context of the question.</p>										

Question	Part	Marking guidance		Total marks
04			<p>Generally clear, coherent and relevant analysis and evaluation in the application of knowledge and understanding.</p> <p>Generally clear evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts.</p> <p>AO1 – Generally clear and relevant knowledge and understanding of place(s) and environments.</p> <p>Generally clear and accurate knowledge and understanding of key concepts and processes.</p> <p>Generally clear awareness of scale and temporal change which is integrated where appropriate.</p>	
		2	6–10 <p>AO2 – Some sense of an evaluative conclusion partially based upon knowledge and understanding which is applied to the context of the question.</p> <p>Some partially relevant analysis and evaluation in the application of knowledge and understanding.</p> <p>Some evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts.</p> <p>AO1 – Some relevant knowledge and understanding of place(s) and environments which is partially relevant.</p> <p>Some knowledge and understanding of key concepts, processes and interactions and change.</p> <p>Some awareness of scale and temporal change which is sometimes integrated where appropriate. There may be a few inaccuracies.</p>	
		1	1–5 <p>AO2 – Very limited and/or unsupported evaluative conclusion that is loosely based upon knowledge and understanding which is applied to the context of the question.</p> <p>Very limited analysis and evaluation in the application of knowledge and understanding. This lacks clarity and coherence.</p> <p>Very limited and rarely logical evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts.</p> <p>AO1 – Very limited relevant knowledge and</p>	

Question	Part	Marking guidance		Total marks
04			understanding of place(s) and environments. Isolated knowledge and understanding of key concepts and processes. Very limited awareness of scale and temporal change which is rarely integrated where appropriate. There may be a number of inaccuracies.	
		0	No creditable content.	
<p>Notes for answers:</p> <ul style="list-style-type: none"> • Concept of a hazard. • Earth structure and internal energy sources that cause plate movement. • Destructive, constructive and conservative plate margins. • Characteristic processes: seismicity and vulcanicity. • Magma plumes and their relationship to plate movement. • The nature of vulcanicity and its relation to plate tectonics. • Forms of volcanic and seismic hazard. • Spatial distribution, magnitude, frequency, regularity and predictability of hazard events. • Impacts: primary/secondary, environmental, social, economic, political. • Impacts and human responses as evidenced by a recent volcanic and seismic event. 				

Section B – Coastal systems and landscapes

Total for this section: 40 marks

Question	Part	Marking guidance	Total marks
05	1	Which of the following are characteristics of destructive waves? Key – A	1 AO1=1
05	2	Which of the following features are caused mainly by deposition? Key – A	1 AO1=1
05	3	Isostatic change occurs when Key – D	1 AO1=1
05	4	What is a sediment cell (also sometimes called a littoral cell)? Key – A	1 AO1=1
05	5	Coastal systems have marine, geological, human and atmospheric inputs. Which of the following groups are marine inputs of the coastal system? Key – D	1 AO1=1

Question	Part	Marking guidance	Total marks
06		<p>Complete Figure 2b using the data provided in Figure 2a.</p> <p>Use Figure 2b and Figure 2c to analyse the relationship between soil depth and plant height.</p> <p>Mark scheme</p> <p>2 marks for completing the scatter graph correctly. (1 mark per 2 correct plots).</p> <p>4 marks for analysis of the relationship between soil depth and plant height.</p>	6 AO3=6

Soil depth (cm)	Plant height (cm)
0	5
2	20
3	5
4	5
10	100
15	65
20	95
25	105
32	135
33	135
35	155
38	90
38	190
40	200

Question	Part	Marking guidance	Total marks
6		<p>Indicative Content</p> <p>This question requires analysis of the relationship between soil depth and plant height as evidenced in a scatter graph and Spearman rank calculation. They should use both figures for maximum marks as well as use of specific data/evidence.</p> <p>No credit for explanation of the findings.</p> <p>AO3</p> <ul style="list-style-type: none"> • The scatter graph and the calculated Spearman rank of 0.852 show a strong positive correlation between soil depth and plant height in this dune system (1). • The range of soil depth found across the sites was 40cm, one site having no recordable soil (1). There was a range in plant height found across the sites of approximately 198cm (1). • There is a clustering of data with four sites containing soil of less than 4cm and plants under 15cm in height- accounting for nearly 30% of the data collected (1). • There are two anomalies shown on the graph- one site contained a plant of 100cm in just 10cm of soil (1). • The Spearman rank calculation of 0.852 is well above the 0.01 significance level of 0.715 (1). This shows there is a very low chance (1 in 100) that these results have occurred by chance (1). 	

Question	Part	Marking guidance	Total marks						
07		<p>'If man wants to live by the coast, he must allow natural processes to occur unchanged and unaltered'. With reference to a coastal environment you have studied discuss to what extent you agree with this statement.</p> <p>AO1 – Knowledge and understanding of the causes and effects of coastal erosion linked to understanding of sustainability of living on the coast.</p> <p>AO2 – Application of knowledge and understanding to the challenges facing people aiming to live in a coastal landscape. There should be an application of this knowledge and understanding to analyse the way that people can modify the coast to minimise erosion and live there and whether this is sustainable economically, environmentally and socially.</p> <p>Mark scheme</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>7–9</td> <td> <p>AO1 – Demonstrates detailed knowledge and understanding of concepts, processes, interactions and change.</p> <p>AO2 – Applies knowledge and understanding to the novel situation, offering detailed analysis and evaluation, drawn appropriately from the context provided. Connections and relationships</p> </td> </tr> </tbody> </table>	Level	Marks	Description	3	7–9	<p>AO1 – Demonstrates detailed knowledge and understanding of concepts, processes, interactions and change.</p> <p>AO2 – Applies knowledge and understanding to the novel situation, offering detailed analysis and evaluation, drawn appropriately from the context provided. Connections and relationships</p>	<p>9</p> <p>AO1=4 AO2=5</p>
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Question	Part	Marking guidance		Total marks
07				between different aspects of study are thorough and relevant.
		3	4–6	<p>AO1 – Demonstrates clear knowledge and understanding of concepts, processes, interactions and change.</p> <p>AO2 – Applies knowledge and understanding to the novel situation, offering clear analysis and evaluation, drawn appropriately from the context provided. Connections and relationships between different aspects of study are evident and relevant.</p>
		1	1–3	<p>AO1 – Demonstrates basic knowledge and understanding of concepts, processes, interactions and change.</p> <p>AO2 – Applies limited knowledge and understanding to the novel situation, offering some basic analysis and evaluation, drawn from the context provided. Connections and relationships between different aspects of study are basic and of limited relevance.</p>
			0	No creditable content.
		<p>Notes for answers:</p> <p>AO1</p> <ul style="list-style-type: none"> • Weathering and mass movement. • Natural causes of coastal erosion. • Factors that enhance coastal erosion (geology, human activity, management, protection). • Effects of coastal erosion on people’s homes and lives. • Effects of coastal erosion with defences and without defences. • Pillars of sustainability – social, economic, environmental (political, health etc). • Managing coastal erosion – hard and soft engineering. <p>AO2</p> <ul style="list-style-type: none"> • The role of weathering and mass movement in providing increased materials for erosion. • Linking the factors increasing coastal erosion to the problems of living on the coast – eg increased building on soft geology creates increased stresses on weak rock, more rock is exposed and less stabilised by vegetation, land may become weaker and more susceptible to erosion). • A range of methods to live on the coast sustainability and how these mitigate or adapt to coastal erosion eg mitigation – building 		

Question	Part	Marking guidance	Total marks
07		<p>hard defences reduces the power of waves and less land is lost to the sea etc or adaptation – planning the way that land is used around coasts based on the geology and land use.</p> <ul style="list-style-type: none"> • An evaluation of whether the methods of managing coastal erosion are or are not sustainable. • The impact that coastal defences have on other coastal locations – wave refraction etc. 	

Question	Part	Marking guidance	Total marks						
08		<p>‘Geology is the main determinant of coastal landscapes’. To what extent do you agree with this view?</p> <p>AO1 – Knowledge and understanding of the role of geology in creating coastal landscapes and features (both erosional and depositional).</p> <p>Other factors that cause/impose change in a change eg storms, tides, fetch, types of wave etc.</p> <p>Coastal features eg stacks, coves, headlands, spits, rias etc.</p> <p>AO2 – Application of knowledge and understanding to evaluate how coastal erosion interacts with geology to create landscapes, their interactions and other factors which readily impact on coastal landscapes. The evaluation should consider a range of features, landscapes and features.</p> <p>Mark scheme</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>16–20</td> <td> <p>AO2 – Detailed evaluative conclusion that is rational and firmly based on knowledge and understanding which is applied to the context of the question.</p> <p>Detailed, coherent and relevant analysis and evaluation in the application of knowledge and understanding throughout.</p> <p>Full evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts.</p> <p>AO1 – Detailed, highly relevant and appropriate knowledge and understanding of place(s) and environments used throughout.</p> <p>Full and accurate knowledge and understanding of key concepts and processes throughout.</p> <p>Detailed awareness of scale and temporal change which is well integrated where appropriate.</p> </td> </tr> </tbody> </table>	Level	Marks	Description	4	16–20	<p>AO2 – Detailed evaluative conclusion that is rational and firmly based on knowledge and understanding which is applied to the context of the question.</p> <p>Detailed, coherent and relevant analysis and evaluation in the application of knowledge and understanding throughout.</p> <p>Full evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts.</p> <p>AO1 – Detailed, highly relevant and appropriate knowledge and understanding of place(s) and environments used throughout.</p> <p>Full and accurate knowledge and understanding of key concepts and processes throughout.</p> <p>Detailed awareness of scale and temporal change which is well integrated where appropriate.</p>	<p>20</p> <p>AO1=10</p> <p>AO2=10</p>
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Question	Part	Marking guidance		Total marks	
08		3	11–15	<p>AO2 – Clear evaluative conclusion that is based on knowledge and understanding which is applied to the context of the question.</p> <p>AO2 – Generally clear, coherent and relevant analysis and evaluation in the application of knowledge and understanding.</p> <p>AO2 – Generally clear evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts.</p> <p>AO2 – Generally clear and relevant knowledge and understanding of place(s) and environments.</p> <p>AO1 – Generally clear and accurate knowledge and understanding of key concepts and processes.</p> <p>AO1 – Generally clear awareness of scale and temporal change which is integrated where appropriate.</p>	
		2	6–10	<p>AO2 – Some sense of an evaluative conclusion partially based upon knowledge and understanding which is applied to the context of the question.</p> <p>AO2 – Some partially relevant analysis and evaluation in the application of knowledge and understanding.</p> <p>AO2 – Some evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts.</p> <p>AO1 – Some relevant knowledge and understanding of place(s) and environments which is partially relevant.</p> <p>AO1 – Some knowledge and understanding of key concepts, processes and interactions and change.</p> <p>AO1 – Some awareness of scale and temporal change which is sometimes integrated where appropriate. There may be a few inaccuracies.</p>	
		1	1–5	<p>AO2 – Very limited and/or unsupported evaluative conclusion that is loosely based upon knowledge and understanding which is applied to the context of the question.</p> <p>AO2 – Very limited analysis and evaluation in the application of knowledge and understanding.</p>	

Question	Part	Marking guidance		Total marks
08			<p>This lacks clarity and coherence.</p> <p>AO2 – Very limited and rarely logical evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts.</p> <p>AO1 – Very limited relevant knowledge and understanding of place(s) and environments.</p> <p>AO1 – Isolated knowledge and understanding of key concepts and processes.</p> <p>AO1 – Very limited awareness of scale and temporal change which is rarely integrated where appropriate. There may be a number of inaccuracies.</p>	
		0	No creditable content.	
<p>Notes for answers:</p> <ul style="list-style-type: none"> • Landscapes/features of coastal erosion – caves, stacks, stumps, wave cut platforms. • Landscapes/features of coastal deposition – beaches, simple and compound spits, tombolos, offshore bars, barrier beaches and islands and sand dunes. • Estuarine mudflat/saltmarsh environments and associated landscapes. • Coastlines of emergence and submergence. Origin and development of associated landforms: raised beaches, marine platforms; rias, fjords, Dalmatian coasts. • The role of tides and types of wave on coastal line. • Man's influence in altering coastlines through zoning and engineering. • Geology and the impact it has on shaping the landscape – concordant and discordant coastlines. 				

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