

INTERNATIONAL AS GEOGRAPHY GG01B

Paper 1B Physical Geography 1 Coastal Systems and Landscapes

Mark scheme

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2 4 1 X G G 0 1 B / M S

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 Examiner.

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.

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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 equaling 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.

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

Question	Part	Marking guidance	Total marks
01	1	<p>Which of the following describes a short-term response to an earthquake?</p> <p>Key – D: Providing bottled water and water purification tablets</p>	<p>1</p> <p>AO1=1</p>

Question	Part	Marking guidance	Total marks
01	2	<p>Which of the following are characteristics of tropical storms?</p> <p>Key – B: They develop between 5 degrees north and 30 degrees south of the equator.</p>	<p>1</p> <p>AO1=1</p>

Question	Part	Marking guidance	Total marks
01	3	<p>Which of the following conditions increases the risk of wildfires?</p> <p>Key – B: Dry, windy conditions with a lot of leaf litter</p>	<p>1</p> <p>AO1=1</p>

Question	Part	Marking guidance	Total marks
01	4	<p>‘Changing behaviour in order to reduce the potential effects of a hazard’ is an example of which of the following types of hazard response?</p> <p>Key – A: Adaptation</p>	<p>1</p> <p>AO1=1</p>

Question	Part	Marking guidance	Total marks
01	5	<p>Which of the following is the term for a mixture of superheated gas, lava and ash ejected from a volcano?</p> <p>Key – C: Nuée ardente</p>	<p>1</p> <p>AO1=1</p>

Question	Part	Marking guidance	Total marks
02		<p>Figure 1 shows the number of tropical storms over the Atlantic Ocean between 1967 and 2021.</p> <p>Analyse the data shown in Figure 1.</p>	<p>6</p> <p>AO3=6</p>

Level	Marks	Descriptor
2	4–6	AO3 – Clear selection and analysis of the evidence that has been provided which makes appropriate use of data to support. Clear connections between different aspects of the data.
1	1–3	AO3 – Some basic selection and analysis of the evidence that has been provided which makes limited use of data to support. Basic or limited connections between different aspects of the data.
0	0	No creditable content.

Indicative Content

This question requires analysis of a graph illustrating the number of tropical storms over the Atlantic Ocean between 1967 and 2021. Analysis should include changes to the overall pattern between 1967–2021 and identify both the general trend and individual data (anomalies). Changes in relation to the two identified categories should be considered with application of specific data to support observations.

AO3

- The overall pattern suggests an overall increase in the number of tropical storms.
- Overall change can be considered in terms of specific data (the average number of tropical storms/major tropical storms between 1970–1980 was approximately 5 per year, and between 2010–2020 this number was approximately 8).
- Comparison between the total number of tropical storms/major tropical storms suggests an overall increase (between 1970–1980 in only 4 years were there more than 5 tropical storms per year, and between 2010–2020 there were more than 5 tropical storms/major tropical storms per year in 8 out of 10 years).
- It appears that the number of major tropical storms has increased (more storms are developing into stronger events).
- The relative change in relation to the strength of storms can be considered by using specific data (the average number of major tropical storms between 1970–1980 was under 2 per year, and between 2010–2020 this had increase to nearly 3 per year).
- Although the data suggests an increase in the number and strength of tropical storms the trend is not always smooth and in some years there are lower or greater numbers of tropical storms outside of the general pattern (1969, 1982, 2005, 2013 etc).
- In 5 of the years there were no major tropical storms, but only one of these was in the most recent 25 years.
- Fluctuating pattern over the time period with a general upward trend but clear anomalies within this (1969/1979/2009/2013).

Question	Part	Marking guidance	Total marks
03		<p>‘Distinctive landforms are often found at constructive plate margins.’</p> <p>Assess the extent to which you agree with this statement.</p> <p>AO1 – Knowledge and understanding of constructive plate margins and the landforms associated with them.</p> <p>AO2 – Application of knowledge and understanding to assess how particularly distinctive landforms can be found at constructive plate margins.</p>	<p>9</p> <p>AO1=4 AO2=5</p>

Level	Marks	Descriptor
3	7–9	<p>AO1 – Demonstrates detailed knowledge and understanding of constructive plate margins and how specific landforms are created by physical processes found at constructive plate margins.</p> <p>AO2 – Applies detailed knowledge and understanding to demonstrate the extent to which the landforms created at constructive plate margins are distinctive.</p>
2	4–6	<p>AO1 – Demonstrates clear knowledge and understanding of constructive plate margins and how specific landforms are created by physical processes found at constructive plate margins.</p> <p>AO2 – Applies clear knowledge and understanding to demonstrate an awareness of how physical processes create distinctive landforms.</p>
1	1–3	<p>AO1 – Demonstrates basic knowledge and understanding of constructive plate margins and how specific landforms are created by physical processes found at constructive plate margins.</p> <p>AO2 – Applies basic knowledge and understanding to demonstrate an awareness of how physical processes create specific landforms.</p>
0	0	No creditable content.

Indicative Content

Knowledge and understanding should relate to the specific characteristics of constructive plate margins and the landforms found in these areas. If comparisons are made mainly with destructive or conservative margins as well then credit at Level 1 only.

AO1

- Knowledge of plate tectonic theory and plate margins.
- Constructive plate margins are when two plates separate (diverge).
- Constructive plate margins can occur in oceanic areas.
- Constructive plate margins can occur in continental areas.

- Some of the youngest rocks on earth are found at constructive plate margins.
- As plates move apart magma rises and can form shield volcanoes.
- A number of specific landforms are found in areas where there are constructive plate margins.

AO2

- An awareness that when plates move apart new crust is formed.
- An awareness that when magma rises up from within the earth, volcanoes may form.
- In oceanic areas divergence can form ocean ridges, often with breaks caused by movement (transform faults). Transform faults occur at right angles to the plate boundary and ridges and frictional stresses in these areas can cause earthquakes.
- Underwater rift valleys can form as a result of seafloor spreading.
- Volcanic eruptions can occur along oceanic ridges, with submarine volcanoes developing and growing above sea level in some areas.
- In continental areas divergence can create rift valleys. Movement causes parallel faults to develop and with continued movement the land between faults sinks to form deep, wide valleys.

Question	Part	Marking guidance	Total marks
04		<p>Evaluate the usefulness of the Park model when analysing the human response to seismic hazards.</p> <p>Use examples you have studied to support your answer.</p> <p>AO1 – Knowledge of the Park model of human response to hazards and knowledge of the impacts of seismic hazards.</p> <p>AO2 – Application of knowledge and understanding to evaluate the usefulness of the Park model of human response in relation to seismic hazards.</p>	<p>20</p> <p>AO1=10 AO2=10</p>

Level	Marks	Descriptor
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>AO2 – Detailed, coherent and relevant analysis and evaluation in the application of knowledge and understanding throughout.</p> <p>AO2 – 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>AO1 – Full and accurate knowledge and understanding of key concepts and processes throughout.</p> <p>AO1 – 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>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>AO1 – 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. 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	0	No creditable content.

Indicative Content

Content will be determined by the chosen example.

AO1

- The Park model illustrates human responses to a hazard event.
- Human response to hazards can include observations about disaster relief, rehabilitation (restoration of services/infrastructure) and reconstruction.
- Human responses to hazards can be short and/or long term.
- The Park model describes the immediate destruction, recovery phase and then identifies a pattern of returning to the 'pre-hazard normal situation' or a post recovery improvement to living standards.
- The model demonstrates an understanding of short-term responses (search, rescue, care) and longer-term responses/reconstruction and ongoing preparation for future hazard events.
- Place knowledge of a hazard event.
- Knowledge of the socio-economic and political background related to the location of a hazard event.
- Knowledge of the immediate and longer-term impacts and challenges of a hazard event.
- The nature of seismicity and associated seismic hazards.

AO2

- Analysis and explanation of the immediate and longer-term impacts of a particular hazard event.
- The challenges faced when responding to a hazard event.
- An understanding of short-term and longer-term impacts and the consequent responses.
- An understanding of the process of response and recovery illustrated by the Park model.
- A comparative analysis of a hazard event in relation to the Park model.
- An evaluation of the extent to which the response and recovery to a hazard event mirrors the Park model.

Section B – Coastal Systems and Landscapes**Total for this section: 40 marks**

Question	Part	Marking guidance	Total marks
05	1	<p>Which of the following describes wave quarrying?</p> <p>Key – D: Waves break against a cliff face and remove loose blocks of rock.</p>	<p>1</p> <p>AO1=1</p>

Question	Part	Marking guidance	Total marks
05	2	<p>What is an offshore bar?</p> <p>Key – B: Deposited sediment that forms a ridge parallel to the coastline</p>	<p>1</p> <p>AO1=1</p>

Question	Part	Marking guidance	Total marks
05	3	<p>Which of the following describes a sediment cell?</p> <p>Key – A: A length of coastline in which the movement of sediment is largely self-contained</p>	<p>1</p> <p>AO1=1</p>

Question	Part	Marking guidance	Total marks
05	4	<p>Which of the following describes an impact of recent climate change on coastal landscapes?</p> <p>Key – C: The disappearance of low-lying islands</p>	<p>1</p> <p>AO1=1</p>

Question	Part	Marking guidance	Total marks
05	5	<p>‘A gently sloping surface, at the base of a cliff, exposed at low tide.’</p> <p>This statement describes which of the following coastal landforms?</p> <p>Key – D: Wave-cut platform</p>	<p>1</p> <p>AO1=1</p>

Question	Part	Marking guidance	Total marks
06		<p>Figure 2 is a map showing relative coastal change by sediment cell around the Scottish coast (1970–2020).</p> <p>Analyse the data shown in Figure 2.</p>	<p>6</p> <p>AO3=6</p>

Level	Marks	Descriptor
2	4–6	AO3 – Clear selection of evidence from the map and data to offer specific comparative analytical observations about the relative change to the coastline of Scotland.
1	1–3	AO3 – Basic selection of evidence from the map and data to offer general observations about change to the coastline of Scotland.
0	0	No creditable content.

Indicative Content

Students should analyse the map and data and identify the relative change to the coastline in relation to accretion, erosion and no change. Observations about the different cells, position of the cells relative to direction and other factors (areas sheltered by islands) should be considered.

AO3

- The lengths of the coastline in each of the cells is not the same.
- The East coast (Cells 1, 2 and 3) and Cell 7 (south-west) have greater proportions of erosion (between 13–21%) and deposition (between 16–39%)
- The north-east island cells (10 and 11) have very limited change (4–8%).
- Cells 8 and 9 are categorised together and contain both exposed and sheltered areas. Erosion and deposition have similar percentages (12 and 10%).
- The western coastal areas (Cells 5 and 6) appear to have quite a high level of stability (87% and 82%).
- Cell 7 has high rates of both erosion and deposition (21 and 18%).
- The exposed island areas tend to have the highest level of stability (no change).
- Cells 8 and 9 are a potential anomaly, although since the data for these two areas is combined it is not clear what the individual data for each cell might be.
- The 'no-change' data ranged from 46%–96%.
- The erosion data ranged from 2%–22%.
- The deposition data ranged from 2%–39%.
- The average erosion figure was approximately 10.2%.
- The average deposition figure was approximately 13.5%.

Question	Part	Marking guidance	Total marks
07		<p>Assess the role of eustatic sea level change in the formation of fjords.</p> <p>AO1 – Knowledge and understanding of eustatic change and how it has created fjords.</p> <p>AO2 – Application of knowledge and understanding to demonstrate how fjords are a result of eustatic change.</p>	<p>9</p> <p>AO1=4 AO2=5</p>

Level	Marks	Descriptor
3	7–9	<p>AO1 – Demonstrates detailed knowledge and understanding of eustatic change and how it has created fjords.</p> <p>AO2 – Applies detailed knowledge and understanding to explain how eustatic change has created fjords.</p>
2	4–6	<p>AO1 – Demonstrates clear knowledge and understanding of eustatic change and how it has created fjords.</p> <p>AO2 – Applies clear knowledge and understanding to explain how eustatic change has created fjords.</p>
1	1–3	<p>AO1 – Demonstrates basic knowledge and understanding of eustatic change and how it has created fjords.</p> <p>AO2 – Applies basic knowledge and understanding to explain how eustatic change has created fjords.</p>
0	0	No creditable content.

Indicative Content

Knowledge of eustatic change and how it has created fjords.

AO1

- Eustatic change is a reference to the rise and fall of sea level.
- Eustatic change is a global phenomenon.
- Eustatic change can be a result of the accumulation or melting of ice, thermal expansion of oceans or changes to the seafloor as a result of tectonic processes.
- Sea level change can be a result of contemporary climate change.
- Changes in sea level can result in submergent coastal landforms (rias, fjords).
- Fjords resulting from eustatic change can be seen in many parts of the world, including Norway, New Zealand and Chile.

AO2

- Understanding of how the accumulation or melting of ice, thermal expansion of oceans or changes to the seafloor as a result of tectonic processes can lead to eustatic change, with the resulting characteristic landforms.
- The effects of ice ages on sea level.
- Tectonic processes can cause change to the seafloor, resulting in displacement of water.
- Increasing ocean temperatures causes thermal expansion (contemporary climate change).
- Fjords are a submergent landform resulting from a relative rise in sea level.

Question	Part	Marking guidance	Total marks
08		<p>‘Wind is the most important factor in shaping coastal landscapes.’</p> <p>To what extent do you agree with this statement?</p> <p>AO1 – Knowledge of the factors that help to shape coastal landscapes in relation to erosional and depositional landforms.</p> <p>AO2 – Application of knowledge and understanding to consider how different factors help to shape coastal landscapes and demonstrates some awareness that each of these factors may be more or less significant in different places.</p>	<p>20</p> <p>AO1=10 AO2=10</p>

Level	Marks	Descriptor
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>AO2 – Detailed, coherent and relevant analysis and evaluation in the application of knowledge and understanding throughout.</p> <p>AO2 – 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>AO1 – Full and accurate knowledge and understanding of key concepts and processes throughout.</p> <p>AO1 – 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>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>AO1 – 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. 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	0	No creditable content.

Indicative Content

Content should consider a number of influential factors but the depth of understanding of different factors will be partly determined by the examples studied.

AO1

- Wind is a fundamental source of energy which is instrumental in the development of waves.
- There are a number of factors that influence the effect of the wind on wave energy.
- The strength of the wind is an important factor in determining wave energy.
- The duration of the wind (and direction) is a significant factor.
- Wind direction is significant factor in determining wave direction and the consequent movement of sediment.
- The fetch is important in determining the impact of the wind on wave energy.
- Rock type and structure, the presence or absence of a beach, tidal patterns, weather (weathering) and orientation of the coastline play a part in creating coastal landforms and shaping coastal landscapes.
- Wind and waves are important factors in relation to both erosional and depositional features.
- Knowledge of specific coastal processes and the resulting landforms (erosional and depositional).

AO2

- Explanation of how different factors influence coastal landscapes.
- Explanation of the link between wind and waves.
- Analysis of how winds are linked to wave energy (constructive/destructive waves) and the influence that this can have in relation to specific landforms.
- Evaluation of different factors that influence the development of coastal landforms.
- Evaluation that while a number of influencing factors may be present and all play a part, some of the factors may be more significant than others.
- Consideration that the significance of factors will vary with location (soft and hard coastlines).

Assessment Objective grid

	AO1	AO2	AO3	Total
Section A				
01.1	1			1
01.2	1			1
01.3	1			1
01.4	1			1
01.5	1			1
02			6	6
03	4	5		9
04	10	10		20
Section B				
05.1	1			1
05.2	1			1
05.3	1			1
05.4	1			1
05.5	1			1
06			6	6
07	4	5		9
08	10	10		20
Unit total	38	30	12	80