

INTERNATIONAL AS GEOGRAPHY GG01B

Paper 1B Physical Geography 1 Coastal Systems and Landscapes

Mark scheme

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2 4 6 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 would lead to the formation of an island arc?</p> <p>Key – D: Two oceanic plates moving towards each other</p>	<p>1</p> <p>AO1=1</p>

Question	Part	Marking guidance	Total marks
01	2	<p>What does earthquake magnitude describe?</p> <p>Key – D: The strength of an earthquake</p>	<p>1</p> <p>AO1=1</p>

Question	Part	Marking guidance	Total marks
01	3	<p>Which of the following describes a storm surge?</p> <p>Key – B: A rise in sea level caused by a tropical storm</p>	<p>1</p> <p>AO1=1</p>

Question	Part	Marking guidance	Total marks
01	4	<p>What is tephra?</p> <p>Key – C: Solid material ejected by a volcanic eruption</p>	<p>1</p> <p>AO1=1</p>

Question	Part	Marking guidance	Total marks
01	5	<p>An earthquake is an example of what type of hazard?</p> <p>Key – C: Geophysical</p>	<p>1</p> <p>AO1=1</p>

Question	Part	Marking guidance	Total marks
02		<p>Figure 1 shows the number of wildfires in the United States between 1984 and 2020.</p> <p>Figure 2 shows the average acres burned per wildfire in the United States between 1984 and 2020.</p> <p>Analyse the data shown in Figure 1 and Figure 2.</p>	<p>6</p> <p>AO3=6</p>

Level	Marks	Descriptor
2	4–6	AO3 – Clear use and analysis of the evidence that has been supplied linked to the number of wildfires and the average acres burned per wildfire in the United States. Considers both sets of data across time and makes observations about links between the two data sets.
1	1–3	AO3 – Some use of the evidence that has been supplied linked to the number of wildfires and the average acres burned per wildfire in the United States. Describes the overall pattern of change within each of the sets of data in a simplistic or partial way.
0	0	No creditable content.

Indicative Content

AO3

- Students should consider changes to the overall pattern between 1984–2020 for each data set and identify both the general trend and individual data (anomalies). Links between the two data sets should be considered.
- Figure 1 suggests that there is not a particular pattern, although in the last few years (2012–2020) the average number of wildfires appears to have decreased, with no years having over 70 000 wildfires.
- For the number of wildfires, there were ten years with over 80 000 wildfires, and only one year with 20 000 or fewer wildfires. After 1984 there were no years with less than 45 000 wildfires, it fluctuates within the range of 45 000 to 95 000
- Lowest number of wildfires (1984 – 20 000). Highest number of wildfires (1995/2006 – 95 000)
- Figure 2 shows that there appears to be an increase in the average acres burned, although it is not consistent.
- Figure 2 shows that between 1984 and 2001 the number was always below 80 acres, after 2001 the number was over 100 acres in most years.
- For the average acres burned per wildfire the lowest figure was approximately 18 acres in 1998 and the highest figure was approximately 170 acres in 2020.
- Lowest number of acres burned (1998 – 18). Highest number of acres burned (2020 – 170).
- There is not a clear relationship between the two data sets, although between 1984 and approximately 2000 there were more wildfires on average and the number of acres burned was relatively low, while in the last 10 years the average number of wildfires was lower and the average number of acres burned was higher.

Question	Part	Marking guidance	Total marks
03		<p>‘Tropical storms are more predictable than earthquakes.’</p> <p>Assess the extent to which you agree with this statement.</p> <p>AO1 – Demonstrates knowledge and understanding of the potential predictability of tropical storms and earthquakes.</p> <p>AO2 – Applies knowledge and understanding to illustrate the extent to which tropical storms and earthquakes are predictable.</p>	<p>9</p> <p>AO1=4 AO2=5</p>

Level	Marks	Descriptor
3	7–9	<p>AO1 – Demonstrates detailed knowledge and understanding of the potential predictability of tropical storms and earthquakes.</p> <p>AO2 – Applies basic knowledge and understanding to illustrate the extent to which tropical storms and earthquakes are predictable.</p>
2	4–6	<p>AO1 – Demonstrates clear knowledge and understanding of the potential predictability of tropical storms and earthquakes.</p> <p>AO2 – Applies clear knowledge and understanding to illustrate the extent to which tropical storms and earthquakes are predictable.</p>
1	1–3	<p>AO1 – Demonstrates basic knowledge and understanding of the potential predictability of tropical storms and earthquakes.</p> <p>AO2 – Applies basic knowledge and understanding to illustrate the extent to which tropical storms and earthquakes are predictable.</p>
0	0	No creditable content.

Indicative Content

Knowledge and understanding should relate to the ability to predict tropical storm and earthquakes.

AO1

- Prediction of earthquakes is often based on an understanding of tectonic processes.
- Prediction of earthquakes is often based on historical evidence of previous events.
- There are a variety of earthquake events and these may be more, or less predictable.
- The timescale of earthquakes can vary and this makes prediction more challenging.
- Earthquake events can vary in type and scale.
- Earthquakes can vary in terms of scale.
- Particular conditions are associated with the development of tropical storms.
- Tropical storms develop in particular parts of the world.
- Ocean temperatures and the development of tropical storms are monitored.

AO2

- The location of earthquakes is generally predictable.
- Earthquakes are less predictable in terms of time and magnitude.
- Human development can generate earthquakes (building dams/fracking).
- There is a seasonal pattern to the development of tropical storms which makes them more predictable.
- The tracks of tropical storms tend to be quite predictable.
- Ocean temperatures are a useful guide to the development of tropical storms.
- Use of data (NOAA) offers the possibility of accurate predication.
- Climate change and climatic cycles (El Nino/La Nina) may make prediction more challenging.
- Other factors may affect ability to predict, rather than the type of hazard eg wealth of the area affected.

Question	Part	Marking guidance	Total marks
04		<p>‘The benefits of living in hazardous areas are greater than the costs.’</p> <p>Evaluate this statement using one or more examples you have studied.</p> <p>AO1 – Knowledge of the potential benefits and costs of living in areas which are affected by natural hazards.</p> <p>AO2 – Application of knowledge and understanding to evaluate the potential benefits and costs of living in areas which are affected by natural 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

- Place knowledge of hazard risk areas and events.
- Knowledge of the socio-economic and political background related to the locations of hazard risk areas.
- Knowledge of the immediate and longer-term impacts and challenges of hazard events.
- Knowledge of the impacts of previous events in the chosen locations.
- Socio-economic background of the chosen locations.
- How prediction and preparation can reduce risks.
- How some places might be considered too risky after a hazard event.
- Examples can be drawn from different parts of the world, where there are distinct socio-economic advantages to living in hazardous areas or where perceived risk is lower (California) or where there may be limited alternative opportunities and an element of fatalism (Philippines) or where the risk is seen as too high, especially after a major hazard event (Montserrat).

AO2

- Analysis of the role of hazard perception in decision making.
- The distinction between actual and perceived risk.
- The idea of areas living with risk and considering them in terms of 'cost-benefit' analysis.
- How the level of risk is determined by a number of factors, including magnitude, frequency and risk management.
- An understanding that hazard risk areas often have significant socio-economic advantages which outweigh the potential risks.
- An understanding about how the level of risk varies.
- A comparative analysis of human response to hazards in relation to the Park model.
- An understanding that some areas might be abandoned because the risk is considered too high.

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 are both characteristics of constructive waves?</p> <p>Key – B: Low energy waves and weak backwash</p>	<p>1</p> <p>AO1=1</p>

Question	Part	Marking guidance	Total marks
05	2	<p>What of the following is an example of a sediment store within a coastal system?</p> <p>Key – C: Salt marsh</p>	<p>1</p> <p>AO1=1</p>

Question	Part	Marking guidance	Total marks
05	3	<p>Which of the following is an example of hard coastal engineering?</p> <p>Key – B: Building concrete barriers to reduce the risk of erosion</p>	<p>1</p> <p>AO1=1</p>

Question	Part	Marking guidance	Total marks
05	4	<p>Which of the following describes a wave-cut platform?</p> <p>Key – B: Gently sloping rocky area found at the base of a cliff</p>	<p>1</p> <p>AO1=1</p>

Question	Part	Marking guidance	Total marks
05	5	<p>Which of the following is an example of an emergent coastal landform?</p> <p>Key – C: Raised beach</p>	<p>1</p> <p>AO1=1</p>

Question	Part	Marking guidance	Total marks
06		<p>Figure 3 shows information about the risks of coastal erosion on part of the Bangladesh coast.</p> <p>Analyse the information shown in Figure 3.</p>	<p>6</p> <p>AO3=6</p>

Level	Marks	Descriptor
2	4–6	AO3 – Clear selection of evidence from the map to offer specific analytical observations about the variations in the levels of risk along this section of the Bangladesh coastline.
1	1–3	AO3 – Basic selection of evidence from the map to offer general observations about the variations in the levels of risk along this section of the Bangladesh coastline.
0	0	No creditable content.

Indicative Content

Students should analyse the map and identify the different levels of risk along this section of the Bangladesh coastline. Observations about the different levels of risk in relation to distance from the coast, islands and size and position of islands should be considered. Students may also consider patterns by grouping categories in the key.

AO3

- In general, there appears to be a higher risk on the islands.
- The risk 'hot spots' are islands to the extreme south (southern tip of Bhola); the larger islands in the central area (Bhola and Noakhali) and the northern coastal area of Bhola.
- The smaller islands appear to have a greater level of risk.
- Very high levels of risk are on more exposed islands.
- Some relatively small areas have the full range of level of risk e.g. the island to the west of Chattogram.
- The western areas of the Bay of Bengal appear to have a higher risk than the eastern areas.
- Virtually all of the coastline is seen as at some level of risk.
- More sheltered areas appear to have a lower risk.
- High risk areas tend to run north-south (Meghna estuary)

Question	Part	Marking guidance	Total marks
07		<p>Assess the role of longshore drift (also called littoral drift) in the formation of depositional landforms in coastal areas.</p> <p>AO1 – Knowledge and understanding of the role of (longshore drift/littoral drift/transportation) in the formation of depositional landforms in coastal areas.</p> <p>AO2 – Application of knowledge and understanding to examine the role of (longshore drift/littoral drift/transportation) in the formation of depositional landforms in coastal areas.</p>	<p>9</p> <p>AO1=4 AO2=5</p>

Level	Marks	Descriptor
3	7–9	<p>AO1 – Demonstrates detailed knowledge and understanding of the role of (longshore drift/littoral drift/transportation) in the formation of depositional landforms in coastal areas.</p> <p>AO2 – Applies detailed knowledge and understanding to explain how (longshore drift/littoral drift/transportation) form depositional landforms in coastal areas.</p>
2	4–6	<p>AO1 – Demonstrates clear knowledge and understanding of the role of (longshore drift/littoral drift/transportation) in the formation of depositional landforms in coastal areas.</p> <p>AO2 – Applies clear knowledge and understanding to explain how (longshore drift/littoral drift/transportation) form depositional landforms in coastal areas.</p>
1	1–3	<p>AO1 – Demonstrates basic knowledge and understanding of the role of (longshore drift/littoral drift/transportation) in the formation of depositional landforms in coastal areas.</p> <p>AO2 – Applies basic knowledge and understanding to explain how (longshore drift/littoral drift/transportation) form depositional landforms in coastal areas.</p>
0	0	No creditable content.

Indicative Content

Knowledge of (longshore drift/littoral drift/transportation) and how these processes form depositional landforms in coastal areas.

AO1

- How beaches are swash aligned/drift aligned according to the prevailing wind/waves.
- Beach depositional forms can extend into a broader area and offshore zone, with berms and offshore bars.
- How longshore drift transports material which is eventually deposited to form specific features, including spits, bars and tombolos.
- How fine sediment is transported by the wind in relation to the formation of sand dunes.
- Mudflats and salt marshes are the result of deposition and are often found in combination with other depositional features.

AO2

- The role of the prevailing wind and wave direction in dictating the direction of movement of sediment.
- Understand how the deposition of sediment is linked to the amount of energy moving the sediment.
- Analysis of the role of longshore drift in moving sediment to form depositional features.
- Assessment of the factors leading to formation of salt marshes and mudflats, developing in sheltered areas where there are no strong tides or currents.
- Assessment of the factors leading to the formation of sand dunes (large area of sand exposed at low tide; strong on-shore winds).
- The extent to which coastal erosion plays a part in providing sediment to be transported and deposited

Question	Part	Marking guidance	Total marks
08		<p>‘All types of coastal management interfere with natural processes.’</p> <p>Evaluate this statement with reference to one or more examples you have studied.</p> <p>AO1 – Knowledge of the different types of coastal management and how they interfere with natural processes.</p> <p>AO2 – Application of knowledge and understanding to consider how the different types of coastal management interfere with natural processes.</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

- Knowledge of why human intervention is often required in coastal areas.
- The aims of coastal management in relation to protecting socio-economic assets and environments.
- There are different types of coastal management.
- Hard engineering is essentially attempting to control coastal processes and involves large engineering structures, including sea walls, groynes, rip rap and revetments.
- Soft engineering attempts to work with natural processes and is seen as more environmentally sympathetic. This includes beach nourishment, cliff regarding and dune stabilisation.
- Managed realignment/retreat allows some coastal areas to flood in a managed way.
- Different locations are more suited to particular types of coastal management because of their physical or socio-economic characteristics.
- In many locations both hard and soft engineering strategies are used.

AO2

- Understand that different locations may require different types of management.
- Evaluation of the costs and benefits associated with different types of coastal management.
- Understand that all types of coastal management require an understanding of the physical landscape and processes within the area being managed.
- Hard engineering is essentially attempting to control coastal processes and consequently can have significant environmental effects.
- Soft engineering attempts to work with the physical environment and may be seen as less intrusive in relation to processes and landscapes.
- Managed realignment allows natural processes to occur in a managed way but may change coastal landscapes by developing salt marsh/mangrove environments.

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