

GCE

Geography

H081/01: Landscape and place

AS Level

Mark Scheme for June 2022

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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MARKING INSTRUCTIONS

PREPARATION FOR MARKING SCORIS

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the scoris messaging system, or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. **Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded.** *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.

7. Award No Response (NR) if:
- there is nothing written in the answer space

Award Zero '0' if:














- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The scoris **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
If you have any questions or comments for your team leader, use the phone, the scoris messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response: Not applicable in F501
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations

Annotation	Meaning
	Point has been seen and noted
	Indicates a whole answer for which there is no credit
	Must be used on all blank pages where there is no candidate response
	Development of a point
	Irrelevant; a significant amount of material that does not answer the question
	Level 1
	Level 2
	Level 3
	Level 4
	No place specific detail
	Rubric error (place at start of Question not being counted)
	Highlighting AO2 credit as advised. This is used in conjunction with the highlight tool for identifying AO1
	Point mark questions where indicated by the tick in the mark scheme

12. Subject Specific Marking Instructions

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

USING THE MARK SCHEME

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

In your marking, you will encounter valid responses which are not covered by the Mark Scheme: these responses must be credited. You will encounter answers which fall outside the 'target range' of Bands for the paper which you are marking. Please mark these answers according to the marking criteria. Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

LEVELS OF RESPONSE QUESTIONS:

The indicative content indicates the expected parameters for candidates' answers, but be prepared to recognise and credit unexpected approaches where they show relevance.

Using 'best-fit', decide first which set of level descriptors best describes the overall quality of the answer. Once the level is located, adjust the mark concentrating on features of the answer which make it stronger or weaker following the guidelines for refinement.

Highest mark: If clear evidence of all the qualities in the level descriptors is shown, the HIGHEST Mark should be awarded.

Lowest mark: If the answer shows the candidate to be borderline (i.e. they have achieved all the qualities of the levels below and show limited evidence of meeting the criteria of the level in question) the LOWEST mark should be awarded.

Middle mark: This mark should be used for candidates who are secure in the level. They are not 'borderline' but they have only achieved some of the qualities in the level descriptors.

Be prepared to use the full range of marks. Do not reserve (e.g.) highest level marks 'in case' something turns up of a quality you have not yet seen. If an answer gives clear evidence of the qualities described in the level descriptors, reward appropriately.

Quality of extended response will be assessed in questions marked with an (*). Quality of extended response is not attributed to any single assessment objective but instead is assessed against the entire response for the question.

	AO1	AO2	AO3	Quality of extended response
Comprehensive	A wide range of detailed and accurate knowledge that demonstrates fully developed understanding that shows full relevance to the demands of the question. Precision in the use of question terminology.	Knowledge and understanding shown is consistently applied to the context of the question, in order to form a: clear, developed and convincing analysis that is fully accurate. clear, developed and convincing interpretation that is fully accurate. detailed and substantiated evaluation that offers secure judgements leading to rational conclusions that are evidence based.	Quantitative, qualitative and/or fieldwork skills are used in a consistently appropriate and effective way and with a high degree of competence and precision.	There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.
Thorough	A range of detailed and accurate knowledge that demonstrates well developed understanding that is relevant to the demands of the question. Generally precise in the use of question terminology.	Knowledge and understanding shown is mainly applied to the context of the question, in order to form a : clear and developed analysis that shows accuracy. clear and developed interpretation that shows accuracy. detailed evaluation that offers generally secure judgements, with some link between rational conclusions and evidence.	Quantitative, qualitative and/or fieldwork skills are used in a suitable way and with a good level of competence and precision.	There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.

Reasonable	Some sound knowledge that demonstrates partially developed understanding that is relevant to the demands of the question. Awareness of the meaning of the terms in the question.	Knowledge and understanding shown is partially applied to the context of the question, in order to form a: sound analysis that shows some accuracy. sound interpretation that shows some accuracy. sound evaluation that offers generalised judgements and conclusions, with limited use of evidence.	Quantitative, qualitative and/or fieldwork skills are used in a mostly suitable way with a sound level of competence but may lack precision.	The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
Basic	Limited knowledge that is relevant to the topic or question with little or no development. Confusion and inability to deconstruct terminology as used in the question.	Knowledge and understanding shows limited application to the context of the question in order to form a: simple analysis that shows limited accuracy. simple interpretation that shows limited accuracy. Un-supported evaluation that offers simple conclusions.	Quantitative, qualitative and/or fieldwork skills are used inappropriately with limited competence and precision.	The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.

Question			Answer	Mark	Guidance
1	(a)	(i)	<p>Study Fig. 1 which shows average tidal range at the coast of southern England and Wales. Using evidence from Fig. 1, describe the spatial pattern of tidal range.</p> <p>Features of the spatial pattern of tidal range include:</p> <ul style="list-style-type: none"> • highest tidal range at coasts of Bristol Channel / Severn estuary, 5m to 12.3 m (✓) • high tidal range between North Foreland and Selsey Bill, 4.1m to 6 m (✓) • lowest tidal range between Selsey Bill and Start Point, English Channel / IoW, 2 m (✓) • low tidal range between Lowestoft Ness and The Naze, 2.3 m (✓) • low tidal range at coast of Cardigan Bay, 3m (✓) • tidal range of between 3m and 4m, at coasts of Thames estuary / Land's End to Start Point (✓) • tidal range decreases with distance from mouth of River Severn (✓) 	<p>3 AO3 x3</p>	<p>AO3 – 3 marks</p> <p>3 x 1 (✓) for each valid descriptive point.</p> <p>Use of data / place name required for maximum mark.</p>
1	(a)	(ii)	<p>Suggest one way that tidal range can influence coastal landscape systems.</p> <ul style="list-style-type: none"> • characteristics of depositional landforms (✓). such as width of beach or extent of mudflats / salt marshes (DEV). Higher range is likely to result in a greater landform area (DEV) as deposition occurs further inland (DEV). • weathering processes in the inter-tidal zone (✓) particularly on shore platforms (DEV) as with a higher range, a greater area of land is exposed to weathering by wetting and drying of rocks (DEV) and exposure to the atmosphere will be longer allowing for greater variations in temperature (DEV). 	<p>4 AO2 x4</p>	<p>AO2 – 4 marks</p> <p>1 x 1 (✓) for stating an appropriate way that tidal range can influence coastal landscape systems.</p> <p>3 x 1 (DEV) for showing understanding of the link between tidal range and coastal landscape systems.</p> <p>If more than one way is named, credit the first only.</p> <p>Do not conflate high tidal range with high tides / high energy waves</p>

			<ul style="list-style-type: none"> characteristics of erosional landforms (✓), such as cliff height and shore platform width (DEV). With a low tidal range wave erosion is concentrated on a narrow belt of land (DEV) potentially leading to deep wave-cut notches resulting in undercutting, collapse and retreat (DEV). 		
1	(b)		<p>Explain the formation of on-shore bars.</p> <p>Level 3 (6–8 marks) Demonstrates thorough knowledge and understanding of how on-shore bars are formed. This will be shown by including well-developed ideas about the formation of on-shore bars.</p> <p>Level 2 (3–5 marks) Demonstrates reasonable knowledge and understanding of how on-shore bars are formed. This will be shown by including developed ideas about the formation of on-shore bars.</p> <p>Level 1 (1–2 marks) Demonstrates basic knowledge and understanding of how on-shore bars are formed. This will be shown by including simple ideas about the formation of on-shore bars.</p> <p>0 marks No response or no response worthy of credit.</p>	8 AO1 x8	<p>AO1 – 8 marks</p> <p>Indicative content Knowledge and understanding of the formation of on-shore bars could potentially include:</p> <ul style="list-style-type: none"> a landform of deposition / sediment accumulation in a coastal zone an elongated landform, lying parallel to the shoreline, scale varies (width and length), e.g. Slapton Sands, Devon, 100m wide, 5km long may form a lagoon of brackish water on the landward side some are formed as a spit continues to grow across an indentation in the coastline (bay or cove) until it joins land at the other end others are formed in part by on-shore movement of sediment during post-glacial sea level rise (more uniform distribution of sediment size, than those of spit origin) sediment particles rounded as material was rolled landwards as the transgression progressed continuous bar sustained where river discharge from bay or cove is not strong e.g. Criccieth Beach or Looe Bar, Cornwall possible role of vegetation in stabilising material <p>Explanation may be helped by a labelled and/or annotated diagram(s), but there is no requirement for</p>

					this. Candidates may refer to one, or more than one, theory of formation in their answer.
1	(c)*		<p>‘The greatest impact on coastal landscapes results from their use by people’. Discuss this statement in the context of <u>one</u> coastal landscape.</p> <p>AO1 Level 3 (6–8 marks) Demonstrates thorough knowledge and understanding of the impact of use by people and other factors on one coastal landscape. The answer should include accurate place-specific detail.</p> <p>Level 2 (3–5 marks) Demonstrates reasonable knowledge and understanding of the impact of use by people and other factors on one coastal landscape. The answer should include some place-specific detail which is partially accurate.</p> <p>Level 1 (1–2 marks) Demonstrates basic knowledge and understanding of the impact of use by people and other factors on one coastal landscape. There is an attempt to include place-specific detail but it is inaccurate.</p> <p>0 marks No response or no response worthy of credit.</p> <p>AO2</p>	<p>14 AO1 x8 AO2 x6</p>	<p>Indicative content</p> <p>AO1 – 8 marks</p> <p>Knowledge and understanding of the impact of use by people and other factors on one coastal landscape, could potentially include:</p> <ul style="list-style-type: none"> • impact of use by people, such as <ul style="list-style-type: none"> ○ trade and port development ○ tourist resort development ○ energy sources ○ sand / gravel extraction ○ shoreline management ○ agriculture ○ conservation • impact of natural processes, such as <ul style="list-style-type: none"> ○ processes of erosion, transport, deposition ○ processes of weathering ○ formation of distinctive landforms • impact of climate change <ul style="list-style-type: none"> ○ emergent / submergent coastal landscapes <p><i>These are possible impacts; not all are required for a Level 3 response. The answer will depend on the characteristics of the one area chosen.</i></p> <p>AO2 – 6 marks</p>

		<p>Level 3 (5–6 marks) Application of knowledge and understanding is thorough. Analysis is clear, developed and convincing. Evaluation of the impact of use by people and other factors on one coastal landscape is detailed and substantiated. Judgements are secure and evidence based leading to rational conclusions.</p> <p>Level 2 (3–4 marks) Application of knowledge and understanding is reasonable. Analysis is sound with some development that is mostly relevant. Evaluation of the impact of use by people and other factors on one coastal landscape is sound but partial. Judgements are generalised with some use of evidence leading to appropriate conclusions.</p> <p>Level 1 (1–2 marks) Application of knowledge and understanding is basic. Analysis is simple with little or no development. Evaluation of the impact of use by people and other factors on one coastal landscape is weak or absent. Judgements, if present, are unsupported leading to simple conclusions.</p> <p>0 marks No response or no response worthy of credit.</p> <p>Quality of extended response Level 3 There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. Level 2 There is a line of reasoning with some structure. The information presented is mostly relevant and substantiated. Level 1 There is little or no line of reasoning without structure.</p>		<p>Application of knowledge and understanding to analyse and evaluate the impact of use by people and other factors on one coastal landscape could potentially include:</p> <ul style="list-style-type: none"> • relative impact of factors at different geographical scales • relative impact of factors over different time scales • intentional / unintentional impacts of use by people on processes / flows of material and / or energy through the coastal system • benefits / problems caused by use of coastal landscapes by people • differing impacts of coastal landscape management such as holding the line, managed retreat • economic, social, environmental impacts of use by people 	
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			The information presented has little or no relevance and is superficial.			
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Question			Answer	Mark	Guidance
2	(a)	(i)	<p>Study Fig. 2 which shows a contour map of a glaciated landscape in the North West Highlands, Scotland.</p> <p>Using evidence from Fig. 2, describe the aspect of the slopes in the area shown.</p> <ul style="list-style-type: none"> southeast-facing slopes, Alladale valley / glacial trough 3988 (✓) northwest-facing slopes, Alladale valley / glacial trough 3987 (✓) north-facing back wall of Lochan Pollaig corrie / unnamed corrie 379872 (✓) gentle trough-end slope facing northwest, 3888 (✓) 	3 AO3 x3	AO3 – 3 marks 3 x 1 (✓) for each valid descriptive point. Use of data / place name / grid reference / area required for maximum mark.
2	(a)	(ii)	<p>Suggest one way that aspect can influence glaciated landscape systems.</p> <ul style="list-style-type: none"> movement of glaciers (✓). On slopes facing away from sun, less insolation is received (DEV), temperatures are low and so less melting (DEV), positive mass balance, greater glacier advance and erosive power (DEV). rates of weathering (✓). On slopes facing sun, more insolation is received during the day (DEV) potentially taking temperatures above zero and creating more freeze-thaw cycles (DEV) which leads to faster rates of freeze-thaw weathering and rock breakdown (DEV). slope profiles (✓). On slopes facing away from sun, less insolation is received (DEV), and so greater accumulation of snow and ice occurs in corries (DEV). With greater weight of ice during 	4 AO2 x4	AO2 – 4 marks 1 x 1 (✓) for stating an appropriate way that aspect can influence glaciated landscape systems. 3 x 1 (DEV) for showing understanding of the link between aspect and glaciated landscape systems. If more than one way is named, credit the first only. For report – need to identify one way clearly.

			rotational movement, abrasion is faster and more pronounced corries with deeper / steeper back wall are formed (DEV).		
2	(b)		<p>Explain the formation of erratics.</p> <p>Level 3 (6–8 marks) Demonstrates thorough knowledge and understanding of how erratics are formed. This will be shown by including well-developed ideas about the formation of erratics.</p> <p>Level 2 (3–5 marks) Demonstrates reasonable knowledge and understanding of how erratics are formed. This will be shown by including developed ideas about the formation of erratics.</p> <p>Level 1 (1–2 marks) Demonstrates basic knowledge and understanding of how erratics are formed. This will be shown by including simple ideas about the formation of erratics.</p> <p>0 marks No response or no response worthy of credit.</p>	<p>8 AO1 x8</p>	<p>AO1 – 8 marks</p> <p>Indicative content Knowledge and understanding of the formation of erratics could potentially include:</p> <ul style="list-style-type: none"> • an individual, piece of rock varying in size from small pebble to large boulder • examples found in upland and lowland areas of glacial deposition • initially eroded, probably by process of ice plucking • or added to supraglacial debris by weathering and rockfall – in an area of one type of geology • the rock is transported by ice as supraglacial, englacial or subglacial debris • and deposited - in an area of different geology • the material is directly deposited by ice during melting / deglaciation • erratics may be transported long or short distances; examples include: Norber erratics; Silurian grit / shale resting on Carboniferous limestone, Yorkshire Dales; and large rafts of chalk derived from North Sea floor, embedded in boulder clay cliffs of North Norfolk <p>Explanation may be helped by a labelled and/or annotated diagram(s), but there is no requirement for this.</p>
2	(c)*		'The greatest impact on glaciated landscapes results from their use by people'. Discuss this statement in the context of <u>one</u> glaciated landscape.	<p>14 AO1 x8 AO2 x6</p>	Indicative content

		<p>AO1 Level 3 (6–8 marks) Demonstrates thorough knowledge and understanding of the impact of use by people and other factors on one glaciated landscape. The answer should include accurate place-specific detail.</p> <p>Level 2 (3–5 marks) Demonstrates reasonable knowledge and understanding of the impact of use by people and other factors on one glaciated landscape. The answer should include some place-specific detail which is partially accurate.</p> <p>Level 1 (1–2 marks) Demonstrates basic knowledge and understanding of the impact of use by people and other factors on one glaciated landscape. There is an attempt to include place-specific detail but it is inaccurate.</p> <p>0 marks No response or no response worthy of credit.</p> <p>AO2 Level 3 (5–6 marks) Application of knowledge and understanding is thorough. Analysis is clear, developed and convincing. Evaluation of the impact of use by people and other factors on one glaciated landscape is detailed and substantiated. Judgements are secure and evidence based leading to rational conclusions.</p>	<p>AO1 – 8 marks</p> <p>Knowledge and understanding of the impact of use by people and other factors on one glaciated landscape, could potentially include:</p> <ul style="list-style-type: none"> • impact of use by people, such as <ul style="list-style-type: none"> ○ dam construction / HEP ○ other energy resource development ○ quarrying / mining ○ tourism / tourist resort development • impact of natural processes, such as <ul style="list-style-type: none"> ○ processes of erosion, transport, deposition ○ processes of weathering ○ formation of distinctive landforms • impact of climate change <ul style="list-style-type: none"> ○ post glacial processes ○ post glacial landscapes, glacio-fluvial and periglacial landforms <p><i>These are possible impacts; not all are required for a Level 3 response. The answer will depend on the characteristics of the one area chosen.</i></p> <p>AO2 – 6 marks</p> <p>Application of knowledge and understanding to analyse and evaluate the impact of use by people and other factors on one glaciated landscape could potentially include:</p> <ul style="list-style-type: none"> • relative impact of factors at different geographical scales • relative impact of factors over different time scales
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		<p>Level 2 (3–4 marks) Application of knowledge and understanding is reasonable. Analysis is sound with some development that is mostly relevant. Evaluation of the impact of use by people and other factors on one glaciated landscape is sound but partial. Judgements are generalised with some use of evidence leading to appropriate conclusions.</p> <p>Level 1 (1–2 marks) Application of knowledge and understanding is basic. Analysis is simple with little or no development. Evaluation of the impact of use by people and other factors on one glaciated landscape is weak or absent. Judgements, if present, are unsupported leading to simple conclusions.</p> <p>0 marks No response or no response worthy of credit.</p> <p>Quality of extended response Level 3 There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. Level 2 There is a line of reasoning with some structure. The information presented is mostly relevant and substantiated. Level 1 There is little or no line of reasoning without structure. The information presented has little or no relevance and is superficial.</p>		<ul style="list-style-type: none"> • impacts of use by people on processes / flows of material and / or energy through the glaciated landscape system • benefits / problems caused by use of glaciated landscapes by people • differing impacts of glaciated landscape management • economic, social and environmental impacts of use by people
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Question			Answer	Mark	Guidance
3	(a)	(i)	<p>Study Fig. 3 which shows a contour map of a dryland landscape in Arizona, USA.</p> <p>Using evidence from Fig. 3, describe the aspect of the slopes in the area shown.</p> <ul style="list-style-type: none"> relatively flat, large area of 2-3 sq km / gently sloping down towards E and SE, around 5,100', pediment / West Gypsum Creek (✓) very steep slopes in all compass directions for the two / three isolated mountains, around 6,100', inselbergs e.g. Merrick Butte (✓) Merrick Butte, three dominant slope aspects, SW, NW, E (✓) West Mitten Butte, two dominant slope aspects, NE, SW (✓) land between 5,400' and 5,200' slopes down in all directions from base of inselbergs / loose rock 	<p>3</p> <p>AO3x3</p>	<p>AO3 – 3 marks</p> <p>3 x 1 (✓) for each valid descriptive point.</p> <p>Use of data / place name / grid reference / area required for maximum mark.</p>
3	(a)	(ii)	<p>Suggest <u>one</u> way that aspect can influence dryland landscape systems.</p> <ul style="list-style-type: none"> development of rain shadow deserts (✓). Orographic rainfall occurs on the windward side and top of relief barriers as air rises cools and condenses (DEV). Sinking air has less moisture and warms resulting in lower humidity and drier conditions (DEV) resulting in rain shadow deserts on the leeward side of mountain ranges (DEV). rates of weathering (✓). On slopes facing from sun, more insolation is received during the day (DEV) which creates higher temperatures on exposed rocks (DEV) resulting in faster rates of 	<p>4</p> <p>AO2 x4</p>	<p>AO2 – 4 marks</p> <p>1 x 1 (✓) for stating an appropriate way that aspect can influence dryland landscape systems.</p> <p>3 x 1 (DEV) for showing understanding of the link between aspect and dryland landscape systems.</p> <p>If more than one way is named, credit the first only.</p>

			<p>thermal expansion/exfoliation and rock disintegration (DEV).</p> <ul style="list-style-type: none"> enhanced aeolian processes (✓). On slopes facing the prevailing/dominant wind (DEV) stronger winds blowing more frequently are likely (DEV) leading to higher rates of erosion by abrasion and/or deflation (DEV). 		
3	(b)		<p>Explain the formation of star dunes.</p> <p>Level 3 (6–8 marks) Demonstrates thorough knowledge and understanding of how star dunes are formed. This will be shown by including well-developed ideas about the formation of star dunes.</p> <p>Level 2 (3–5 marks) Demonstrates reasonable knowledge and understanding of how star dunes are formed. This will be shown by including developed ideas about the formation of star dunes.</p> <p>Level 1 (1–2 marks) Demonstrates basic knowledge and understanding of how star dunes are formed. This will be shown by including simple ideas about the formation of star dunes.</p> <p>0 marks No response or no response worthy of credit.</p>	8 AO1 x8	<p>AO1 – 8 marks Indicative content Knowledge and understanding of the formation of star dunes could potentially include:</p> <ul style="list-style-type: none"> star dunes are depositional mounds of wind-blown sand, star-shaped in plan they are pyramidal in profile with slip faces (angle of repose - max angle at which loose sand is stable) on 3 or more arms that radiate from the summit formation requires adequate supply of sand. winds strong and persistent enough to transport sand form in areas where wind direction is multi-directional processes of transportation of sand grains may be in suspension, by saltation and by surface creep process of deposition occurs when winds subside, energy levels fall and transport ceases star dunes tend to build upwards in sand seas or erg deserts forming some of the highest dunes in the world e.g. southern edge of Grand Erg Oriental, Algeria <p>Explanation may be helped by a labelled and/or annotated diagram(s), but there is no requirement for this.</p>
	(c)*		<p>‘The greatest impact on dryland landscapes results from their use by people’. Discuss this statement in the context of <u>one</u> dryland landscape.</p>	14 AO1 x8 AO2 x6	<p>Indicative content</p>

		<p>AO1 Level 3 (6–8 marks) Demonstrates thorough knowledge and understanding of the impact of use by people and other factors on one dryland landscape. The answer should include accurate place-specific detail.</p> <p>Level 2 (3–5 marks) Demonstrates reasonable knowledge and understanding of the impact of use by people and other factors on one dryland landscape. The answer should include some place-specific detail which is partially accurate.</p> <p>Level 1 (1–2 marks) Demonstrates basic knowledge and understanding of the impact of use by people and other factors on one dryland landscape. There is an attempt to include place-specific detail, but it is inaccurate.</p> <p>0 marks No response or no response worthy of credit.</p> <p>AO2 Level 3 (5–6 marks) Application of knowledge and understanding is thorough. Analysis is clear, developed, and convincing. Evaluation of the impact of use by people</p>		<p>AO1 – 8 marks</p> <p>Knowledge and understanding of the impact of use by people and other factors on one dryland landscape, could potentially include:</p> <ul style="list-style-type: none"> • impact of use by people, such as <ul style="list-style-type: none"> ○ dam construction / water supply ○ tourism / tourist resort development ○ energy resource development ○ quarrying / mining ○ agriculture • impact of natural processes, such as <ul style="list-style-type: none"> ○ processes of erosion, transport, deposition ○ processes of weathering ○ formation of distinctive landforms • impact of climate change <ul style="list-style-type: none"> ○ previous pluvial conditions that have shaped landforms such as inselbergs and pediments ○ previous colder conditions that have shaped landforms such as frost shattered debris, nivation hollows, solifluction deposits <p><i>These are possible impacts; not all are required for a Level 3 response. The answer will depend on the characteristics of the one area chosen.</i></p> <p>AO2 – 6 marks</p> <p>Application of knowledge and understanding to analyse and evaluate the impact of use by people and other factors on one dryland landscape could potentially include:</p>
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		<p>and other factors on one dryland landscape is detailed and substantiated. Judgements are secure and evidence based leading to rational conclusions.</p> <p>Level 2 (3–4 marks) Application of knowledge and understanding is reasonable. Analysis is sound with some development that is mostly relevant. Evaluation of the impact of use by people and other factors on one dryland landscape is sound but partial. Judgements are generalised with some use of evidence leading to appropriate conclusions.</p> <p>Level 1 (1–2 marks) Application of knowledge and understanding is basic. Analysis is simple with little or no development. Evaluation of the impact of use by people and other factors on one dryland landscape is weak or absent. Judgements, if present, are unsupported leading to simple conclusions.</p> <p>0 marks No response or no response worthy of credit.</p> <p>Quality of extended response Level 3 There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. Level 2 There is a line of reasoning with some structure. The information presented is mostly relevant and substantiated. Level 1 There is little or no line of reasoning without structure. The information presented has little or no relevance and is superficial.</p>		<ul style="list-style-type: none"> • relative impact of factors at different geographical scales • relative impact of factors over different time scales • impacts of use by people on processes / flows of material and / or energy through the dryland landscape system • benefits / problems caused by use of dryland landscapes by people • differing impacts of dryland landscape management • economic, social, and environmental impacts of use by people
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Question			Answer	Mark	Guidance
4	(a)		<p>Explain <u>one</u> impact of structural economic change on social inequality.</p> <p>Possible increasing inequality:</p> <ul style="list-style-type: none"> loss of employment opportunities (✓). Decline of manufacturing industry in some areas of ACs (DEV) high levels of occupational immobility, especially among lower skilled (DEV) low income and limited access to social services (DEV) health / life expectancy (✓). Il-health associated with unemployment (DEV) well-being / quality of life affected by poor access to social services – health, education (DEV) linked to low income / poverty (DEV) restricted access to housing (✓). Job losses (DEV) lower household income (DEV) affects affordability of housing, either renting or purchase (DEV) impact on health (DEV) <p>Possible decreasing inequality:</p> <ul style="list-style-type: none"> employment opportunities (✓). Growth in service sector in EDCs / some LIDCs (DEV) offshoring e.g. call centres / clerical jobs (DEV) raising standards of living (DEV) longer term positive impact on environmental quality (✓). Urban regeneration (DEV) areas of dereliction / air and water pollution improved (DEV) serious health risks / environment improved (DEV) 	<p>4</p> <p>AO1 x4</p>	<p>AO1 – 4 marks</p> <p>1 x 1 mark (✓) for identifying one impact of structural economic change on social inequality.</p> <p>3 x 1 mark (DEV) for explaining the impact of structural economic change on social inequality.</p> <p>Impacts may be positive or negative; they may be evident at a range of geographical scales; and they may occur in the short- or long-term.</p> <p>Exemplification is not essential but it may be creditworthy where it demonstrates knowledge and understanding of the impact of structural economic change on social inequality.</p>
4	(b)	(i)	<p>Study <u>Fig. 4A</u>, which shows selected players involved in a social housing development in Norwich. Using evidence from <u>Fig. 4A</u>, identify <u>one</u> player that shows this is a public driven initiative.</p> <ul style="list-style-type: none"> City council Transport planner 	<p>1</p> <p>AO3 x1</p>	<p>AO3 – 1 mark</p> <p>1 x 1 mark (✓) for identification of one public player using the evidence in Fig. 4A.</p>

4	(b)	(ii)	<p>With reference to Fig. 4A, suggest possible roles of two players involved in this social housing development.</p> <ul style="list-style-type: none"> • City council: purchase of site (✓) for urban regeneration and increasing affordable housing stock (DEV) • City council: funding architect commission (✓) instructing requirements for housing type, environmental standards, sustainability (DEV) • Architect: housing design (✓) to meet requirements for housing and community development (DEV) • Architect: amenities design (✓) planning for their provision, use of outside space (DEV) • Site risk assessor: flooding / subsidence / ground contamination(✓) advise on vulnerability of the site and mitigation of any problems (DEV) • Environment consultant: potential conflict (✓) advise on wildlife, vegetation protection, tree planting, use of open space (DEV) • Building contractor: construction (✓) liaise with structural engineer / architects over matters such as drainage, supply of services (water, electricity, gas, road access (DEV) • Transport planner: public transport links (✓) provision of bus routes and plans for walking, cycling, parking spaces, safety (DEV) 	4 AO2x4	<p>AO2 – 4 marks</p> <p>2x1 (✓) for stating a possible role of each player.</p> <p>2x1 (DEV) for explaining the link between the role of each player and the social housing development.</p>
4	(c)		<p>Study Fig. 4B, which shows place profiles for two wards in Bristol, 2019. ‘Central’ is an inner city ward; ‘Westbury-on-Trym and Henleaze’ is an outer suburban ward.</p> <p>Using evidence from Fig. 4B, suggest reasons for differences in the population structure of the two wards.</p> <p>Level 3 (5-6 marks)</p>	6 AO2 x4 AO3 x2	<p>Indicative content</p> <p>AO2 – 4 marks</p> <p>Application of knowledge and understanding to analyse differences in the population structure of the two wards in Bristol could potentially include:</p>

		<p>Demonstrates thorough application of knowledge and understanding to provide a clear and developed analysis that shows accuracy in explaining differences in population structure of the two wards (AO2).</p> <p>Demonstrates thorough investigation and interpretation of the resource to fully evidence differences in population structure of the two wards. There must be sound ideas linking resource evidence to the differences (AO3).</p> <p>Level 2 (3-4 marks) Demonstrates reasonable application of knowledge and understanding to provide sound analysis that shows some accuracy in explaining differences in population structure of the two wards (AO2).</p> <p>Demonstrates reasonable investigation and interpretation of the resource to evidence differences in population structure of the two wards. There must be sound ideas linking resource evidence to the differences (AO3).</p> <p>Level 1 (1-2 marks) Demonstrates basic application of knowledge and understanding to provide simple analysis that shows limited accuracy in explaining differences in population structure of the two wards (AO2).</p> <p>Demonstrates basic investigation and interpretation of the resource to provide limited evidence of differences in population structure of the two wards. There are limited ideas with limited or no link to resource evidence (AO3).</p> <p>0 marks No response or no response worthy of credit.</p>		<ul style="list-style-type: none"> Westbury, higher % 65+, elderly, retired; greater wealth, home owners, afford low density housing, proximity to rural areas / open space Central, higher % 16-24 + 25-39, young adults; less wealthy, renting, smaller / single family households, close to work / study in central area e.g. University Westbury, higher % 40-54 + 55-64, older working population; increasing wealth, larger families, larger housing, safer environment Westbury, higher % 0-15, young dependents, families in low density suburbs, less traffic, cleaner air, near schools, access to open space <p>AO3 – 2 marks</p> <p>Evidence from investigation and interpretation of the place profiles could potentially include:</p> <ul style="list-style-type: none"> population age group statistics housing types housing tenure open space <p>Max 2 marks (AO3) for basic identification of information from the place profiles only.</p>
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4	(d)*		<p>‘Constructing a different place meaning through rebranding is more effective if a range of strategies is used’. Discuss.</p> <p>AO1 Level 3 (6–8 marks) Demonstrates thorough knowledge and understanding of constructing a different place meaning through rebranding strategies. The answer should include accurate place-specific detail.</p> <p>Level 2 (3–5 marks) Demonstrates reasonable knowledge and understanding of constructing a different place meaning through rebranding strategies. The answer may include some place-specific detail which is partially accurate.</p> <p>Level 1 (1–2 marks) Demonstrates basic knowledge and understanding of constructing a different place meaning through rebranding strategies. There may be an attempt to include place-specific detail but it is inaccurate.</p> <p>0 marks No response or no response worthy of credit.</p> <p>AO2 Level 3 (5–6 marks) Application of knowledge and understanding is thorough. Analysis is clear, developed and convincing. Evaluation of constructing a different place meaning</p>	<p>14 AO1 x8 AO2 x6</p>	<p>Indicative content</p> <p>AO1 – 8 marks Knowledge and understanding of constructing a different place meaning through rebranding strategies could potentially include:</p> <ul style="list-style-type: none"> • private investors such as property developers can change a place meaning through market led strategies such as gentrification • large scale public sector organisations such as local authority planning departments can change place meaning through top-down strategies such as dockland redevelopment • large-scale one-off property projects such as the Millennium Stadium, Cardiff and The Waterfront, Belfast can act as a flagship developments using distinctive architecture • regeneration of an area following the legacy of a major sporting event such as 2016 Olympics, Rio de Janeiro • events and themes, such as major festivals or designation as capital of culture, acting as catalyst for cultural development and further urban regeneration • reimagining / regeneration through events or themes such as being declared European Capital of Culture such as Liverpool 2008 <p>AO2 – 6 marks Application of knowledge and understanding to analyse and evaluate constructing a different place meaning through rebranding strategies could potentially include:</p>

		<p>through rebranding strategies is detailed and substantiated. Judgements are secure and evidence based leading to rational conclusions.</p> <p>Level 2 (3–4 marks) Application of knowledge and understanding is reasonable. Analysis is sound with some development that is mostly relevant. Evaluation of constructing a different place meaning through rebranding strategies is sound but partial. Judgements are generalised with some use of evidence leading to appropriate conclusions.</p> <p>Level 1 (1–2 marks) Application of knowledge and understanding is basic. Analysis is simple with little or no development. Evaluation of constructing a different place meaning through rebranding strategies is weak or absent. Judgements, if present, are unsupported leading to simple conclusions.</p> <p>0 marks No response or no response worthy of credit.</p> <p>Quality of extended response Level 3 There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. Level 2 There is a line of reasoning with some structure. The information presented is mostly relevant and substantiated. Level 1 There is little or no line of reasoning without structure. The information presented has little or no relevance and is superficial.</p>		<ul style="list-style-type: none"> • evaluation of using a single rebranding strategy; just one aspect of rebranding may be sufficient for effective construction of a different place meaning – sport, art, heritage, retail, architecture, food • on the other hand more than one of these may be required to contribute to a successful different place meaning; evaluation of using a range of rebranding strategies • understanding that rebranding strategy(ies) will depend on the type of place designated for redevelopment – its scale, original use, problems encountered, different purpose • a range of different players / stakeholders might be involved, each with different inputs, and this may lead to use of a range of co-ordinated strategies for a particular area • rebranding may take place over a period of time involving different stages; use of different strategies at different stages
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Question			Answer	Mark	Guidance
5	(a)	(i)	<p>Study Fig. 5, an OS 1:50 000 map extract of part of Nottinghamshire where a geographical investigation is to be undertaken. Using evidence from Fig. 5, state and justify an appropriate field research question for investigation in this area.</p> <p>The following topics could form the basis of possible investigations:</p> <p>Either in physical geography, such as microclimate, vegetation cover;</p> <p>Or in human geography, such as perception studies, place identity, place profiles, representations of place, social inequality, housing, service provision;</p> <p>Or a combination of physical and human issues such as impact of tourist activities, role of players in driving economic change, impact of management strategies.</p> <p>Justification of the question itself and why the area is suitable for investigation of it might include:</p> <ul style="list-style-type: none"> • geographical content of the question • applicable at an appropriate scale • researchable in terms of data collection • practicality of data collection in this area, such as access to sites, risk • nature of the question itself – requiring both description and explanation 	4	<p>AO3 – 4 marks</p> <p>1 x 1 mark for stating a valid / appropriate field research question.</p> <p>3 x 1 mark (DEV) for justification, with credit per point, using evidence from the OS map extract or practical considerations.</p> <p>For maximum marks, evidence from the OS map extract must be used.</p>

		<p>(ii) Identify <u>two</u> different practical methods of recording data in the field that you would use for the investigation in (a)(i).</p> <p>Possible examples could include:</p> <ul style="list-style-type: none"> • recording land use (urban / rural) on appropriate large scale map; such as housing type, location of services, industrial land use / location of primary and secondary types of employment, agricultural land uses, microclimate statistics • recording or noting on pre-prepared sheets. (E.g. using a questionnaire to record people's opinions / perceptions of a table to record pedestrian count / traffic flows / environmental evaluation / sediment characteristics) • Taking a photograph to show something / drawing a field sketch, (e.g. when looking at place representation) • use of modern technology: such as various software available on smartphone, tablet devices such as Microsoft Excel spreadsheets 	2	<p>AO3 – 2 marks</p> <p>The question requires methods of <u>recording</u> data, not the <u>collection</u> of the data itself.</p> <p>2 x 1 mark for stating each practical method of recording data in the field which is linked to an appropriate type of data required for the investigation stated in (a)(i).</p> <p>The response depends on the nature of the investigation in (a)(i). There is a wide range of possibilities, but each must be appropriate to the nominated investigation and easily available to AS candidates.</p>
		<p>(iii) Explain how you would ensure that the data collected in the investigation in (a)(i) was reliable.</p> <p>Level 3 (5–6 marks) Demonstrates thorough understanding of strategies to ensure reliability of data collected in the geographical investigation suggested.</p> <p>Level 2 (3–4 marks) Demonstrates reasonable understanding of measures to ensure reliability of data collected in the geographical investigation suggested.</p> <p>Level 1 (1–2 marks) Demonstrates basic understanding of measures to ensure reliability of data collected in the geographical</p>	6	<p>AO3 – 6 marks</p> <p>Strategies to ensure reliability of data collected should be linked to the investigation in (a)(i). Depending on the nature of the investigation, these could potentially include:</p> <ul style="list-style-type: none"> • appropriateness of sampling strategy e.g. random, systematic, stratified • number of sampling points, items / people sampled / timing in relation to parent population • consistent application of equipment in the field • precision in measuring / recording data • check / record provenance of secondary material

		investigation suggested.		Generic discussion of strategies without reference to the investigation in (a)(i), max top L1.
		0 marks No response or no response worthy of credit		

Assessment Objectives (AO) grid

Candidates answer **either** question 1, 2 or 3 **and** questions 4 and 5.

Question	AO1	AO2	AO3	Marks
1/2/3(a)(i)			3	3
1/2/3(a)(ii)		4		4
1/2/3(b)	8			8
1/2/3(c*)	8	6		14
4(a)	4			4
4(b)(i)			1	1
4(b)(ii)		4		4
4(c)		4	2	6
4(d*)	8	6		14
5(a)(i)			4	4
5(a)(ii)			2	2
5(a)(iii)			6	6
Totals	28	24	18	70

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