

**GCSE
GEOGRAPHY**

PAPER 1 LIVING WITH THE PHYSICAL ENVIRONMENT

Mark scheme

Additional Specimen

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation, each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

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 descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets 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 descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

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, ie if the response is predominantly Level 2 with a small amount of Level 3 material it would be placed in Level 2 but be awarded a mark near the top of the level because of the Level 3 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which 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 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.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

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

Assessment of spelling, punctuation, grammar and use of specialist terminology (SPaG)

Accuracy of spelling, punctuation, grammar and the use of specialist terminology will be assessed via the indicated 9 mark questions. In each of these questions, 3 marks are allocated for SPaG as follows:

- **High performance** – 3 marks
- **Intermediate performance** – 2 marks
- **Threshold performance** – 1 mark

Q	Part	Marking guidance	Total marks
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Question 1 The challenge of natural hazards

01	1	1 st mark for a link between plate margins and earthquakes. 2 nd mark for any further distribution observation (some slightly away from plate margin – Sulawesi; more on some margin than others, with example). AO4 = 2 marks	2
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01	2	1 st .mark some reference to plate margin 2 nd . mark for sudden release of pressure/stresses AO1 = 2 marks	2
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01	3	Landslides and Floods (2 x 1 marks) AO4 = 2 marks	2
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01	4	<table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>3 (Detailed)</td> <td>5–6</td> <td>AO3 Demonstrates thorough application of knowledge and understanding to analyse geographical information, giving detailed explanation of the links between effects and wealth. AO3 Analyses evidence from Figure 2 to support the response.</td> </tr> <tr> <td>2 (Clear)</td> <td>3–4</td> <td>AO1 Demonstrates specific and clear knowledge of the effects of a tectonic activity in relation to wealth of a country. AO2 Demonstrates clear geographical understanding of the interrelationship between the effects of a tectonic activity and relative wealth of a country.</td> </tr> <tr> <td>1 (Basic)</td> <td>1–2</td> <td>AO1 Shows some knowledge of the effects of a tectonic activity in relation to wealth of a country. AO2 Shows limited geographical understanding of the link between effects of a tectonic activity and relative wealth of a country.</td> </tr> <tr> <td></td> <td>0</td> <td>No relevant content.</td> </tr> </tbody> </table>	Level	Marks	Description	3 (Detailed)	5–6	AO3 Demonstrates thorough application of knowledge and understanding to analyse geographical information, giving detailed explanation of the links between effects and wealth. AO3 Analyses evidence from Figure 2 to support the response.	2 (Clear)	3–4	AO1 Demonstrates specific and clear knowledge of the effects of a tectonic activity in relation to wealth of a country. AO2 Demonstrates clear geographical understanding of the interrelationship between the effects of a tectonic activity and relative wealth of a country.	1 (Basic)	1–2	AO1 Shows some knowledge of the effects of a tectonic activity in relation to wealth of a country. AO2 Shows limited geographical understanding of the link between effects of a tectonic activity and relative wealth of a country.		0	No relevant content.	6
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		<p><u>Indicative content</u></p> <ul style="list-style-type: none"> • Effects can relate to any type of tectonic activity. • Effects can be considered in socio-economic and environmental terms. • Effects can be primary and secondary. • Answers may simply agree with the premise that wealth gives better opportunities for prediction, preparation and planning or may look at individual aspects within these categories. • Students may reflect on ‘recovery times’ linked to levels of wealth. • A broader discussion may consider that while wealth is an important factor there may be other considerations. <p>AO1 = 2 marks, AO2 = 2 marks, AO3 = 2 marks</p>	
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01	5	<p>Any two (2 x 1 marks) from; power stations; factories; transport; animals.</p> <p>AO2 = 2 marks</p>	2
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01	6	<p>Increase in temperature – B and G Decrease in rainfall – E and F Rise in sea level – C and D</p> <p>1 mark for each completed category which has two correct answers (3 x 1 marks)</p> <p>AO4 = 3 marks</p>	3
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		<p><u>Indicative content</u></p> <ul style="list-style-type: none"> • At Level 2, some appreciation that mitigation involves managing causes. • General points about reducing the burning of fossil fuels in transport or the production of electricity. • Specific ideas about how reducing the use of fossil fuels can be achieved. This might be considered in relation to energy generation, more efficient homes and vehicles or using less energy in industry. <p>AO1 = 2 marks, AO2 = 2 marks</p>	
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	<p><u>Indicative content</u></p> <ul style="list-style-type: none"> • The command is ‘Assess the extent’, so the focus of the question is an evaluation of the relative importance of prediction in reducing the risks associated with tropical storms. • Students might consider a range of important factors, including prediction, preparation and planning. • The discussion might lead to a number of evaluative ideas which might include; observations which suggest that one factor is more significant than another; observations which might suggest that all factors are equally important or that they are linked; observations that individual factors may be more significant in different circumstances. Any type of appropriate evaluative focus is acceptable. <p>AO1 = 3 marks, AO2 = 3 marks, AO3 = 3 marks</p>	
	<p>Spelling, punctuation and grammar (SPaG)</p> <p>High performance</p> <ul style="list-style-type: none"> • Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate <p>Intermediate performance</p> <ul style="list-style-type: none"> • Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate <p>Threshold performance</p> <ul style="list-style-type: none"> • Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate <p>No marks awarded</p> <ul style="list-style-type: none"> • The learner writes nothing • The learner’s response does not relate to the question <p>The learner’s achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning.</p>	<p>3</p> <p>2</p> <p>1</p> <p>0</p>

Question 2 The living world

02	1	South America and Asia (2 x 1 marks) AO4 = 2 marks	2
02	2	2 °C AO4 = 1 mark	1
02	3	2161mm AO4 = 1 mark	1
02	4	12 months AO4 = 1 mark	1
02	5	Three or four correct, 2 marks One or two correct, 1 mark AO3 = 2 marks	2
02	6	1 mark for accurate completion of pie graph, including shading. AO4 = 1 mark	1
02	7	Any two reasonable points (2 x 1 marks) <u>Indicative content</u> <ul style="list-style-type: none"> • Different levels of development. • Population density/building settlements. • Mining/mineral resource exploitation. • Improved infrastructure/building roads. • Political stability. • Development of hydro-electricity systems. • Foreign investment. • Conservation measures. AO1 = 2 marks	2

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<p><u>Indicative content</u></p> <ul style="list-style-type: none"> • Focus must be on the nutrient cycle as an example of recycling. • Decomposers are responsible for the breakdown of organic material such as leaves, twigs and dead animals. • Decomposers include bacteria and fungi and are vital in recycling nutrients. • They convert dead matter into a form that can be re-used and chemicals /nutrients can be absorbed by the vegetation. • At the higher levels expect students to show a greater understanding of the nutrient cycle as an example of recycling through an appreciation of links between elements. • Use of biological terminology may be an indication of higher levels but is not a pre-requisite for higher levels. 																				
<p>AO2 = 3 marks, AO3 = 3 marks</p>																				

02	9	Description			9
		Level	Marks		
		3 (Detailed)	7–9	<p>AO1 Demonstrates detailed knowledge of the environmental pressures on the chosen environment and the management strategies used to reduce the pressures.</p> <p>AO2 Demonstrates thorough geographical understanding of how management strategies can reduce the risk of environmental damage.</p> <p>AO3 Demonstrates sound application of knowledge and understanding in a reasoned way to make a judgement about importance of management strategies in reducing the risk of environmental damage.</p>	
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<p><u>Indicative content</u></p> <ul style="list-style-type: none"> • Example must be appropriately linked to either a hot desert environment or a cold environment. • The question implies an understanding of the environmental pressures/risks on the chosen environment. • Management strategies can be considered at any scale. • Students are expected to go beyond just describing the strategies and offer an evaluation of the importance of each strategy in reducing risk. <p>AO1 = 3 marks, AO2 = 3 marks, AO3 = 3 marks</p>					

Question 3 Coastal landscapes in the UK

03	1	weathering transported deposition 1 correct – 1 mark 2 correct – 2 marks AO2 = 2 marks	2
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03	2	Arch Stack Cave Wave-cut platform One correct – 1 mark Two correct – 2 marks Three or four correct – 3 marks AO3 = 3 marks	
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<p><u>Indicative content</u></p> <ul style="list-style-type: none"> • Students might use an example (place) or discussion of soft engineering techniques. • Soft engineering could include beach replenishment; beach recycling; beach re-profiling, all are suggested by the photograph (Figure 12). • Accept points that may not be clearly identified on Figure 12 (Question states ‘With the help of’) as long as they are relevant. • Accept observations about sand dune regeneration and planting vegetation, etc. • Students who simply describe methods of soft engineering will be restricted to lower levels. For higher level marks the emphasis needs to move towards considering how soft engineering methods work in order to protect coastal areas from physical processes. 																				
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Question 4 River landscapes in the UK

04	1	<p>Ox-bow lake Meander Floodplain Estuary</p> <p>One correct – 1 mark Two correct – 2 marks Three or four correct – 3 marks</p> <p>AO3 = 3 marks</p>	3
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04	2	<p>suspension saltation traction</p> <p>One correct – 1 mark Two to three correct – 2 marks</p> <p>AO2 = 2 marks</p>	1
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	<p><u>Indicative content</u></p> <ul style="list-style-type: none"> • Students might use an example (place) or discussion about the different physical and human factors that might increase the flood risk. • Figure 14 shows an urban area and ideas generated from the photograph might include wide flood plain, flat terrain and observations about the creation of hard surfaces; drainage which might reduce lag times; changing river channels. • Accept points about building on flood plains. • Accept points that may not be clearly identified on Figure 14 (Question states ‘With the help of’) as long as they are relevant. This might include points about deforestation etc. • Students who simply describe flood events/effects will be restricted to lower levels. For higher level marks the emphasis needs to move towards considering the link between physical/human factors and flood risk. <p>AO1 = 2 marks, AO2 = 2 marks, AO3 = 2 marks</p>	
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Question 5 Glacial landscapes in the UK

05	1	weathering plucking abrasion One correct – 1 mark Two or three correct – 2 marks AO2 = 2 marks	2
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5	2	Pyramidal peak Corrie Hanging valley Drumlin One correct – 1 mark Two correct – 2 marks Three to four correct – 3 marks AO3 = 3 marks	3
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05	3	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Level</th> <th style="width: 15%;">Marks</th> <th style="width: 70%;">Description</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3 (Detailed)</td> <td style="text-align: center;">5–6</td> <td> AO3 Demonstrates thorough application of knowledge and understanding and through analyse of the geographical information, offers detailed explanation about how particular aspects of the physical landscape in glaciated areas provide opportunities for a range of economic activities. AO3 Makes full analysis of the resource, using evidence to support the response. </td> </tr> <tr> <td style="text-align: center;">2 (Clear)</td> <td style="text-align: center;">3–4</td> <td> AO1 Demonstrates clear knowledge of opportunities for economic activities provided by glaciated landscapes. AO2 Demonstrates clear understanding of how glaciated landscapes provide opportunities for economic activities. </td> </tr> <tr> <td style="text-align: center;">1 (Basic)</td> <td style="text-align: center;">1–2</td> <td> AO1 Shows limited knowledge of opportunities for economic activities provided by glaciated landscapes. AO2 Shows basic understanding of how glaciated landscapes provide opportunities for economic activities. </td> </tr> <tr> <td></td> <td style="text-align: center;">0</td> <td>No relevant content.</td> </tr> </tbody> </table>	Level	Marks	Description	3 (Detailed)	5–6	AO3 Demonstrates thorough application of knowledge and understanding and through analyse of the geographical information, offers detailed explanation about how particular aspects of the physical landscape in glaciated areas provide opportunities for a range of economic activities. AO3 Makes full analysis of the resource, using evidence to support the response.	2 (Clear)	3–4	AO1 Demonstrates clear knowledge of opportunities for economic activities provided by glaciated landscapes. AO2 Demonstrates clear understanding of how glaciated landscapes provide opportunities for economic activities.	1 (Basic)	1–2	AO1 Shows limited knowledge of opportunities for economic activities provided by glaciated landscapes. AO2 Shows basic understanding of how glaciated landscapes provide opportunities for economic activities.		0	No relevant content.	6
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		<p><u>Indicative content</u></p> <ul style="list-style-type: none"> • Economic activities can be interpreted broadly to include clearly linked secondary/multiplier opportunities. • Accept points that may not be clearly identified on Figure 17 (Question states ‘With the help of’) as long as they are relevant. This might include points about skiing or adventure/wilderness tourism etc. • Students are expected to make a clear link between the landscape and the economic activity rather than simply identifying generic economic activities. For example, just mentioning “tourism” has limited use unless it is linked to the landscape by offering some development (links to activities which are particularly relevant). <p>AO1 = 2 marks, AO2 = 2 marks, AO3 = 2 marks</p>	
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<p><u>Indicative content</u></p> <ul style="list-style-type: none"> • The idea of land use conflict must relate to the ‘glaciated area’ shown in Figure 18. • Land-use conflict must relate to the activity shown in Figure 18. • At the higher level students are expected to identify specific land use shown in the photograph and offer an understanding of conflict in relation to opposing views/opinions. • It is expected that students will show some understanding about why (as expressed in the question) conflicts might develop rather than simply describing a conflict. <p>AO1 = 1 mark, AO2 = 1 mark, AO3 = 2 marks</p>															

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