Oxford Cambridge and RSA

GCE

Geography

H081/01: Landscape and place

AS Level

Mark Scheme for June 2023

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It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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.

MARKING INSTRUCTIONS

PREPARATION FOR MARKING
RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor 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 RM Assessor 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 RM Assessor 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 RM Assessor 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 RM Assessor **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 RM Assessor 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
    a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
    b. **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
SEEN	Point has been seen and noted
?	Indicates a whole answer for which there is no credit
BP	Must be used on all blank pages where there is no candidate response
DEV	Development of a point
IRRL	Irrelevant; a significant amount of material that does not answer the question
L1	Level 1
L2	Level 2
L3	Level 3
L4	Level 4
NE	No place specific detail
R	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)	**Study Fig. 1 which shows the location of ocean currents in the Atlantic Ocean.** **Using evidence from Fig. 1, describe the pattern of ocean currents.** Features of the pattern of ocean currents include: • cold currents flow from high latitudes towards the equator such as the Benguela current (✓) • warm currents flow from low latitudes towards the poles such as the Gulf Stream (✓) • warm North Atlantic Drift flows far north into the Arctic Circle (✓) • cold currents flow around the large sub-polar land masses of Greenland and Antarctica (✓) • circular pattern of currents/gyres, such as South Atlantic, South Equatorial and Benguela (✓)	**3** **AO3 x3**	**AO3 – 3 marks** 3 x 1 (✓) for each valid descriptive point. At least one reference to warm and cold currents required for full marks. Use of data / place name / area required for maximum mark.
1	(a)	(ii)	**Suggest one way that ocean currents can influence coastal landscape systems.** • ocean currents transfer heat energy as an input into the coastal landscape system (✓); the heat energy affects air temperature (DEV) and moisture content (DEV) of coastal environments, influencing coastal processes such as rates and types of weathering and mass movement (DEV) • cold ocean currents transfer cold water towards tropical areas (✓); cold currents close to the coast contribute to formation of west coast deserts (DEV) such as Atacama / Namib as upwelling cold water cools air above (DEV), diminishes its capacity to hold moisture and prevents convection / clouds (DEV)	**4** **AO2 x4**	**AO2 – 4 marks** 1 x 1 (✓) for stating an appropriate way that ocean currents can influence coastal landscape systems. 3 x 1 (DEV) for showing understanding of the link between ocean currents and coastal landscape systems. If more than one way is named, credit the first only. Do not accept answers linked to climate change e.g. the increase in ocean temperature.

			• warm ocean currents extending into temperate latitudes (✓); contributes to increased air temperature (DEV) and rainfall (DEV) for that latitude, influences rates of chemical weathering in coastal areas relative to areas inland (DEV), such as NAD / west coast British Is. • warm ocean currents such as Gulf Stream transfer warm water beyond tropics on east coasts of large land masses (✓); contributes to heat energy (DEV) and frequency of tropical storm events (DEV), and associated high energy wave erosion / flows of material / flooding at landfall (DEV)		
1	**(b)**		**Explain the formation of bays.** **Level 3 (6–8 marks)** Demonstrates **thorough** knowledge and understanding of how bays are formed. This will be shown by including **well-developed** ideas about the formation of bays. **Level 2 (3–5 marks)** Demonstrates **reasonable** knowledge and understanding of how bays are formed. This will be shown by including **developed** ideas about the formation of bays. **Level 1 (1–2 marks)** Demonstrates **basic** knowledge and understanding of how bays are formed. This will be shown by including **simple** ideas about the formation of bays. **0 marks** No response or no response worthy of credit.	**8** **AO1 x8**	**AO1 – 8 marks** **Indicative content** Knowledge and understanding of the formation of bays could potentially include: • landform of erosion; indentation in a coastline, usually adjacent to or in between headlands forming a discordant coastline • formed where a band of rock offers less resistance to erosion than that of headlands • located where weaker rocks have been eroded by marine processes – abrasion, hydraulic action, attrition, solution • specific shape of bay may be influenced by geological structure and rock type • size / depth of bay may depend on differential rates of erosion between more resistant rocks of the headland and the weaker rocks of the bay • bays can also form as coves along concordant coastlines where a more resistant rock is breached at a point of weakness such as a fault line, exposing weaker rock inland to erosion e.g. Lulworth Cove

					• wave refraction causes wave energy to be focussed on headlands; in bays wave energy is dissipated, orthogonals diverge, leading to deposition • beach sediment also accumulates, adding to the bay-head beach, as longshore drift transfers eroded material from the headland Explanation may be helped by a labelled and/or annotated diagram(s), but no requirement for this.	
1	**(c)***		**'The most significant influences on coastal landforms have occurred during periods of warming climate.' To what extent do you agree?** **AO1** **Level 3 (6–8 marks)** Demonstrates **thorough** knowledge and understanding of the impact of warming climate and other factors on coastal landforms. The answer should include **accurate place-specific** detail. **Level 2 (3–5 marks)** Demonstrates **reasonable** knowledge and understanding of the impact of warming climate and other factors on coastal landforms**.** The answer should include some **place-specific** detail which is **partially accurate**. **Level 1 (1–2 marks)** Demonstrates **basic** knowledge and understanding of the impact of warming climate and other factors on coastal landforms**.** There is an attempt to include **place-specific** detail but it is **inaccurate**. **0 marks** No response or no response worthy of credit.	**14** **AO1 x8** **AO2 x6**	**Indicative content** **AO1 – 8 marks** Knowledge and understanding of the impact of warming climate and other factors on coastal landforms could potentially include: • periods of warming – landforms shaped by sea level rise and geomorphic processes include: ○ rias ○ fjords ○ shingle beaches • periods of warming - coastal landforms are modified by geomorphic processes associated with present-day global warming which affects rates of: ○ subaerial weathering ○ mass movement / slope degradation ○ wave erosion • periods of cooling – landforms shaped by sea level fall and geomorphic processes including: ○ raised beaches ○ abandoned cliffs, wave-cut notches, caves, arches and stacks ○ marine terraces • human activity influences coastal landforms by: ○ management strategies	

			AO2 **Level 3 (5–6 marks)** Application of knowledge and understanding is **thorough**. Analysis is clear, developed and convincing. Evaluation of the impact of warming climate and other factors on coastal landforms is detailed and substantiated. Judgements are secure and evidence based leading to rational conclusions. **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 warming climate and other factors on coastal landforms is sound but partial. Judgements are generalised with some use of evidence leading to appropriate conclusions. **Level 1 (1–2 marks)** Application of knowledge and understanding is **basic**. Analysis is simple with little or no development. Evaluation of the impact warming climate and other factors on coastal landforms is weak or absent. Judgements, if present, are unsupported leading to simple conclusions. **0 marks** No response or no response worthy of credit. **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**		○ economic development *These are possible influences on coastal landforms; not all are required for a Level 3 response.* **AO2 – 6 marks** Application of knowledge and understanding to analyse and evaluate the impact of warming climate and other factors on coastal landforms could potentially include: • during periods of warming climate, such as inter-glacials, coastal landforms have been shaped significantly by rising sea level; these submergent landforms were originally formed by geomorphic processes during cooler periods, such as glacials, when sea level was lower • in present-day warming climate, submergent landforms are subject to further change due to stormier conditions, high energy wave action at current sea level and current subaerial processes • in present-day warming climate, emergent landforms, now higher and further inland, are no longer subject to wave processes but are subject to further modification by weathering and mass movement • periods of cooling climate also influence landforms, such as glacials, during which coastal landforms were exposed significantly by falling sea level; these emergent landforms were originally formed by wave processes during periods, such as inter-glacials, when sea level was higher • human activity can also influence coastal landforms by shorter-term inputs into the coastal system, including management strategies and	

			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.		use of the coast for economic activity; these affect flows of materials and energy through the coastal system and may have significant long-term impacts	

Question			Answer	Mark	Guidance
2	(a)	(i)	**Study <u>Fig. 2</u> which shows the location of valley glaciers and ice sheets around the Atlantic Ocean. Using evidence from <u>Fig. 2</u>, describe the distribution of valley glaciers and ice sheets.** • ice sheets located almost entirely within Polar Circles; Greenland, Arctic; Antarctica, south (✓) • valley glacier areas located mostly within Polar regions, such as Arctic and Antarctic circles (✓) • valley glacier areas located on coastal fringes of ice sheets, such as perimeter Greenland (✓) • valley glaciers located beyond polar regions; Alps and Andes (even within Tropics) (✓) • valley glaciers located in sub-polar areas such as Scandinavia, Canadian islands (✓)	**3** **AO3 x3**	**AO3 – 3 marks** 3 x 1 (✓) for each valid descriptive point. At least one reference to valley glaciers and ice sheets required for full marks. Use of data / place name / area required for maximum mark.
2	(a)	(ii)	**Suggest <u>one</u> way that latitude can influence the distribution of valley glaciers and ice sheets shown in <u>Fig. 2</u>.** • latitude and climate - latitude influences amount and intensity of incident solar radiation (✓); this is a major control on climate (DEV), there is an inverse relationship between latitude and temperature (DEV); polar regions are very cold	**4** **AO2 x4**	**AO2 – 4 marks** 1 x 1 (✓) for stating an appropriate way that latitude can influence the distribution of valley glaciers and ice sheets shown in Figure 2. 3 x 1 (DEV) for showing understanding of the link between latitude and the distribution of valley glaciers and ice sheets.

			and can sustain large ice sheets whereas low latitudes cannot (DEV) • high latitude and climate - very low temperatures all year within Arctic and Antarctic Circles (✓); summer temperatures below freezing (DEV), cold, dry climate, little seasonal variation (DEV), sustains large stable ice sheets of Greenland and Antarctica (DEV) • high latitude and climate - very low temperatures within Polar Circles (✓); outlet glaciers (DEV) originate / flow from / drain the large stable ice sheets (DEV) on their maritime perimeters, confined to valleys / influenced by relief (DEV) • low latitudes but low temperatures at altitude (✓); high incident solar radiation at low latitude therefore glaciers / ice sheets not present at low altitudes (DEV) but at high altitude even within the tropics temperatures may be low enough to sustain valley glaciers (DEV), since cold enough and fed by higher precipitation (DEV), such as Andes within temperate, tropical and even Equatorial latitudes		If more than one way is named, credit the first only.
2	**(b)**		**Explain the formation of corries.** **Level 3 (6–8 marks)** Demonstrates **thorough** knowledge and understanding of how corries are formed. This will be shown by including **well-developed** ideas about the formation of corries. **Level 2 (3–5 marks)** Demonstrates **reasonable** knowledge and understanding of how corries are formed. This will be shown by including **developed** ideas about the formation of corries.	**8** **AO1 x8**	**AO1 – 8 marks** **Indicative content** Knowledge and understanding of the formation of corries could potentially include: • armchair-shaped hollow found on upland hills or mountainside • formed by several interacting processes • formation begins with nivation of small hollow on hillside in which snow collects and accumulates year on year • over time the hollow enlarges and contains more snow which compresses into glacier ice

			Level 1 (1–2 marks) Demonstrates **basic** knowledge and understanding of how corries are formed. This will be shown by including **simple** ideas about the formation of corries. **0 marks** No response or no response worthy of credit.		• at a critical depth the ice acquires a rotational movement under its own weight which enlarges the hollow further • the rotational movement causes plucking of the back wall, making it increasingly steep • rock debris derived from plucking and weathering above the hollow falls into the bergschrund which helps to abrade the hollow and causes it to deepen • once the hollow has deepened, thin ice at the front is unable to erode so rapidly, so a higher lip is left • the corrie lip may also consist of moraine deposited by ice as it moves out of the corrie • in the post-glacial landscape, the corrie may contain a small corrie lake or tarn Explanation may be helped by a labelled and/or annotated diagram(s), but no requirement for this.

2	**(c)***		**'The most significant influences on glacial landforms have occurred during post-glacial periods.' To what extent do you agree?**
			
			AO1
			Level 3 (6–8 marks)
			Demonstrates **thorough** knowledge and understanding of influences during post-glacial periods and other factors on glacial landforms**.**
			The answer should include **accurate place-specific** detail.
			
			Level 2 (3–5 marks)
			Demonstrates **reasonable** knowledge and understanding of influences during post-glacial periods and other factors on glacial landforms**.**
				14
				AO1 x8
				AO2 x6
					Indicative content
					
					AO1 – 8 marks
					Knowledge and understanding of influences during post-glacial periods and other factors on glacial landforms could potentially include:
					• impact of warming during post-glacials in formation of glacio-fluvial landforms such as:
					  ○ kames
					  ○ eskers
					  ○ outwash plains
					• impact of present-day global warming in causing higher rates of melting and retreat of glaciers producing:
					  ○ greater accumulation of outwash material
					  ○ greater exposure of kames and eskers
					• impact of present–day global warming on rates of weathering and erosion of glacial landforms

			The answer should include some **place-specific** detail which is **partially accurate**.
			
			Level 1 (1–2 marks)
			Demonstrates **basic** knowledge and understanding of influences during post-glacial periods and other factors on glacial landforms**.**
			There is an attempt to include **place-specific** detail but it is **inaccurate**.
			
			0 marks No response or no response worthy of credit.
			
			AO2
			Level 3 (5–6 marks)
			Application of knowledge and understanding is **thorough**. Analysis is clear, developed and convincing. Evaluation of influences during post-glacial periods and other factors on glacial landforms is detailed and substantiated. Judgements are secure and evidence based leading to rational conclusions.
			
			Level 2 (3–4 marks)
			Application of knowledge and understanding is **reasonable**. Analysis is sound with some development that is mostly relevant. Evaluation of influences during post-glacial periods and other factors on glacial landforms is sound but partial. Judgements are generalised with some use of evidence leading to appropriate conclusions.
			
			Level 1 (1–2 marks)
			Application of knowledge and understanding is **basic**. Analysis is simple with little or no development. Evaluation of influences during post-glacial periods and other factors on glacial landforms is weak or absent.
					• impact of cooling during glacial periods in formation of glacial landforms of erosion and deposition such as
					  ○ corries, troughs
					  ○ moraines, drumlins
					• impact of human activity on glacial landforms such as
					  ○ resource extraction
					  ○ dam construction
					
					These are possible influences on glacial landforms; not all are required for a Level 3 response.
					AO2 – 6 marks
					
					Application of knowledge and understanding to analyse and evaluate influences during post-glacial periods and other factors on glacial landforms could potentially include:
					
					• during post-glacial periods of warming climate, erosional and depositional glacio-fluvial landforms are produced by meltwater from glaciers
					• during post-glacial periods, depositional glacio-fluvial landforms produced during seasonal melting and ice retreat are often severely modified or degraded during periods of subsequent re-advance; those produced during final deglaciation are most visible today
					• as temperatures continue to rise during periods of present-day global warming, further melting and retreat of glaciers results in more meltwater and accumulation of outwash in the pro-glacial zone plus greater fluvial energy and erosion through the landscape system
					• significant influence on glacial landforms has also occurred during colder glacial periods; glaciers

			Judgements, if present, are unsupported leading to simple conclusions. **0 marks** No response or no response worthy of credit. **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.		produced distinctive landforms of erosion and deposition such as corries and drumlins • shorter periods of climate fluctuation within post-glacial periods cause rates of weathering and erosion to vary over time • human activity can also influence glacial landforms by shorter-term inputs into the glacial system, including resource extraction and dam construction; these affect flows of materials and energy through the glacial system and may have long-term impacts

Question			Answer	Mark	Guidance
3	(a)	(i)	**Study Fig. 3 which shows the location of dryland landscapes around the Atlantic Ocean.** **Using evidence from Fig. 3, describe the distribution of dryland landscapes.** • mid- and low-latitude deserts located on/around tropics such as Sahara, Tropic of Cancer (✓) • semi-arid environments on fringes of mid- and low-latitude deserts such as Kalahari (✓) • semi-arid environments located beyond tropics, such as southern Europe and South America(✓) • polar drylands mostly located on large land masses within Arctic and Antarctic circles (✓) • polar drylands found on islands in north Atlantic such as Iceland, Baffin (✓)	3 AO3x3	**AO3 – 3 marks** 3 x 1 (✓) for each valid descriptive point. At least one reference to two different dryland landscapes required for full marks. Use of data / place name / area required for maximum mark.

3	(a)	(ii)	**Suggest <u>one</u> way that latitude has influenced the distribution of dryland landscapes shown in <u>Fig. 3</u>.** • latitude and climate – latitude influences the amount and intensity of incident solar radiation (✓); this is a major control on climate (DEV), there is an inverse relationship between latitude and temperature (DEV), dryland locations at low latitude have high temperatures and drylands in polar regions are very cold (DEV) • low latitudes and atmospheric circulation (✓); hot deserts lie between 15 and 30 N and S (DEV) on the poleward limb of the convective Hadley cell (DEV); sinking air is warmed by compression, creating cloudless skies, permanent high pressure and extreme aridity (DEV) e.g. Sahara, Kalahari • high latitudes and low levels of incident solar radiation (✓); polar locations are very dry because low temperatures all year (DEV); the cold air is unable to hold moisture (DEV); high pressure cell over ice sheets, sinking air, low precipitation input (DEV) • semi-arid environments and distance from the Equator (✓); in Africa with increasing distance from the Equator (DEV) the rainy season becomes shorter and the dry season lengthens (DEV); this affects degree of aridity (DEV); areas include southern fringes of Sahara / Sahel and Kalahari fringes	**4** **AO2 x4**	**AO2 – 4 marks** 1 x 1 (✓) for stating an appropriate way that latitude can influence the distribution of dryland landscapes shown in Figure 3. 3 x 1 (DEV) for showing understanding of the link between latitude and the distribution of dryland landscapes. If more than one way is named, credit the first only.
3	(b)		**Explain the formation of canyons.** **Level 3 (6–8 marks)** Demonstrates **thorough** knowledge and understanding of how canyons are formed. This will be shown by	**8** **AO1 x8**	**Indicative content** **AO1 – 8 marks** Knowledge and understanding of the formation of canyons could potentially include:

			including **well-developed** ideas about the formation of canyons. **Level 2 (3–5 marks)** Demonstrates **reasonable** knowledge and understanding of how canyons are formed. This will be shown by including **developed** ideas about the formation of canyons. **Level 1 (1–2 marks)** Demonstrates **basic** knowledge and understanding of how canyons are formed. This will be shown by including **simple** ideas about the formation of canyons. **0 marks** No response or no response worthy of credit.		• canyons are narrow river valleys with near vertical sides cut into solid rock • found in desert mountains and plateaux • formed by fluvial erosion in deserts • large volumes of loose rock available to be fed into rivers because sparse vegetation and little soil • process of abrasion / scouring action of coarse sediment transported by rivers • high energy, sporadic, intense storms / flash floods • erosion is vertical rather than lateral because solid rock allows little sideways movement • mass movement processes which would lower slopes in more humid environments are absent • shape of cross-profile determined by rock type; narrow slot canyons where rock is resistant and homogeneous, stair-like slopes where rock outcrops are of variable resistance • relict features of past wetter climates when rivers vigorously eroded and transported large sediment loads Explanation may be helped by a labelled and/or annotated diagram(s), but no requirement for this.
	(c)*		**'The most significant influences on dryland landforms have occurred during earlier pluvial periods.' To what extent do you agree?** **AO1** **Level 3 (6–8 marks)** Demonstrates **thorough** knowledge and understanding of the impact of earlier pluvial periods and other factors on dryland landforms**.** The answer should include **accurate place-specific** detail. **Level 2 (3–5 marks)**	**14** **AO1 x8** **AO2 x6**	**Indicative content** **AO1 – 8 marks** Knowledge and understanding of the impact of earlier pluvial periods and other factors on dryland landforms, could potentially include: • impact of earlier pluvial climate on mass movement, river erosion, transport and deposition in shaping landforms such as: ○ inselbergs ○ pediments

			Demonstrates **reasonable** knowledge and understanding of the impact of earlier pluvial periods and other factors on dryland landforms**.** The answer should include some **place-specific** detail which is **partially accurate**. **Level 1 (1–2 marks)** Demonstrates **basic** knowledge and understanding of the impact of earlier pluvial periods and other factors on dryland landforms**.** There is an attempt to include **place-specific** detail but it is **inaccurate**. **0 marks** No response or no response worthy of credit. **AO2** **Level 3 (5–6 marks)** Application of knowledge and understanding is **thorough**. Analysis is clear, developed and convincing. Evaluation of the impact of earlier pluvial periods and other factors on dryland landforms is detailed and substantiated. Judgements are secure and evidence based leading to rational conclusions. **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 earlier pluvial periods and other factors on dryland landforms is sound but partial. Judgements are		• impact of periods of aridity on geomorphic processes of weathering and Aeolian erosion, transport and deposition that influence dryland landforms of erosion and deposition such as: ○ pedestal rocks, desert pavements ○ dunes, alluvial fans • impact of colder climatic conditions on geomorphic processes that have shaped landforms such as: ○ frost shattered debris ○ nivation hollows ○ solifluction deposits • impact of human activity on dryland landforms such as: ○ attempts to secure water supply ○ economic activity *These are possible influences on dryland landforms; not all are required for a Level 3 response.* **AO2 – 6 marks** Application of knowledge and understanding to analyse and evaluate the impact of earlier pluvial periods and other factors on dryland landforms could potentially include: • in periods of more pluvial conditions, weathering, such as hydration and chemical weathering processes, and mass movement were intensified and rates increased • in pluvial conditions fluvial action became more significant; streams and rivers flowing from plateaux and inselbergs undercut steep slopes by lateral erosion, increasing recession rates of inselbergs • in more pluvial conditions, rivers were able to carry out significantly greater rates of erosion, transport and deposition; large sediment loads were carried,

			generalised with some use of evidence leading to appropriate conclusions. **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 earlier pluvial periods and other factors on dryland landforms is weak or absent. Judgements, if present, are unsupported leading to simple conclusions. **0 marks** No response or no response worthy of credit. **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.		pediments abraded and rock debris deposited across pediments; there was also much fluvial influence in development of alluvial fans, bajadas and canyons, and large lakes were formed • in periods of greater aridity, rates of weathering, mass movement and fluvial erosion slowed, although extreme events such as flash floods have been significant in shaping dryland landforms, but Aeolian erosion, transport and deposition has been more effective and significant in shaping landforms • periods of cooler climatic conditions have been significant in shaping dryland landforms; during the Pleistocene, upland areas were influenced by freeze-thaw and solifluction • human activity also influences dryland landforms by short-term inputs into the dryland system, including securing water supply and economic activity; these affect flows of materials and energy through the dryland system which may be significant in the long-term

Question			Answer	Mark	Guidance
4	(a)		**Explain <u>two</u> government strategies used to attract inward investment for placemaking.** • attracting flows of FDI from TNCs (✓) for regeneration of areas, for example brownfield sites or declining regions with labour availability (DEV) • promoting the interests of a country through the work of government officials such as ambassadors (✓) sites / regions with potential for development or where de-industrialisation has had severe socio-economic effects (DEV) • rebranding (✓) in order to make a site or area attractive to new commercial enterprise (DEV) • developing infrastructure (✓) in order to improve access to an area to make it attractive to new commercial enterprise (DEV) • use of GIS to identify problems in redeveloping an area (✓) enabling prediction and resolving of matters such as traffic flow or potential customer numbers for a site / area (DEV) • establishing Development Areas / Agencies or special economic zones (✓) lower taxation might increase attractiveness for investors (DEV) • membership of a trade bloc (✓) may attract companies to redevelopment sites / areas exempt from import tariffs within the bloc (DEV)	**4** **AO1 x4**	**AO1 – 4 marks** 2 x 1 mark (✓) for identifying an appropriate government strategy used to attract inward investment. 2 x 1 mark (DEV) for explaining the link between the strategy and placemaking. Exemplification is not essential but it may be creditworthy where it demonstrates knowledge and understanding of government strategies, inward investment and placemaking. It is acceptable to consider government at any scale and in any part of the world.
4	(b)	(i)	**Study <u>Fig. 4A</u>, which shows the Grahame Park Estate in Hendon, north London.** **Using evidence from <u>Fig. 4A</u>, identify <u>one</u> characteristic of the built environment.** • high rise buildings • pedestrian precinct / open space	**1** **AO3 x1**	**AO3 – 1 mark** 1 x 1 mark (✓) for identification of one characteristic of the built environment using the evidence in Fig. 4A.

			• ground floor land use commercial, retail / services, • upper floor land use residential / offices		
4	**(b)**	**(ii)**	**With reference to <u>Fig. 4A</u>, suggest <u>two</u> possible reasons why efforts to rebrand this estate might be contested by some groups of people.** • local residents living in small, low-cost flats have concerns re housing cost / rent (✓) redevelopment might bring socio-economic change leading to rising costs of housing / rents, that locals could not afford (DEV) • local shopkeepers / small low order shop owners concerned re competition (✓) possible introduction of larger supermarkets offering lower prices (DEV) • concerns over employment opportunities (✓) for example if local restaurants replaced by wine bars / more expensive restaurants (DEV) • currently traffic free / pedestrianised (✓) possible safety concerns if new shopping centres given greater vehicle access (DEV) • long established / elderly residents uncertainty over future neighbourhood (✓) loss of attachment to place / community; feel alienated by any change of residence / relocation of shops	**4** **AO2x4**	**AO2 – 4 marks** 2x1 (✓) for stating a possible reason why efforts to rebrand this estate might be contested. 2x1 (DEV) for explaining the reason why efforts to rebrand might be contested in the context of the evidence provided in Figure 4A.
4	**(c)**		**Study Fig. 4B, which shows school enrolment and HDI for selected countries, 2018.** **Using evidence from Fig. 4B, suggest how variation in access to education might influence social and economic inequality.** **Level 3 (5-6 marks)** Demonstrates **thorough** application of knowledge and understanding to provide a clear and developed analysis that shows accuracy in suggesting how	**6** **AO2 x4** **AO3 x2**	**Indicative content** **AO2 – 4 marks** Application of knowledge and understanding to analyse how variation in access to education might influence social and economic inequality could potentially include: • global scale contrast in social inequality between countries is created and maintained by variation in access to educational opportunities;

			variation in access to education might influence social and economic inequality (AO2). Demonstrates **thorough** investigation and interpretation of the resource to fully evidence variation in access to education. There must be sound ideas linking resource evidence to the variations (AO3). **Level 2 (3-4 marks)** Demonstrates **reasonable** application of knowledge and understanding to provide sound analysis that shows some accuracy in suggesting how variation in access to education might influence social and economic inequality (AO2). Demonstrates **reasonable** investigation and interpretation of the resource to evidence variation in access to education. There must be sound ideas linking resource evidence to the variations (AO3). **Level 1 (1-2 marks)** Demonstrates **basic** application of knowledge and understanding to provide simple analysis that shows limited accuracy in suggesting how variation in access to education might influence social and economic inequality (AO2). Demonstrates **basic** investigation and interpretation of the resource to provide limited evidence of variation in access to education. There are limited ideas with limited or no link to resource evidence (AO3). **0 marks** No response or no response worthy of credit.		e.g. contrasts in literacy between countries at differing levels of development / HDI • gender inequality is influenced by differing access to education; there is greater female empowerment and gender equality in some ACs whereas in some patriarchal societies / LIDCs / EDCs females are disadvantaged by social inequality, especially amongst the poor, where expected is to raise family and work at home • access to education varies with school age; primary enrolment has improved but fewer children in some countries unable to access / complete secondary education; needed to work to supplement family income, they gain few qualifications therefore inequality perpetuated • variation in access to education influences social inequality because interlinked with other influences on inequality such as employment opportunity, income, housing and health inequalities; e.g. inequality in female reproductive health can be linked in part to educational opportunity / access to information • in some countries variation in access to education between rural and urban areas influences and exacerbates social inequality e.g. within some countries in sub-Saharan Africa **AO3 – 2 marks** Evidence from investigation and interpretation of Figure 4B could potentially include: • HDI figures to show AC / EDC / LIDC contrasts • primary and secondary school enrolment figures in particular show national variation • primary and secondary school enrolment figures show gender inequality

					• contrasts in primary and secondary enrolment figures show variation with school age • some LIDCs show very low primary enrolment figures – might expect urban-rural contrasts Max 2 marks (AO3) for basic identification of data from Figure 4B only.
4	**(d)***		**To what extent is place identity shaped by socio-economic characteristics?** **AO1** **Level 3 (6–8 marks)** Demonstrates **thorough** knowledge and understanding of socio-economic and other characteristics that shape place identity. The answer should include **accurate place-specific** detail. **Level 2 (3–5 marks)** Demonstrates **reasonable** knowledge and understanding of socio-economic and other characteristics that shape place identity. The answer may include some **place-specific** detail which is **partially accurate**. **Level 1 (1–2 marks)** Demonstrates **basic** knowledge and understanding of socio-economic and other characteristics that shape place identity. There may be an attempt to include **place-specific** detail but it is **inaccurate**. **0 marks** No response or no response worthy of credit.	**14** **AO1 x8** **AO2 x6**	**Indicative content** **AO1 – 8 marks** Knowledge and understanding of socio-economic and other characteristics that shape place identity could potentially include: *Socio-economic characteristics such as:* • housing tenure – owner occupation, rental, (private / social), housing association • car ownership – number of cars per household • education – qualifications at different levels, number and type of schools • employment – types, unemployment • income – household economic status, relative wealth / poverty • household / family structure – overcrowding • health – % with long-term illness, access to health care *Other characteristics such as:* • demographic – number of inhabitants, age structure, gender, ethnicity • cultural – religion, local traditions, local clubs and societies • political – local, regional national government, resident associations

			AO2 **Level 3 (5–6 marks)** Application of knowledge and understanding is **thorough**. Analysis is clear, developed and convincing. Evaluation of socio-economic and other characteristics that shape place identity is detailed and substantiated. Judgements are secure and evidence based leading to rational conclusions. **Level 2 (3–4 marks)** Application of knowledge and understanding is **reasonable**. Analysis is sound with some development that is mostly relevant. Evaluation of socio-economic and other characteristics that shape place identity is sound but partial. Judgements are generalised with some use of evidence leading to appropriate conclusions. **Level 1 (1–2 marks)** Application of knowledge and understanding is **basic**. Analysis is simple with little or no development. Evaluation of socio-economic and other characteristics that shape place identity is weak or absent. Judgements, if present, are unsupported leading to simple conclusions. **0 marks** No response or no response worthy of credit. **Quality of extended response** **Level 3**		• built environment – age, style of buildings, building materials, density of housing, roads • natural environment – altitude, slope angle, aspect, drainage, geology *Not all are required; choice may depend on the characteristic features of any case study (ies) used* **AO2 – 6 marks** Application of knowledge and understanding to analyse and evaluate socio-economic and other characteristics that shape place identity could potentially include: • evaluation of relative significance of socio-economic and other characteristics, such as demographic or natural / physical, that shape place identity • evaluation of relative significance of the different socio-economic characteristics, such as employment or housing tenure, that shape place identity • the idea that many characteristics interact to shape place identity such as the combination of socio-economic, demographic, political features • place identity can change as characteristics change over time; this may depend on shifting flows of people or planning policies such as regeneration • place identity can be shaped by both past and present connections • understanding that it is possible to consider different types of examples, such as village, small market town, urban borough, housing estate

			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.		

Question			Answer	Mark	Guidance
5	(a)	(i)	**Study Fig. 5, a satellite image of part of Blackpool where a geographical investigation is to be undertaken.** **Using evidence from Fig.5, state and justify an appropriate hypothesis or geographical question for investigation in the area shown.** A possible hypothesis or geographical question could relate to topics such as: • perception studies / place identity • demographic / socio-economic / cultural profile • service / retail provision • residential / accommodation land use • social inequality • pedestrian flows • building height • environmental quality Justification of the hypothesis or geographical question itself and why the area is suitable for investigation might include: • geographical content • possible causal relationship • appropriate scale • researchable • practicality of data collection in this area, such as access, safety, risk, timing	4	**AO3 – 4 marks** 1 x 1 mark for stating a valid / appropriate hypothesis or geographical question. 3 x 1 mark (DEV) for justification, with credit per point, using evidence from the satellite image or practical considerations. For maximum marks, evidence from the satellite image must be used. Examples of hypotheses could include formats such as: • perceptions of environmental quality vary according to people's identity e.g. gender, age • building height decreases with distance from the promenade (or some other significant point) • tourists have different perceptions of the area as a service centre from resident shoppers • there is no relationship between pedestrian flows and distance from Blackpool Tower • there is a positive relationship between numbers of pedestrians and building height • rental value of property declines with distance from Debenhams department store • similar types of shops / services tend to cluster in urban areas (such as tourism services / holiday accommodation) Examples of acceptable geographical questions could include any content of the above hypotheses if rephrased in the form of a question.

		(ii)	**Outline <u>one</u> presentation technique that would be appropriate to represent data collected for the investigation in <u>(a)(i)</u>.** Possible presentation techniques could include: • graphical representation such as bar chart, line graph, scatter graph, pie chart, flow line diagram, isopleth map • land use map • annotated field sketch / photograph	**2**	**AO3 – 2 marks** 1 x 1 mark for identifying an appropriate presentation technique 1 x 1 mark for an outline of how the technique would be linked to data collected for the investigation in (a)(i). The response depends on the nature of the data collected for the investigation in (a)(i); there is a wide range of possibilities, but the technique must be appropriate for the data in question.
	(b)		**Explain why understanding of socio-political implications might be important in collecting geographical data.** **Level 3 (5–6 marks)** Demonstrates **thorough** understanding of socio-political implications that might be important in collecting geographical data. **Level 2 (3–4 marks)** Demonstrates **reasonable** understanding of socio-political implications that might be important in collecting geographical data. **Level 1 (1–2 marks)** Demonstrates **basic** understanding of socio-political implications that might be important in collecting geographical data. **0 marks** No response or no response worthy of credit	**6**	**AO3 – 6 marks** Socio-political implications might be an important consideration in collecting geographical data especially in the planning and conducting of interviews / questionnaires / observations in human communities and could potentially include: • requesting data that is too sensitive to ask about such as ethnicity, sexuality, religion, political affiliation, income, occupation, so that anonymity and privacy is protected • asking about issues that are contentious in the local neighbourhood such as government / council planning consent for housing development, rebranding strategies • seeking information that is considered very personal such as name, address, postcode, which might identify a respondent • conducting research in local residential areas which may be viewed suspiciously, such as taking photographs without explanation

					• trying to establish information / views about behaviour and activities within the local community such as crime, noise / pollution
	(c)		**With reference to a fieldwork investigation you have carried out, assess the effectiveness of the sampling framework you have used.** **Level 4 (10–12 marks)** Demonstrates a **comprehensive** evaluation of the effectiveness of the sampling framework used. This will be shown by **well-developed** ideas about the fieldwork investigation **and** the sampling framework. **Level 3 (7–9 marks)** Demonstrates a **thorough** evaluation of the effectiveness of the sampling framework used. This will be shown by **well-developed** ideas about **either** the fieldwork investigation **or** the sampling framework - and **developed** ideas about the other question focus. **Level 2 (4–6 marks)** Demonstrates a **reasonable** evaluation of the effectiveness of the sampling framework used. This will be shown by **developed** ideas about **either** the fieldwork investigation **or** the sampling framework - and **simple** ideas about the other question focus. **Level 1 (1–3 marks)** Demonstrates a **basic** evaluation of the effectiveness of the sampling framework used. This will be shown by **simple** ideas about the fieldwork investigation and the sampling framework. **0 marks** No response or no response worthy of credit.	**12**	**AO3 – 12 marks** A wide range of geographical fieldwork investigations is possible / acceptable. *Sampling frameworks could include:* • random, systematic, stratified, quota sampling • spatial contexts - point, quadrat, transect • non-spatial contexts *Effectiveness of the sampling framework might be discussed in the context of one or more aspects of the specific fieldwork investigation carried out, such as:* • practicality / ease of collecting the data • reliability of the data / unbiased • accuracy in estimating / representing characteristics of the parent population • sample size; data sets large enough to be statistically significant for analysis • ability to draw valid inferences / conclusions *For investigations that did not include sampling, credit as part of the evaluation any discussion of:* • reasons why sampling was not used • how sampling might have been usefully employed as an addition *For ideas about the fieldwork investigation itself, expect some discussion of the background to the investigation, such as:* • statement of original question/hypotheses/aims • location / site • types of primary / secondary data collected • methodology

					• actual results • conclusions Not all are required for L4, but credit points which are useful in setting the context of the investigation.

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