



# Mark Scheme (Results)

Summer 2024

Pearson Edexcel International GCSE  
In Geography (4WGE1)  
Paper 1: Physical Geography

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

## **Marking guidance for levels-based mark schemes**

### **How to award marks**

The indicative content provides examples of how students will meet each skill assessed in the question. The levels descriptors and indicative content reflect the relative weighting of each skill within each mark band.

### **Finding the right level**

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens, markers must use the guidance below and their professional judgement to decide which level is most appropriate.

### **Placing a mark within a level**

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance. Statements relating to the treatment of students who do not fully meet the requirements of the question are also shown in the indicative content section of each levels-based mark scheme. These statements should be considered alongside the levels descriptors.

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- if it meets the requirements fully, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- if it only barely meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- the middle marks of the level are used for answers that have a reasonable match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

| Question number | Answer                                                                                                                                                                                             | Mark       |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <b>1(a)</b>     | <p style="text-align: center;"><b>AO1 (1 mark)</b></p> <p><b>D</b> (water changing from a liquid to a gas)</p> <p>The answer cannot be A (precipitation), B (transpiration), C (condensation).</p> | <b>(1)</b> |

| Question number | Answer                                                                                                                                                               | Mark       |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <b>1(b)(i)</b>  | <p style="text-align: center;"><b>AO1 (1 mark)</b></p> <p><b>C</b> (where the river starts)</p> <p>The answer cannot be A (tributary), B (mouth), D (confluence)</p> | <b>(1)</b> |

| Question number | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Mark       |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <b>1(b)(ii)</b> | <p style="text-align: center;"><b>AO1 (1 mark)</b></p> <p>Award one mark for any of the following:</p> <ul style="list-style-type: none"> <li>• Urbanisation / building houses (1)</li> <li>• Deforestation / cutting down trees (1)</li> <li>• Change in land use (1)</li> <li>• Conversion to farmland (1)</li> <li>• Poorly maintained / lack of defences/management (1)</li> <li>• Climate change (1)</li> <li>• Glacial / ice cap melting (1)</li> <li>• Dams breaking / constructing dams (1)</li> </ul> <p><b>No credit for just stating 'dams'.</b><br/>Accept any other appropriate response</p> | <b>(1)</b> |

| Question number  | Answer                                                                                                                                                                                                                                                                                                                                                | Mark |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| <b>1(b)(iii)</b> | <p style="text-align: center;"><b>AO2 (2 marks)</b></p> <p>Award 1 mark for initial explanation and a further mark for explanation up to a maximum of two marks.</p> <p>Particles bounce (1) when another particle hits it transferring energy (1).</p> <p>Pebbles bounce along the riverbed (1) when there is an increase in river velocity (1).</p> |      |

|  |                                                                                                                                                                                                                                         |     |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
|  | <p>After rainfall episodes discharge increases (1) allowing particles to be bounced along the riverbed (1).</p> <p><b>No credit for just stating saltation is a type of transport.</b></p> <p>Accept any other appropriate response</p> | (2) |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|

| Question number | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Mark |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 1(c)            | <p><b>AO2 (2 marks)/AO3 (2 marks)</b></p> <p>Award 1 mark (AO3) for the identification of relevant piece of evidence that this is an upland area from the resource and a further mark for explanation (AO2) up to a maximum of two marks each.</p> <ul style="list-style-type: none"> <li>• The contour lines are close together (1) because the land is steep (1).</li> <li>• The numbers on the contour lines are high (1) with lots being over 500 m (1).</li> <li>• In square 70 27 the contour lines are close together (1) showing land is steep (1).</li> <li>• The source of a river are in upland areas (1) the Little Millstone Sike source is in square 75 27 (1).</li> <li>• There is a waterfall in square 70 28 (1) which is an upper course landform (1).</li> <li>• All the rivers are very narrow (1) which is an upper course characteristic (1).</li> <li>• There are lots of river sources (1) because there is higher rainfall in areas of high land (1).</li> </ul> <p>Accept any other appropriate response</p> | (4)  |

| Question number | Answer                                                                                                                                                                                                                                                                             | Mark |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 1(d)            | <p><b>AO3 (1 mark)</b></p> <p>Award one mark for the following:</p> <ul style="list-style-type: none"> <li>• Peak / highest discharge (1)</li> </ul> <p><b>Response must state discharge for credit.</b></p> <p><b>No credit for just stating 'peak', 'highest', 'maximum'</b></p> | (1)  |

| Question number | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Mark       |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| 1(e)            | <p style="text-align: center;"><b>AO1 (2 marks)/AO2 (2 marks)</b></p> <p>Award 1 mark (AO1) for the identification of a strategy and a further mark for explanation (AO2) up to a maximum of two marks each.</p> <p><b>Store:</b></p> <ul style="list-style-type: none"> <li>• Dams (1) (are used to control water flow) to ensure a consistent supply during drier periods (1).</li> <li>• Reservoirs (1) (are used to collect water) this reduces the amount of discharge which flows down the river and out to sea (1).</li> </ul> <p><b>Supply:</b></p> <ul style="list-style-type: none"> <li>• Pipelines (1) (can be used to transport water) this means areas with higher populations can get access to water (located in areas with low populations) (1).</li> <li>• Treatment works (1) (can increase the water quality) this increases supply as it is clean enough to drink (1).</li> </ul> <p>Accept any other appropriate response.</p> | <b>(4)</b> |

| Question number | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Mark       |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| 1(f)            | <p style="text-align: center;"><b>AO2 (3 marks)</b></p> <p>Award 1 mark for the initial explanation and 2 marks for further explanation up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> <li>• Dams could make a river regime more consistent throughout the year (1) as water is held during wetter months (1) and released downstream during drier months (1).</li> <li>• Dams can reduce discharge (1) as the reservoir is being filled (1) but could return to its normal flow conditions downstream once filling is complete (1).</li> <li>• Dams can balance out the impact of dry and wet seasons (1) by releasing water during summer months increasing flow (1) and reducing flow in winter months by storing water in the reservoir (1).</li> </ul> <p><b>Do not accept reference to changes in water quality.</b></p> <p>Accept any other appropriate response</p> | <b>(3)</b> |

| Question number | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Mark       |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| 1(g)            | <b>A03 (4 mark)/A04 (4 mark)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |            |
|                 | <p><b>Marking instructions</b></p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the level-based mark scheme below.</p> <p><b>Indicative content guidance</b></p> <p>The indicative content below is not prescriptive, and candidates are not required to include all of it. Other relevant material not suggested below must also be credited.</p> <p>This question is about analysing the reasons for variations in water usage around the world in contrasting countries. Candidates will need to interpret the map to recognise the areas of high/low usage and use data provided to make justification for the variations in water usage.</p> <p><b>A03</b></p> <ul style="list-style-type: none"> <li>• Global demand for water is increasing.</li> <li>• Water consumption in developed countries is higher than developing countries.</li> <li>• People in developed countries use on average 3 times more water than a person in a developing country.</li> <li>• In developing countries most water is used by agriculture, with very little in the home and industry.</li> <li>• In developed countries, industry uses the largest amount of water.</li> <li>• Water usage for domestic uses is still relatively low in developed countries but as a percentage is often over 3 times greater than in developing countries.</li> <li>• Industrialisation increases water usage.</li> <li>• Factories are large consumers of water for processes such as: cooling machinery.</li> <li>• Water is used to generate electricity which increases as countries develop.</li> <li>• The biggest water use in the developed country is for industry and domestic uses.</li> <li>• The biggest water use in developing and emerging countries is for agriculture and industry.</li> </ul> <p><b>A04</b></p> <ul style="list-style-type: none"> <li>• Figure 1c shows North America has high water usage.</li> <li>• Figure 1c shows that SE Asia has high water usage.</li> <li>• Figure 1c shows that Africa has the lowest water usage overall compared to other continents.</li> <li>• Figure 1c shows that the USA, India and China have the highest water usage.</li> <li>• Figure 1c shows Somalia's biggest water use is for agriculture.</li> <li>• Figure 1c shows Indonesia's biggest water use is for agriculture.</li> <li>• Figure 1c shows Sweden's biggest water use is for industry.</li> </ul> | <b>(8)</b> |

| Question number | Answer     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Level           | Mark       | Descriptor                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                 | <b>0</b>   | No rewardable material.                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Level 1</b>  | <b>1–3</b> | <ul style="list-style-type: none"> <li>Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements that are supported by limited evidence. (AO3)</li> <li>Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (AO4)</li> </ul> |
| <b>Level 2</b>  | <b>4–6</b> | <ul style="list-style-type: none"> <li>Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3)</li> <li>Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)</li> </ul>      |
| <b>Level 3</b>  | <b>7–8</b> | <ul style="list-style-type: none"> <li>Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently, leading to judgements that are supported by evidence throughout. (AO3)</li> <li>Uses geographical skills to obtain accurate information that supports all aspects of the argument. (AO4)</li> </ul>               |

| Question number | Answer                                                                                                                                            | Mark       |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <b>2(a)</b>     | <p style="text-align: center;"><b>AO1 (1 mark)</b></p> <p><b>D</b> (temperature)</p> <p>The answer cannot be A, B or C as all biotic factors.</p> | <b>(1)</b> |

| Question number | Answer                                                                                                                                                                              | Mark       |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <b>2(b)(i)</b>  | <p style="text-align: center;"><b>AO1 (1 mark)</b></p> <p><b>C</b> (movement of water down the beach)</p> <p>The answer cannot be A (wavelength), B (cause of wave), D (swash).</p> | <b>(1)</b> |

| Question number | Answer                                                                                                                                                                                                                                                                                                                                                                                                                       | Mark       |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <b>2(b)(ii)</b> | <p style="text-align: center;"><b>AO1 (1 mark)</b></p> <p>Award one mark for any of the following:</p> <ul style="list-style-type: none"> <li>• Long wavelength (1)</li> <li>• Short in height / shallow gradient (1)</li> <li>• Less frequent (1)</li> <li>• Gentle (1)</li> <li>• Deposition / low energy (1)</li> <li>• Strong(er) swash / weak(er) backwash (1)</li> </ul> <p>Accept any other appropriate response.</p> | <b>(1)</b> |

| Question number  | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Mark       |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <b>2(b)(iii)</b> | <p style="text-align: center;"><b>AO2 (2 marks)</b></p> <p>Award 1 mark for identifying a type of mass movement and a further mark for further explanation up to a maximum of two marks.</p> <ul style="list-style-type: none"> <li>• Landslides / are large amounts of soil and rock (1) move down a slope due to gravity (1).</li> <li>• Rockfalls / when pieces of rock fall off a cliff face (1) often due to mechanical weathering (1).</li> <li>• Slumping occurs when saturated soil (1) flows down a curved surface (1).</li> <li>• Rotational slip (1) caused by erosion undercutting cliff (1).</li> </ul> <p>Accept any other appropriate response.</p> | <b>(2)</b> |

| Question number | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Mark       |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| 2(c)            | <p style="text-align: center;"><b>A02 (2 marks)/A03 (2 marks)</b></p> <p>Award 1 mark (A03) for the identification of a reason why hard engineering is suitable based on evidence from resources and a further mark for explanation (A02) up to a maximum of two marks each.</p> <ul style="list-style-type: none"> <li>• There is a large urban area which has a high economic value (1) which would cost too much in compensation to not protect (1).</li> <li>• Claremont Pier suggests a tourist industry (1) this creates jobs for people living in the area (1).</li> <li>• In square 5594 there is a camping/caravan site (1) supporting the local economy (1).</li> <li>• There is a river mouth which is often used for trade (1) which needs to be kept clear to ensure boats can access (1).</li> <li>• A sea wall may be needed near Ness Point (1) to protect the buildings from flooding (1).</li> <li>• The beach is much narrower in 5594 (1) offering little coastal protection to the buildings without hard engineering (1).</li> <li>• There is a school in 5491 (1) which will negatively affect pupils education if erosion is allowed to take place (1).</li> </ul> <p>Accept any other appropriate response.</p> | <b>(4)</b> |

| Question number | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Mark       |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| 2(d)            | <p style="text-align: center;"><b>A02 (3 marks)</b></p> <p>Award 1 mark for the identification of a conflict and 2 marks for further explanation up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> <li>• Tourists are often in conflict with bird watchers (1) as they make a lot of noise (1) which can interrupt breeding grounds for coastal birds (1).</li> <li>• Governments are often in conflict with local residents (1) over the best type of coastal management strategy (1) as some are very expensive (1).</li> <li>• Hotel owners are often in conflict with fishing industry (1) as they leave broken fishing equipment causing pollution (1) which reduces tourist numbers (1).</li> <li>• Some users want to conserve the habitat (1) to increase tourism (1) and others want to develop port for economic gain (1).</li> </ul> <p>Accept any other appropriate response.</p> | <b>(3)</b> |

| Question number | Answer                                                                                                                                                     | Mark       |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| 2(e)            | <p style="text-align: center;"><b>AO3 (1 mark)</b></p> <p>Award one mark for the following:</p> <ul style="list-style-type: none"> <li>Arch (1)</li> </ul> | <b>(1)</b> |

| Question number | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Mark       |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| 2(f)            | <p style="text-align: center;"><b>AO1 (2 marks)/AO2 (2 marks)</b></p> <p>Award 1 mark (AO1) for the identification of a factor and a further mark for explanation (AO2) up to a maximum of two marks each.</p> <ul style="list-style-type: none"> <li>The geology (1) can increase rates of weathering if it contains joints and faults (1).</li> <li>Low temperatures (1) can increase rates of weathering as water can freeze and expand the size of the cracks (1).</li> <li>High levels of salinity (1) can increase rates of weathering as this can increase the rate rock is dissolved (1).</li> <li>Strong winds (1) can increase the rate of weathering (as it blows sand grains against the rock) causing a sandpapering effect (1).</li> </ul> <p><b>Do not double credit direct mirrors</b></p> <p>Accept any other appropriate response.</p> | <b>(4)</b> |

| Question number | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Mark       |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| 2(g)            | <p style="text-align: center;"><b>AO3 (4 mark)/AO4 (4 mark)</b></p> <p><b>Marking instructions</b></p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the level-based mark scheme below.</p> <p><b>Indicative content guidance</b></p> <p>The indicative content below is not prescriptive, and candidates are not required to include all of it. Other relevant material not suggested below must also be credited.</p> <p>This question is about analysing the different reasons why some countries are more/less at risk from coastal flooding. Candidates will need to be able to identify the areas at more/less risk and make judgements about why this is the case.</p> | <b>(8)</b> |

**A03**

- Coastal flooding is when dry low-lying land is submerged by seawater.
- Storm surges are likely to rise as a result of increased numbers of severe storm events due to more energy being in the atmosphere due to climate change.
- Higher frequency of storm surges is likely to increase erosion rates which will make more areas vulnerable to coastal flooding.
- Developed (HIC) countries might be required to support developing/emerging countries defend their coastlines e.g. provide money for building defences.
- Sea levels are predicted to rise due to melting ice sheets caused by increases in global temperatures.
- Depositional landforms, such as spits and beaches, act as natural sea defences but can be destroyed by storms making areas more prone to flooding.
- Coastal environments, such as mangroves and coral reefs, act as offshore barriers to storms but are both threatened by climate change and people increasing flood risk further.
- Countries may have less money to spend on coastal flood defences.
- Countries may opt for more soft engineering strategies as they are cheaper.
- Global population is still increasing which increases density of people living in coastal regions.
- Asia is at greatest risk and this is significantly due to their population densities and tropical locations exposing them to more tropical storms.

**A04**

- SE Asia is the area with the biggest population vulnerable to coastal flooding.
- Africa has a smaller number of people vulnerable to coastal flooding.
- South America has four countries with fairly high populations at risk from coastal flooding.
- Nigeria spends the least on coastal flood protection.
- Nigeria has experienced the fewest storm surges this century (so far).
- The Philippines spends the most on coastal flood protection.
- The Philippines has experienced the most storm surges this century.
- Brazil is a country with a large area away from coastlines.
- The Philippines are a group of islands and so exposed to sea on all sides.

| Question number | Answer     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Level           | Mark       | Descriptor                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                 | <b>0</b>   | No rewardable material.                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Level 1</b>  | <b>1–3</b> | <ul style="list-style-type: none"> <li>Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements that are supported by limited evidence. (AO3)</li> <li>Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (AO4)</li> </ul> |
| <b>Level 2</b>  | <b>4–6</b> | <ul style="list-style-type: none"> <li>Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3)</li> <li>Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)</li> </ul>      |
| <b>Level 3</b>  | <b>7–8</b> | <ul style="list-style-type: none"> <li>Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently, leading to judgements that are supported by evidence throughout. (AO3)</li> <li>Uses geographical skills to obtain accurate information that supports all aspects of the argument. (AO4)</li> </ul>               |

| Question number | Answer                                                                                                                                                                                    | Mark       |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <b>3(a)</b>     | <p style="text-align: center;"><b>AO1 (1 mark)</b></p> <p><b>A</b> (conservative)</p> <p>Answer cannot be B (shield volcanoes), C (composite volcanoes), D (hotspot/shield volcanoes)</p> | <b>(1)</b> |

| Question number | Answer                                                                                                                                                                   | Mark       |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <b>3(b)(i)</b>  | <p style="text-align: center;"><b>AO1 (1 mark)</b></p> <p><b>D</b> (Saffir-Simpson Scale)</p> <p>Answer cannot be A (earthquakes), B (earthquakes), C (earthquakes).</p> | <b>(1)</b> |

| Question number | Answer                                                                                                                                                                                                                                                                                                                                                                                              | Mark       |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <b>3(b)(ii)</b> | <p style="text-align: center;"><b>AO1 (1 mark)</b></p> <p>Award one mark for any of the following:</p> <ul style="list-style-type: none"> <li>• Eye (1)</li> <li>• Eye wall (1)</li> <li>• Spiralling / rotating clouds (1)</li> <li>• Banks of thunderstorms / heavy rainfall (1)</li> <li>• Strong winds (1)</li> <li>• Low pressure (1)</li> </ul> <p>Accept any other appropriate response.</p> | <b>(1)</b> |

| Question number  | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Mark       |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <b>3(b)(iii)</b> | <p style="text-align: center;"><b>AO2 (2 marks)</b></p> <p>Award 1 mark for initial explanation and a further mark for development up to a maximum of two marks.</p> <ul style="list-style-type: none"> <li>• Tropical storms source of energy comes from warm ocean water (1) as this fuels high evaporation rates(1).</li> <li>• On land tropical storms lose their energy source (1) which means their energy dissipates shortly after landfall (1).</li> <li>• On land there is increased friction (1) which alters the flow of air (1).</li> </ul> <p>Accept any other appropriate response.</p> | <b>(2)</b> |

| Question number | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Mark       |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| 3(c)            | <p style="text-align: center;"><b>A01 (2 marks)/A02 (2 marks)</b></p> <p>Award 1 mark (A01) for the identification of a long-term planning strategy and a further mark explanation (A02) up to a maximum of two marks each.</p> <ul style="list-style-type: none"> <li>• Hazard mapping (1) requires complex technology that often only developed countries can afford (1).</li> <li>• Rebuilding programmes (1) more affluent people will be insured making them homeless for shorter periods of time (1).</li> <li>• Risk assessments (1) need to be completed by qualified people which some countries may not have available (1).</li> <li>• Some countries are near plate boundaries which increases the risk (1) so need long-term planning to ensure they are fully prepared (1).</li> </ul> <p><b>Do not credit direct mirrors.</b></p> <p>Accept any other appropriate response.</p> | <b>(4)</b> |

| Question number | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Mark       |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| 3(d)            | <p style="text-align: center;"><b>A02 (3 marks)</b></p> <p>Award 1 mark for the initial explanation and 2 marks for further explanation up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> <li>• Places near steep slopes (1) are more vulnerable as there is greater risk of landslides / lahars (1) increasing damage (1).</li> <li>• Clayey soil (1) increase risk of liquefaction (1) which damages buildings (1).</li> <li>• Coastal areas (1) are more at risk from tsunamis / tropical cyclones (1) increasing frequency of hazardous events (1).</li> <li>• Time of year (1) can cause more death (1) if it's very hot or very cold when people are homeless (1).</li> <li>• Time of day (1) can increase injury/death (1) as at night people are in bed and less ready to escape (1).</li> <li>• Magnitude / size / strength (1) can increase risk as the winds / ground shaking are stronger (1) causing more damage to infrastructure (1).</li> </ul> <p>Accept any other appropriate response.</p> | <b>(3)</b> |

| Question number | Answer                                                                                                                                                              | Mark       |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| 3(e)            | <p style="text-align: center;"><b>AO3 (1 mark)</b></p> <p>Award one mark for the following:</p> <ul style="list-style-type: none"> <li>• Lava (flow) (1)</li> </ul> | <b>(1)</b> |

| Question number | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Mark       |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| 3(f)            | <p style="text-align: center;"><b>AO2 (2 marks)/AO3 (2 marks)</b></p> <p>Award 1 mark (AO3) for the identification of a reason based on specific locational evidence from resource and a further mark for explanation (AO2) up to a maximum of two marks each.</p> <ul style="list-style-type: none"> <li>• Volcanoes are mainly found along the Pacific Plate boundary (1) because tectonic plate is being destroyed (1).</li> <li>• Some volcanoes are found in the middle of the Pacific Plate forming hotspots (1) because this area of crust is thin (1).</li> <li>• Some volcanoes are found away from the African Plate boundary (1) because plumes of hot magma rise through weak points on the Earth's crust (1).</li> <li>• Most volcanoes are found around the Pacific Ocean (1) because of destructive/convergent plate boundaries/margins (1).</li> <li>• There volcanoes found around Iceland (1) because they are formed at constructive/divergent plate boundaries/margins (1).</li> <li>• Volcanoes are found in Hawaii (1) as a magma plume sits beneath the Pacific Plate (1).</li> </ul> <p><b>Do not credit 'close to plate boundary' without specific locational reference to evidence shown on the resource.</b></p> <p>Accept any other appropriate response.</p> | <b>(4)</b> |

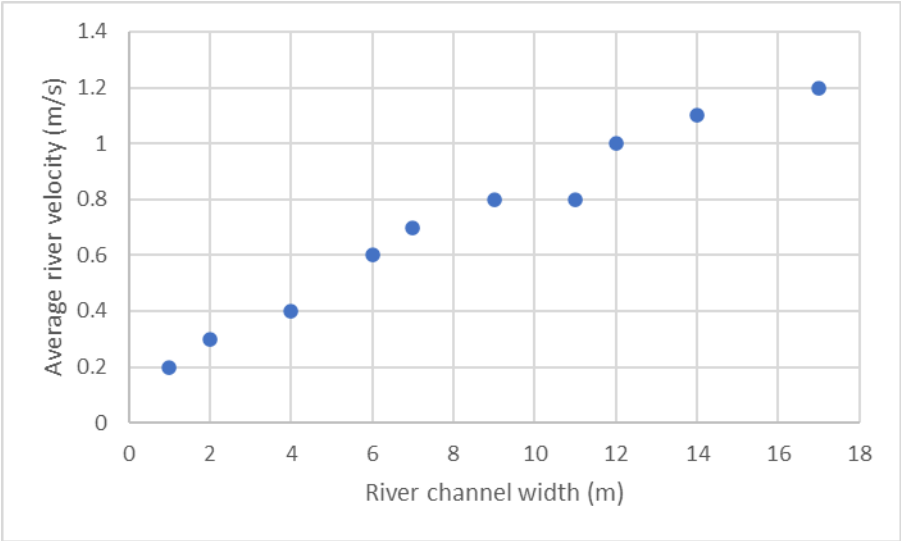
| Question number | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Mark |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 3(g)            | <p style="text-align: center;"><b>A03 (4 mark)/A04 (4 mark)</b></p> <p><b>Marking instructions</b></p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the level-based mark scheme below.</p> <p><b>Indicative content guidance</b></p> <p>The indicative content below is not prescriptive, and candidates are not required to include all of it. Other relevant material not suggested below must also be credited.</p> <p>This question is about analysing the significance of different types of impacts volcanic eruptions can have on people. Candidates will need to be able to identify the different types of impacts and consider the most severe impact for the population.</p> <p><b>A03</b></p> <ul style="list-style-type: none"> <li>• Shorter term impacts often last for hours, days, weeks.</li> <li>• Longer term impacts often last for months, years, decades.</li> <li>• A range of volcanic hazards can cause damage to the population. Lava flows, lahars, pyroclastic flows can destroy infrastructure and buildings.</li> <li>• Volcanic hazards can kill livestock and crops reducing food supply to the population.</li> <li>• Food supply can be affected as a country may not be able to afford to import enough supplies to meet the populations needs.</li> <li>• Large numbers of people are made homeless leading to displacement.</li> <li>• Displaced people need to be provided with shelter.</li> <li>• People can be injured or killed and illnesses/diseases can spread easily.</li> <li>• Areas received large numbers of displaced people can struggle to cope.</li> </ul> <p><b>A04</b></p> <ul style="list-style-type: none"> <li>• A large number of people were displaced to the south of the volcano (44,200 people).</li> <li>• 57 evacuation centres were set up in surrounding urban areas.</li> <li>• \$512,000 worth of livestock were destroyed.</li> <li>• \$3.3 million worth of crops were destroyed.</li> <li>• There are fewest evacuation centres to the north of the volcano.</li> <li>• Coastal areas with evacuation centres received 27,800 displaced people.</li> <li>• Inland areas with evacuation centres received 33,400 displaced people.</li> </ul> | (8)  |

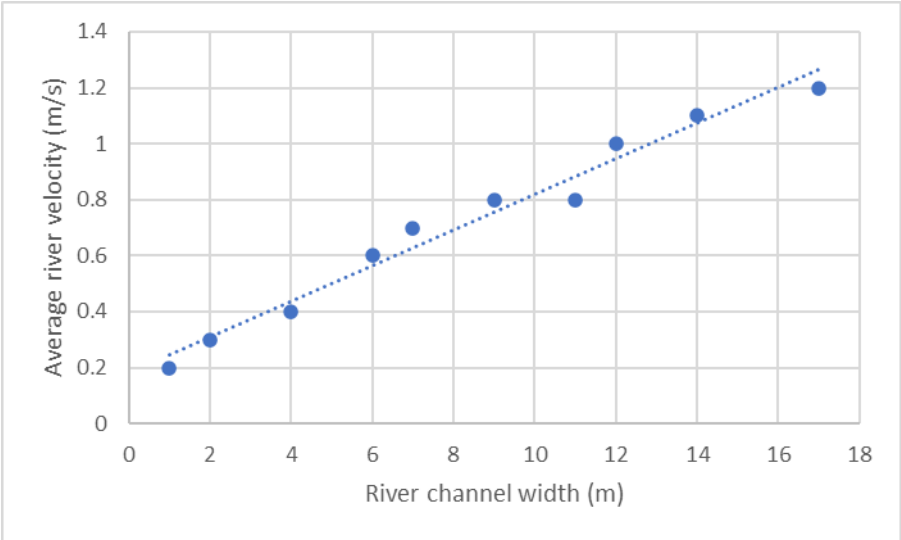
| Question number | Answer     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Level           | Mark       | Descriptor                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                 | <b>0</b>   | No rewardable material.                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Level 1</b>  | <b>1–3</b> | <ul style="list-style-type: none"> <li>Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements that are supported by limited evidence. (AO3)</li> <li>Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (AO4)</li> </ul> |
| <b>Level 2</b>  | <b>4–6</b> | <ul style="list-style-type: none"> <li>Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3)</li> <li>Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)</li> </ul>      |
| <b>Level 3</b>  | <b>7–8</b> | <ul style="list-style-type: none"> <li>Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently, leading to judgements that are supported by evidence throughout. (AO3)</li> <li>Uses geographical skills to obtain accurate information that supports all aspects of the argument. (AO4)</li> </ul>               |

| Question number | Answer                                                                                                                                                     | Mark |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 4(a)(i)         | <p style="text-align: center;"><b>AO3 (1 mark)</b></p> <p><b>B</b> (Clinometer)</p> <p>Cannot be A (sediment size), C (direction) or D (distribution).</p> | (1)  |

| Question number | Answer                                                                                                                                                                                                                                                                                                                                                                                                  | Mark |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 4(a)(ii)        | <p style="text-align: center;"><b>AO3 (1 mark)</b></p> <ul style="list-style-type: none"> <li>• Slipping (1)</li> <li>• Falling into water (1)</li> <li>• Coming into contact with dirty water (1)</li> <li>• Getting cold (1)</li> <li>• Getting lost (1)</li> <li>• Heavy rain / strong winds (1)</li> <li>• River too deep / fast moving (1)</li> </ul> <p>Accept any other acceptable response.</p> | (1)  |

| Question number | Answer                                                                                                                                                                           | Mark |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 4(b)            | <p style="text-align: center;"><b>AO4 (2 marks)</b></p> <p>Award 1 mark for correct method of working with correct figures and 1 mark for correct answer.</p> <p>63-5 = 58cm</p> | (2)  |

| Question number | Answer                                                                                                                                                    | Mark |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 4(c) (i)        | <p><b>A04 (2 marks)</b></p> <p>Award 1 mark for each correct plot.</p>  | (2)  |

| Question number | Answer                                                                                                                                                                                                                                                                                                                                                                                                               | Mark |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 4(c) (ii)       | <p><b>A04 (1 mark)</b></p> <p>Award 1 mark for correct line of best fit drawn.</p> <p>The line drawn needs to have at least 3 plots above the line of best fit and 3 plots below the line of best fit drawn for credit or be drawn through at 3 data plots for credit.</p>  <p><b>No credit for curved line of best fit.</b></p> | (1)  |

| Question number | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Mark       |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| 4(c)(iii)       | <p style="text-align: center;"><b>A03 (1 mark)/A04 (1 mark)</b></p> <p>Award 1 mark (A04) for initial point and a further mark for development (A03) up to a maximum of two marks.</p> <ul style="list-style-type: none"> <li>• There is a positive correlation between width and velocity (1) because more lateral erosion occurs (1).</li> <li>• As velocity increases so does width (1) because there is less friction which increases erosion (1).</li> <li>• As one increases so does the other because there is more erosion (1) as the water has more energy (1).</li> </ul> <p>Accept any other acceptable response.</p> | <b>(2)</b> |

| Question number | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Mark       |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| 4(d)            | <p style="text-align: center;"><b>A03 (3 marks)</b></p> <p>Award 1 mark for initial point and a further mark for development up to a maximum of two marks.</p> <ul style="list-style-type: none"> <li>• Students may find it useful to collect data on sediment size (1) as a higher discharge is likely to increase erosion (1) to see if they get smaller downstream (1).</li> <li>• Students could collect data on sediment shape (1) as you would expect sediment to become more rounded (1) further downstream as it has been transported further (1).</li> <li>• Students could do a field sketch at each site (1) as it can be useful to have qualitative data collection (1) which will help them to remember the features of the river landscape (1).</li> </ul> <p>Accept any other acceptable response.</p> | <b>(3)</b> |

| Question number | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Mark       |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| 4(e)            | <p style="text-align: center;"><b>A03 (4 marks)/A04 (4 marks)</b></p> <p><b>Marking instructions</b></p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the level-based mark scheme below.</p> <p><b>Indicative content guidance</b></p> <p>The indicative content below is not prescriptive, and candidates are not required to include all of it. Other relevant material not suggested below must also be credited.</p> <p>This question is about evaluating the accuracy and reliability of the students own data collection methods. The candidate needs to evaluate the strengths and weaknesses of several different data collection techniques they used in their enquiry and reach a judgement on how effective their data collection was overall.</p> <p><b>A03</b></p> <ul style="list-style-type: none"> <li>• Accuracy is about how correct or incorrect the data written down is.</li> <li>• Reliability is about how dependable the data collected is and often relates to having a big enough sample size to make a judgement.</li> <li>• Data collection techniques are the methods adopted when collecting data.</li> <li>• There are different sampling strategies which have a range of advantages and disadvantages that need to be considered to increase reliability.</li> <li>• Consideration of different equipment errors and the impact these might have had on accuracy of data.</li> <li>• Consideration of the number of sites and samples taken and the impact these might have on reliability.</li> <li>• A judgement about which techniques were reliable and/or accurate.</li> <li>• A judgement about overall accuracy and reliability of data collection techniques.</li> </ul> <p><b>A04</b></p> <ul style="list-style-type: none"> <li>• Detail about the specific sampling strategies used of their own data collection techniques.</li> <li>• Detail about the site selection for enquiry.</li> <li>• Detail about the sample size for each set of data collected.</li> <li>• Detail about the equipment used for each technique.</li> <li>• Detail about rationale for taking more than one reading for a data type.</li> </ul> | <b>(8)</b> |

| Question number | Answer     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Level           | Mark       | Descriptor                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                 | <b>0</b>   | No rewardable material.                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Level 1</b>  | <b>1–3</b> | <ul style="list-style-type: none"> <li>Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements that are supported by limited evidence. (AO3)</li> <li>Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (AO4)</li> </ul> |
| <b>Level 2</b>  | <b>4–6</b> | <ul style="list-style-type: none"> <li>Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3)</li> <li>Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)</li> </ul>      |
| <b>Level 3</b>  | <b>7–8</b> | <ul style="list-style-type: none"> <li>Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently, leading to judgements that are supported by evidence throughout. (AO3)</li> <li>Uses geographical skills to obtain accurate information that supports all aspects of the argument. (AO4)</li> </ul>               |

| Question number | Answer                                                                                                                                             | Mark |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 5(a)(i)         | <p style="text-align: center;"><b>A03 (1 mark)</b></p> <p><b>B</b> (Clinometer)</p> <p>Cannot be A (shape), C (direction) or D (distribution).</p> | (1)  |

| Question number | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                   | Mark |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 5(a)(ii)        | <p style="text-align: center;"><b>A03 (1 mark)</b></p> <ul style="list-style-type: none"> <li>• Slipping (1)</li> <li>• Falling into water (1)</li> <li>• Coming into contact with dirty water (1)</li> <li>• Getting cold (1)</li> <li>• Getting lost (1)</li> <li>• Heavy rain / strong winds (1)</li> <li>• Sea too deep / waves too strong (1)</li> <li>• Tide coming in (1)</li> </ul> <p>Accept any other acceptable response.</p> | (1)  |

| Question number | Answer                                                                                                                                                                           | Mark |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 5(b)            | <p style="text-align: center;"><b>A04 (2 marks)</b></p> <p>Award 1 mark for correct method of working with correct figures and 1 mark for correct answer.</p> <p>17-4 = 13cm</p> | (2)  |

| Question number | Answer                                                                            | Mark |
|-----------------|-----------------------------------------------------------------------------------|------|
| 5(c) (i)        | <p><b>A04 (2 marks)</b></p> <p>Award 1 mark for each correct plot.</p> <p>(2)</p> |      |

| Question number | Answer                                                                                                                                                                                                                                                                                                                          | Mark |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 5(c) (ii)       | <p><b>A04 (1 mark)</b></p> <p>Award 1 mark for correct line of best fit drawn.</p> <p>The line drawn needs to have at least 2 plots above the line of best fit and 3 plots below the line of best fit drawn or be drawn through at 4 data plots for credit.</p> <p><b>No credit for curved line of best fit.</b></p> <p>(1)</p> |      |

| Question number | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Mark       |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| 5(c)(iii)       | <p style="text-align: center;"><b>A03 (1 mark)/A04 (1 mark)</b></p> <p>Award 1 mark (A04) for initial point and a further mark for development (A03) up to a maximum of two marks.</p> <ul style="list-style-type: none"> <li>• There is a negative correlation between distance along the coast and pebble size (1) because the longer the pebbles have been in the water the smaller they get (1).</li> <li>• Pebble size decreases as you go along the coastline (1) because they have experienced more erosion (1).</li> <li>• As one increases the other decreases because there has been more erosion (1) as the pebbles have travelled in the water for longer (1).</li> </ul> <p>Accept any other acceptable response.</p> | <b>(2)</b> |

| Question number | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Mark       |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| 5(d)            | <p style="text-align: center;"><b>A03 (3 marks)</b></p> <p>Award 1 mark for initial point and a further mark for development up to a maximum of two marks.</p> <ul style="list-style-type: none"> <li>• Students may find it useful to collect data on beach gradient (1) as this is likely to influence sediment size (1) as smaller sediment will be close to the shoreline and larger sediment near the cliffs (1).</li> <li>• Students could collect data on sediment shape (1) as you would expect sediment to become more rounded (1) further along the coastline as it has been exposed to more erosion (1).</li> <li>• Students could do a field sketch at each site (1) as it can be useful to have qualitative data collection (1) which will help them to remember the features of the coastal landscape (1).</li> </ul> <p>Accept any other acceptable response.</p> | <b>(3)</b> |

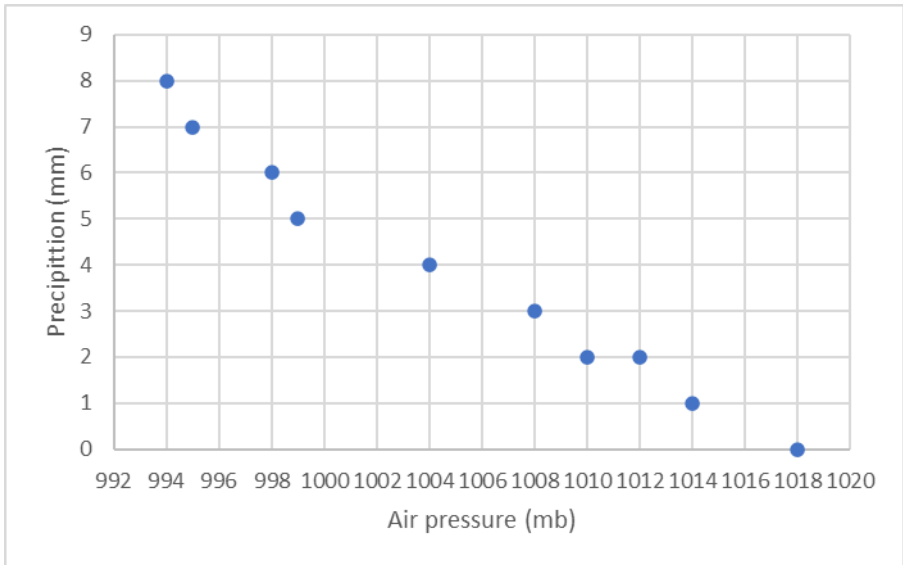
| Question number | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Mark       |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| 5(e)            | <p style="text-align: center;"><b>A03 (4 marks)/A04 (4 marks)</b></p> <p><b>Marking instructions</b></p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the level-based mark scheme below.</p> <p><b>Indicative content guidance</b></p> <p>The indicative content below is not prescriptive, and candidates are not required to include all of it. Other relevant material not suggested below must also be credited.</p> <p>This question is about evaluating the accuracy and reliability of the students own data collection methods. The candidate needs to evaluate the strengths and weaknesses of several different data collection techniques they used in their enquiry and reach a judgement on how effective their data collection was overall.</p> <p><b>A03</b></p> <ul style="list-style-type: none"> <li>• Accuracy is about how correct or incorrect the data written down is.</li> <li>• Reliability is about how dependable the data collected is and often relates to having a big enough sample size to make a judgement.</li> <li>• Data collection techniques are the methods adopted when collecting data.</li> <li>• There are different sampling strategies which have a range of advantages and disadvantages that need to be considered to increase reliability.</li> <li>• Consideration of different equipment errors and the impact these might have had on accuracy of data.</li> <li>• Consideration of the number of sites and samples taken and the impact these might have on reliability.</li> <li>• A judgement about which techniques were reliable and/or accurate.</li> <li>• A judgement about overall accuracy and reliability of data collection techniques.</li> </ul> <p><b>A04</b></p> <ul style="list-style-type: none"> <li>• Detail about the specific sampling strategies used of their own data collection techniques.</li> <li>• Detail about the site selection for enquiry.</li> <li>• Detail about the sample size for each set of data collected.</li> <li>• Detail about the equipment used for each technique.</li> <li>• Detail about rationale for taking more than one reading for a data type.</li> </ul> | <b>(8)</b> |

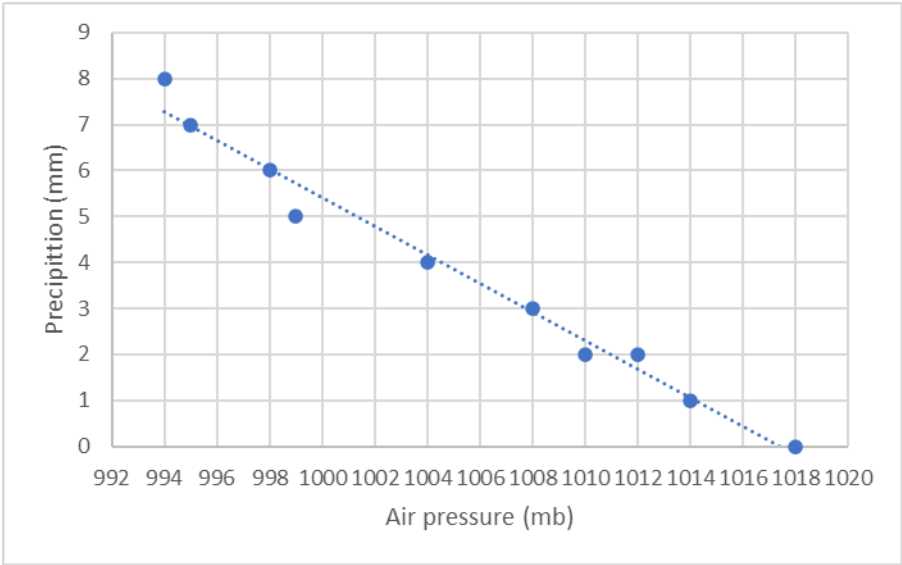
| Question number | Answer     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Level           | Mark       | Descriptor                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                 | <b>0</b>   | No rewardable material.                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Level 1</b>  | <b>1–3</b> | <ul style="list-style-type: none"> <li>Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements that are supported by limited evidence. (AO3)</li> <li>Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (AO4)</li> </ul> |
| <b>Level 2</b>  | <b>4–6</b> | <ul style="list-style-type: none"> <li>Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3)</li> <li>Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)</li> </ul>      |
| <b>Level 3</b>  | <b>7–8</b> | <ul style="list-style-type: none"> <li>Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently, leading to judgements that are supported by evidence throughout. (AO3)</li> <li>Uses geographical skills to obtain accurate information that supports all aspects of the argument. (AO4)</li> </ul>               |

| Question number | Answer                                                                                                                                              | Mark |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 6(a)(i)         | <p style="text-align: center;"><b>AO3 (1 mark)</b></p> <p><b>A</b> (barometer)</p> <p>Cannot be B (gradient), C (direction) or D (temperature).</p> | (1)  |

| Question number | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Mark |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 6(a)(ii)        | <p style="text-align: center;"><b>AO3 (1 mark)</b></p> <ul style="list-style-type: none"> <li>• High winds (1)</li> <li>• Heavy rainfall (1)</li> <li>• Strangers in urban areas (1)</li> <li>• Crossing roads in urban areas (1)</li> <li>• Getting lost (1)</li> <li>• Thunderstorms / lightning (1)</li> <li>• Tripping on uneven surfaces / pavements (1)</li> <li>• Slipping on wet ground (1)</li> </ul> <p>Accept any other acceptable response.</p> | (1)  |

| Question number | Answer                                                                                                                                                                            | Mark |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 6(b)            | <p style="text-align: center;"><b>AO4 (2 marks)</b></p> <p>Award 1 mark for correct method of working with correct figures and 1 mark for correct answer.</p> <p>24-12 = 12°C</p> | (2)  |

| Question number   | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Mark              |                    |     |   |     |   |     |   |     |   |      |   |      |   |      |   |      |   |      |   |      |   |            |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|--------------------|-----|---|-----|---|-----|---|-----|---|------|---|------|---|------|---|------|---|------|---|------|---|------------|
| 6(c) (i)          | <p style="text-align: center;"><b>AO4 (2 marks)</b></p> <p>Award 1 mark for each correct plot.</p> <div><table><caption>Data points for Precipitation vs Air pressure</caption><thead><tr><th>Air pressure (mb)</th><th>Precipitation (mm)</th></tr></thead><tbody><tr><td>994</td><td>8</td></tr><tr><td>995</td><td>7</td></tr><tr><td>999</td><td>6</td></tr><tr><td>999</td><td>5</td></tr><tr><td>1004</td><td>4</td></tr><tr><td>1008</td><td>3</td></tr><tr><td>1010</td><td>2</td></tr><tr><td>1012</td><td>2</td></tr><tr><td>1014</td><td>1</td></tr><tr><td>1018</td><td>0</td></tr></tbody></table></div> | Air pressure (mb) | Precipitation (mm) | 994 | 8 | 995 | 7 | 999 | 6 | 999 | 5 | 1004 | 4 | 1008 | 3 | 1010 | 2 | 1012 | 2 | 1014 | 1 | 1018 | 0 | <b>(2)</b> |
| Air pressure (mb) | Precipitation (mm)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                   |                    |     |   |     |   |     |   |     |   |      |   |      |   |      |   |      |   |      |   |      |   |            |
| 994               | 8                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                   |                    |     |   |     |   |     |   |     |   |      |   |      |   |      |   |      |   |      |   |      |   |            |
| 995               | 7                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                   |                    |     |   |     |   |     |   |     |   |      |   |      |   |      |   |      |   |      |   |      |   |            |
| 999               | 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                   |                    |     |   |     |   |     |   |     |   |      |   |      |   |      |   |      |   |      |   |      |   |            |
| 999               | 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                   |                    |     |   |     |   |     |   |     |   |      |   |      |   |      |   |      |   |      |   |      |   |            |
| 1004              | 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                   |                    |     |   |     |   |     |   |     |   |      |   |      |   |      |   |      |   |      |   |      |   |            |
| 1008              | 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                   |                    |     |   |     |   |     |   |     |   |      |   |      |   |      |   |      |   |      |   |      |   |            |
| 1010              | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                   |                    |     |   |     |   |     |   |     |   |      |   |      |   |      |   |      |   |      |   |      |   |            |
| 1012              | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                   |                    |     |   |     |   |     |   |     |   |      |   |      |   |      |   |      |   |      |   |      |   |            |
| 1014              | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                   |                    |     |   |     |   |     |   |     |   |      |   |      |   |      |   |      |   |      |   |      |   |            |
| 1018              | 0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                   |                    |     |   |     |   |     |   |     |   |      |   |      |   |      |   |      |   |      |   |      |   |            |

| Question number | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Mark       |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| 6(c) (ii)       | <p style="text-align: center;"><b>A04 (1 mark)</b></p> <p>Award 1 mark for correct line of best fit drawn.</p> <p>The line drawn needs to have at least 2 plots above the line of best fit and 2 plots below the line of best fit or be drawn through 5 data plots for credit.</p>  <p style="text-align: center;"><b>No credit for curved line of best fit.</b></p> | <b>(1)</b> |

| Question number | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Mark       |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| 6(c)(iii)       | <p style="text-align: center;"><b>AO3 (1 mark)/AO4 (1 mark)</b></p> <p>Award 1 mark (AO4) for initial point and a further mark for development (AO3) up to a maximum of two marks.</p> <ul style="list-style-type: none"> <li>• There is a negative correlation between precipitation and air pressure (1) because there is evaporation in areas of low pressure (1).</li> <li>• As air pressure increases precipitation decreases (1) because there is more warm rising air at low air pressures (1).</li> <li>• As one increases the other decreases because there is more rain during low pressure (1) because more clouds form (1).</li> </ul> <p>Accept any other acceptable response.</p> | <b>(2)</b> |

| Question number | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Mark       |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| 6(d)            | <p style="text-align: center;"><b>AO3 (3 marks)</b></p> <p>Award 1 mark for initial point and a further mark for development up to a maximum of two marks.</p> <ul style="list-style-type: none"> <li>• Students may find it useful to collect data on wind speed (1) as a lower air pressure is likely to increase wind speeds (1) as more air is rising (1).</li> <li>• Students could collect data on people's perception of risk (1) as this is based on personal perceptions (1) which can influence how people feel about a place (1).</li> <li>• Students could do a field sketch at each site (1) as it can be useful to have qualitative data collection (1) which will help them to remember the features of the hazardous environment (1).</li> </ul> <p>Accept any other acceptable response.</p> | <b>(3)</b> |

| Question number | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Mark       |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| 6(e)            | <p style="text-align: center;"><b>A03 (4 marks)/A04 (4 marks)</b></p> <p><b>Marking instructions</b></p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the level-based mark scheme below.</p> <p><b>Indicative content guidance</b></p> <p>The indicative content below is not prescriptive, and candidates are not required to include all of it. Other relevant material not suggested below must also be credited.</p> <p>This question is about evaluating the accuracy and reliability of the students own data collection methods. The candidate needs to evaluate the strengths and weaknesses of several different data collection techniques they used in their enquiry and reach a judgement on how effective their data collection was overall.</p> <p><b>A03</b></p> <ul style="list-style-type: none"> <li>• Accuracy is about how correct or incorrect the data written down is.</li> <li>• Reliability is about how dependable the data collected is and often relates to having a big enough sample size to make a judgement.</li> <li>• Data collection techniques are the methods adopted when collecting data.</li> <li>• There are different sampling strategies which have a range of advantages and disadvantages that need to be considered to increase reliability.</li> <li>• Consideration of different equipment errors and the impact these might have had on accuracy of data.</li> <li>• Consideration of the number of sites and samples taken and the impact these might have on reliability.</li> <li>• A judgement about which techniques were reliable and/or accurate.</li> <li>• A judgement about overall accuracy and reliability of data collection techniques.</li> </ul> <p><b>A04</b></p> <ul style="list-style-type: none"> <li>• Detail about the specific sampling strategies used of their own data collection techniques.</li> <li>• Detail about the site selection for enquiry.</li> <li>• Detail about the sample size for each set of data collected.</li> <li>• Detail about the equipment used for each technique.</li> <li>• Detail about rationale for taking more than one reading for a data type.</li> </ul> | <b>(8)</b> |

| Question number | Answer     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Level           | Mark       | Descriptor                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                 | <b>0</b>   | No rewardable material.                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Level 1</b>  | <b>1–3</b> | <ul style="list-style-type: none"> <li>Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements that are supported by limited evidence. (AO3)</li> <li>Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (AO4)</li> </ul> |
| <b>Level 2</b>  | <b>4–6</b> | <ul style="list-style-type: none"> <li>Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3)</li> <li>Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)</li> </ul>      |
| <b>Level 3</b>  | <b>7–8</b> | <ul style="list-style-type: none"> <li>Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently, leading to judgements that are supported by evidence throughout. (AO3)</li> <li>Uses geographical skills to obtain accurate information that supports all aspects of the argument. (AO4)</li> </ul>               |

