

**GCSE**

**Geography B**

Unit **B561/02**: Sustainable Decision Making (SDM) (Higher Tier)

General Certificate of Secondary Education

**Mark Scheme for June 2016**

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



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

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







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These are the annotations (including abbreviations) which are used when marking.

Annotation	Meaning of annotation
	Correct point
	Incorrect point
<b>IRRL</b>	Irrelevant material not answering question
<b>L1</b>	Level one
<b>L2</b>	Level two
<b>L3</b>	Level three
<b>L4</b>	Level four
<b>BOD</b>	Benefit of doubt eg slight confusion of term or misspelt
<b>BP</b>	Blank page

## MARK SCHEME

Question		Answer	Mark	Guidance
1	a	  92%	[1]	% not essential
1	b	  Belgium is lower/ UK is higher Belgium 6%, UK 32% UK is 26% higher/Belgium is 26% lower More people live within 5km of the sea in the UK than in Belgium, or vice versa.	[1]	Must be comparison No credit for incorrect statements such as “there are 26 more people in the UK...” Credit as this is true. The question states use resource and own knowledge.
1	c	  Damage property Flooding/Buildings are prone to flooding Lead to costly repairs on houses Lowers the value of homes Makes homes harder/more costly/impossible to insure Cause coastal businesses to fail Reduce farmland Lost leisure/tourist facilities Affects tourism Destroys beaches Damage/block routeways/paths Increase spending on sea defences Higher taxes (to pay for repairs/defences) <b>Or any other valid effect</b>	[2]	Has to link to an effect on people

Question	Answer	Mark	Guidance
2 <div style="display: flex; flex-direction: column; align-items: center; gap: 5px;"> <div style="border: 1px solid red; padding: 2px;">L3</div> <div style="border: 1px solid red; padding: 2px;">L2</div> <div style="border: 1px solid red; padding: 2px;">L1</div> <div style="border: 1px solid red; padding: 2px;">IRRL</div> </div>	<p><b>Level 3 (5-6 marks)</b> Description of the coastal feature and excellent explanation of the named erosion or weathering process(es) that formed it. Written work is clearly legible and spelling, punctuation and grammar are accurate.</p> <p><b>Level 2 (3-4 marks)</b> Description of the coastal feature and/or sound explanation of the named erosion or weathering process(es) that formed it. Written work is legible and spelling, punctuation and grammar are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 1 (1-2 marks)</b> Description of the coastal feature and/or simple explanation of the coastal process(es) that formed it. Written work contains mistakes in spelling, punctuation and grammar, which sometimes hinder communication.</p> <p>0 marks - no creditworthy response.</p>	[6]	<p>Levelled question – see page 4 for instructions for answers marked by levels of response.</p> <p>Acceptable features: headland, cliff, cave, arch, stack, stump, wave cut platform</p> <p><b>Named landform and description may be implicit or explicit in the answer. Processes are the main driver to access L2 and L3.</b></p> <p>Exemplar responses...for a stack</p> <p>L3: A tall column of rock sticking up from the sea. It is formed by coastal erosion such as corrasion where rocks are thrown from the sea bed on to cliffs by the power of waves. Forces of erosion weaken cracks in the headland, over time the rock above is weakened causing an arch to collapse.</p> <p>L2: A tall column of rock sticking up from the sea. It has been formed by erosion such as (names process/es); weaknesses in a headland are attacked and over time part of the rock becomes detached from the headland.</p> <p><b>OR</b></p> <p>A tall column of rock sticking up from the sea. It has been formed by erosion; first as a cave then an arch which has collapsed to become a stack.</p> <p>L1: A tall column of rock sticking up from the sea.</p> <p><b>OR</b></p> <p>It has been formed by erosion.</p> <p><b>Guidance continued on next page....</b></p>

Question	Answer	Mark	Guidance
2			<p><b>An element of description is needed to access the top of level 3, 6 marks.</b></p> <p>Acceptable evidence of description:</p> <p>The landform must be identified (eg stack)  <b>AND</b>  Simple description of their chosen landform. eg “tall column of rock”.</p> <p><b>OR</b>  Diagram with a simple label.</p> <p>Examiners are reminded that Quality of Written Communication is integrated with the level descriptors. QWC will reflect how clearly ideas and concepts are expressed, but should not restrict candidates from reaching L2 or L3</p>

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3 <div style="display: flex; flex-direction: column; align-items: center; gap: 5px;"> <div style="border: 1px solid red; padding: 2px;">L3</div> <div style="border: 1px solid red; padding: 2px;">L2</div> <div style="border: 1px solid red; padding: 2px;">L1</div> <div style="border: 1px solid red; padding: 2px;">IRRL</div> </div>	<p><b>Level 3 (7-8 marks)</b> Excellent description of how the way(s) chosen can protect the coast <b>with</b> excellent reason(s) why each is a good, sustainable solution. Written work is clearly legible and spelling, punctuation and grammar are accurate.</p> <p><b>Level 2 (4-6 marks)</b> Sound description of how the way(s) chosen can protect the coast <b>and/or</b> sound reason(s) why it is a good, sustainable solution. Written work is legible and spelling, punctuation and grammar are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 1 (1–3 marks)</b> Simple description of how the way(s) chosen can protect the coast <b>and/or</b> simple reason(s) why it is a good, sustainable solution. Written work contains mistakes in spelling, punctuation and grammar, which sometimes hinder communication.</p> <p>0 marks - no creditworthy response.</p>	[8]	<p>Levelled question – see page 4 for instructions for answers marked by levels of response</p> <p>Can name A,B,C or Rock Armour etc. If not named give credit for what is implicit</p> <p>If only <b>one</b> way mentioned, <b>or</b> the ways chosen are from the same group of images then <b>max L2 4 marks</b>.</p> <p>If only how the <b>way</b> protects <b>or</b> only <b>reasons</b> why it is a sustainable solution then <b>max L2 4 marks</b>.</p> <p><b>To reach top Level 3 there must be an excellent way and an excellent reason; one excellent way or reason is bottom of Level 3.</b></p> <p><b>To reach top Level 2 there must be 2 sound ways and one sound reason or vice versa. One sound way and one sound reason mid Level 2. One sound way or sound reason is bottom of Level 2.</b></p> <p><b>As above for Level 1 with “simple” replacing “sound.”</b></p> <p>Examiners are reminded that Quality of Written Communication is integrated with the level descriptors. QWC will reflect how clearly ideas and concepts are expressed, but should not restrict candidates from reaching L2 or L3.</p>

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4 <div style="display: flex; flex-direction: column; align-items: center; gap: 5px;"> <div style="border: 1px solid red; padding: 2px;">L3</div> <div style="border: 1px solid red; padding: 2px;">L2</div> <div style="border: 1px solid red; padding: 2px;">L1</div> <div style="border: 1px solid red; padding: 2px;">IRRL</div> </div>	<p><b>Level 3 (5-6 marks)</b> Excellent explanation of why people hold their opinions about the coastal protection scheme. Selection of stakeholders allows different views to be clearly expressed. Written work is clearly legible and spelling, punctuation and grammar are accurate.</p> <p><b>Level 2 (3-4 marks)</b> Sound explanation of why person(s) hold their opinions about the coastal protection scheme. Written work is legible and spelling, punctuation and grammar are mostly accurate. Meaning is communicated clearly.</p>	[6]	<p>Levelled question – see page 4 for instructions for answers marked by levels of response</p> <p><b>Emphasis is on different opinions and the development of these. Opinions must be different from each other.</b></p> <p><b>If there is only one stakeholder Level 2 max, 3 marks regardless of how well developed the views are.</b></p> <p><b>If different stakeholders express the same reasons for having their opinions Level 2 max, 3 marks.</b></p> <p>Development of the <b>same idea</b> is needed to progress through levels, not multiple different reasons for an opinion</p> <p>Exemplar responses:</p> <p>L3: The campsite owner was in favour of the coastal protection scheme because the work on East Cliff will prevent his land slipping towards the sea. This means he can still operate his business because holidaymakers will continue to visit and provide him an income. The Beaminster resident was not in favour of the coastal protection scheme because it could lead to higher taxes. He will not benefit as Lyme Regis is 20 kilometres away. It would mean less money to spend on facilities his town.</p> <p>L2: The campsite owner was in favour of the coastal protection scheme because the work stopped his land slipping towards the sea. This meant he was still able to earn a living. The Beaminster resident was not in favour of the coastal protection scheme as his tax may go up and he will not benefit from the scheme as it is a long way from his home.</p>



Question	Answer	Mark	Guidance
	<p><b>Level 1 (1-2 marks)</b> Simple explanation why person(s) hold their opinion(s) about the coastal protection scheme. Written work contains mistakes in spelling, punctuation and grammar, which sometimes hinder communication.</p> <p>0 marks - no creditworthy response.</p>		<p>L1: The campsite owner was pleased the coastal protection scheme took place because it stopped his land slipping into the sea.</p> <p>The person who lived in Beaminster did not want the money spent in Lyme Regis as his tax may go up.</p> <p>Examiners are reminded that Quality of Written Communication is integrated with the level descriptors. QWC will reflect how clearly ideas and concepts are expressed, but should not restrict candidates from reaching L2 or L3.</p>

Question	Answer	Mark	Guidance
5	<p><b>L4</b></p> <p><b>Level 4 (13–16 marks)</b></p> <ul style="list-style-type: none"> <li>• Well-developed reason(s) given as to why their chosen option is sustainable for Mullion Cove</li> <li>• Well-developed reason(s) given for the disadvantages of their chosen option</li> <li>• Well-developed suggestion how/why an alternative plan may offer a sustainable solution</li> <li>• Written work is legible and spelling, grammar and punctuation are very accurate and meaning very clearly communicated. Good use of geographical terminology.</li> </ul> <p><b>L3</b></p> <p><b>Level 3 (9–12 marks)</b></p> <ul style="list-style-type: none"> <li>• Developed reason(s) given as to why their chosen option is sustainable for Mullion Cove</li> <li>• Developed reason(s) given for the disadvantages of their chosen option</li> <li>• Developed suggestion why alternative plan may offer a sustainable solution</li> <li>• Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated clearly. Use of appropriate geographical terminology.</li> </ul> <p><b>L2</b></p> <p><b>Level 2 (5–8 marks)</b></p> <ul style="list-style-type: none"> <li>• Simple reason(s) given as to why their chosen option is sustainable for Mullion Cove</li> <li>• Simple reason(s) given for the disadvantages of their chosen option</li> <li>• Simple suggestion why alternative plan may offer a sustainable solution</li> <li>• Work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated with limited clarity.</li> </ul> <p><b>L1</b></p> <p><b>IRRL</b></p>	[16]	<p>Levelled question – see page 4 for instructions for answers marked by levels of response</p> <p><b>There are no wrong options - any option with appropriate explanation is acceptable</b></p> <p><b>The concept of sustainability may be explicit or implicit in the response to any part of the task.</b></p> <p><b>In the final part of the task, a combination of the options given is acceptable as an alternative suggestion.</b></p> <p>Examiners are reminded that Quality of Written Communication is integrated with the level descriptors. QWC will reflect how clearly ideas and concepts are expressed, but should not restrict candidates from reaching L2,L3 or L4.</p>

Question	Answer	Mark	Guidance
	<p><b>Level 1 (1–4 marks)</b></p> <ul style="list-style-type: none"> <li>• Limited mention is made as to why their chosen option is sustainable for Mullion Cove</li> <li>• Limited mention of disadvantages of their chosen option</li> <li>• Limited suggestion of alternative plan</li> <li>• Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication</li> </ul> <p>0 marks - no creditworthy response.</p>		

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