

Moving On to BHASVIC : GEOGRAPHY : Summer worksheet

Name

Topic: Coastal Landscapes and Change

- Question 1 is a skills question which you must answer using your own judgement. At your first Geography lesson in September, we will collect this work in for marking.
- For questions 2 – 4 find an article about a recent coastal erosion or coastal flooding event (within the last 5 years) from anywhere in the world. Use this, and any other research you can do, to answer the questions. [Suggested word lengths for A and B grade work are given alongside the marks in the brackets; further advice on the meaning of the questions is given below].



Study the photos above which show part of Happisburgh, Norfolk, in 2002 and 2007 respectively. Coastal erosion is where the action of the waves result in the landforms being worn away.

1. **Outline the evidence which suggests that coastal erosion is a problem in this location.** (6 marks)

Identify features in the photo and interpret what is happening by making a comment on each item you identify. To achieve a pass you should write over 80 words for your answer, an A grade is likely to be from 150 words.

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Identify the location of your researched coastal erosion/flooding event and when it happened

Location:

Year:

GEOGRAPHY AT BHASVIC:

Geography Teachers at BHASVIC

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WHERE DOES IT HAPPEN?

Hut 10 - a well-equipped and spacious working environment

WHEN DOES IT HAPPEN?

Four and a half hours per week: 3 x 1.5 hour lessons

WHAT WILL I STUDY? We use the Edexcel Level 3 Advanced GCE in Geography (9GEO)

You will study the following topics over your two years and will be assessed as follows:

Paper 1 - (Written exam - 30%)

- Coastal Landscapes and Change (Y1)
- Tectonic Processes and Hazards (Y1)

Paper 2 - (Written exam - 30%) - Globalisation (Y1)

- Superpowers (Y2)

- The Water Cycle (Y1)

- The Carbon Cycle/energy insecurity (Y2)

- Regenerating Places (Y1)

- Migration (Y2)

Paper 3 -Written exam (20%)

Questions about a geographical issue contained in a resource booklet, addressing the themes of players, attitudes and actions, futures and uncertainties. The content is based on two or more of the compulsory content areas

Paper 4 Coursework

(20% - 3,000 - 4,000 words) - To be started at the end of the Summer Term in the first year

WHAT FIELDWORK WILL I DO?

There are a compulsory 4 days of fieldwork plus the option of joining the Departmental trip to Croatia.

Studying in Geography

- ▶ Take an interest in the world around you
- ▶ Spend four hours per week on Geography homework
- ▶ Do extra "reading around the subject"
- ▶ Work to the best of your ability
- ▶ Come to subject extensions
- ▶ Arrive fully prepared for lessons
- ▶ Participate fully in lessons
- ▶ Learn and use appropriate terminology
- ▶ Be prepared to have a go at more advanced activities
- ▶ Complete your classwork to the best of your ability
- ▶ Ask questions
- ▶ Answer questions
- ▶ Respect the views of others

Base life expectancy for Danny Dorling's "So you think you know about Britain."

Age	Male Life expectancy	Age	Female Life Expectancy
1-35	78	1 – 40	83
35-49	79	41-54	84
50-59	80	55-64	85
60-65	81	65 - 74	86
66 -70	84	75-79	90
71-75	86	80 –84	93
76-84	89	85+	94
85+	93		

Your base life expectancy :					
	Add Subtract or No change	Tally Chart		Add Subtract or No change	Tally Chart
Q1			Q8		
Q2			Q9		
Q3			Q10		
Q4			Q11		
Q5			Q12		
Q6			Q13		
Q7			Final life expectancy:		

Mark scheme

AO1: Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales.

AO2: Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> • Demonstrates isolated or generic elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Applies knowledge and understanding to geographical information inconsistently. Connections/relationships between stimulus material and the question may be irrelevant. (AO2)
Level 2	3–4	<ul style="list-style-type: none"> • Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1) • Applies knowledge and understanding to geographical information to find some relevant connections/relationships between stimulus material and the question. (AO2)
Level 3	5–6	<ul style="list-style-type: none"> • Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Applies knowledge and understanding to geographical information logically to find fully relevant connections/relationships between stimulus material and the question. (AO2)

Q1: Outline the evidence which suggests that coastal erosion is a problem in this location. 6 marks

Q1 Suggest	For an unfamiliar scenario, provide a reasoned explanation of how or why something may occur. A suggested explanation requires a justification/exemplification of a point that has been identified.
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AO1 Evidence is identified which might relate to the land area or the state of the sea – two houses gone on the left of the photo and one at bottom plus outbuildings of another property, gardens are shorter, road ends abruptly, presence of revetments. The shape of the coast has changed with a bay-like feature being present on the left, the coastal protection/revetments have been washed away, there appears to be more debris on the beach to the left of the photo, indicating greater activity, lack of vegetation on cliff face, cliff line has moved inland/retreat of coastline, wave energy looks high.

AO2 Comments on evidence, links ideas together to come to a conclusion on the ideas/evidence which helps to demonstrate the notion of erosion being a problem; or possibly the absence of a problem.

Q2 Draw a simple annotated map, to illustrate where this event happened. 4 marks

1 mark for key, 1 for other specified features, two for quality.

Q3 Explain the impact on the landforms and landscape? (6 marks)

Q3 Explain	Provide a reasoned explanation of how or why something occurs. An explanation requires understanding to be demonstrated through the justification or exemplification of points that have been identified.
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AO1 Is able to identify where there have been impacts on the landforms/landscape [human or natural] e.g. flooding, destruction, damage, deposition.

AO2 Links the inputs and processes to the impacts can assess their relative role.

Q4: Evaluate the responses, both past and planned, to the event? 20 marks

Evaluate	Measure the value or success of something and ultimately provide a balanced and substantiated judgement/conclusion. Review information and then bring it together to form a conclusion, drawing on evidence such as strengths, weaknesses, alternatives and relevant data.
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AO1 Is able to identify responses with a range at the top end, correctly contextualised.

AO2 Is able to judge the effectiveness of responses and their appropriateness given the location and the resources available to the people affected.

AO1 (5 marks)/AO2 (15 marks) Marking

Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.

Responses that demonstrate **only** AO1 without any AO2 should be awarded marks as follows:

- Level 1 AO1 performance: 1 mark
- Level 2 AO1 performance: 2 marks
- Level 3 AO1 performance: 3 marks.
- Level 4 AO1 performance: 4–5 marks.

Indicative content guidance

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. Relevant points may include:

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–5	<p>Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1)</p> <p>Applies knowledge and understanding of geographical ideas, making limited and rarely logical connections/relationships. (AO2)</p> <p>Applies knowledge and understanding of geographical information/ideas to produce an interpretation with limited coherence and support from evidence. (AO2)</p> <p>Applies knowledge and understanding of geographical information/ideas to produce an unsupported or generic conclusion, drawn from an argument that is unbalanced or lacks coherence. (AO2)</p>
Level 2	6–10	<ul style="list-style-type: none"> • Demonstrates geographical knowledge and understanding, which is occasionally relevant and may include some inaccuracies. (AO1) • Applies knowledge and understanding of geographical information/ideas with limited but logical connections/relationships. (AO2) • Applies knowledge and understanding of geographical ideas in order to produce a partial interpretation that is supported by some evidence but has limited coherence. (AO2) • Applies knowledge and understanding of geographical information/ideas to come to a conclusion, partially supported by an unbalanced argument with limited coherence. (AO2)

Level 3	11–15	<ul style="list-style-type: none"> • Demonstrates geographical knowledge and understanding, which is mostly relevant and accurate. (AO1) • Applies knowledge and understanding of geographical information/ideas to find some logical and relevant connections/relationships. (AO2) • Applies knowledge and understanding of geographical ideas in order to produce a partial but coherent interpretation that is supported by some evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to come to a conclusion, largely supported by an argument that may be unbalanced or partially coherent. (AO2)
Level 4	16–20	<ul style="list-style-type: none"> • Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Applies knowledge and understanding of geographical information/ideas to find fully logical and relevant connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce a full and coherent interpretation that is supported by evidence. (AO2)