

FEEDBACK ON YEAR 10 EXAM 2007 (Cb - 10D/Gg1)

RIVERS (Question 1)

- Read the questions carefully!
- You won't get double credit - i.e. can't say faster on the outside bank and slower on the inside bank and expect 2 marks!
- Look at the source you are given as well as what you have learnt - for example in the first question - wasn't just looking at fastest on outside / inside - also expected to look at the figures and talk about where fastest within the channel.
- Learn your formation of features! - easy marks lost on waterfall formation - yet if learnt - easy to pick up the full 5 marks
- Learn specific detail for the named river case study - see Level marking scheme for case study - try and get into the mind of the examiner and know what they want (but you have to learn the detail!)

LEVEL MARKSCHEME FOR LAST CASE STUDY QUESTION - Flooding

Level 1 (1-3 marks)

Statements including limited detail which describe the causes of flooding e.g. heavy rain; thunderstorms; ground already saturated; impermeable rock; small catchment area etc.

Level 2 (4-6 marks)

More developed statements which describe the causes e.g. over 200mm of rain in 14 hours, heavy rain for 12 out of 14 days; quick surface run-off due to ground being saturated; no rain could soak in ground because of impermeable rocks; narrow, steep sided valley so rain soon collected in rivers etc.

Level 3 (7 marks)

Uses named example such as R. Lyn in Devon (or Boscastle, Cornwall). Comprehensive and Place specific statements.

Must contain 3 level 2 statements and be place specific. 3 Different strands. e.g heavy rainfall over Exmoor within the catchment area of the West Lyn rivers;

Bridges in Lynmouth trapped boulders and trees creating temporary dams which broke to create a 'tidal wave'

River Lyn had been diverted and its channel made narrower to build more hotels in Lynmouth etc.

No named example = level 2 maximum. 6 marks

LEDC example = L2 4 marks maximum

COASTS (Question 2)

- Don't mix up weathering and erosion - what is the difference?
- Make use of diagrams / extracts you are given as evidence to help inform your answer - study these carefully!
- again read question carefully - if asks for a feature of deposition - must be deposition and not erosion feature! - if says labelled diagram - you will be expected to use these and you will only be able to access the highest marks at Level 3 if you do so - use highlighter in an exam!

EARTHQUAKES (Question 3)

- Learn **KEY TERMS!** - don't confuse constructive / destructive / conservative / collision boundaries - learn them carefully (easy marks lost here!)
- When talking about processes at the plate boundaries talk through logically (always include reference to cause of movement of plates - i.e. convection currents!)
- Again read the question - don't just see one word and right what you know - look at what you are being asked for - is there a relationship between **earthquake intensity and the number of deaths caused?**
- If looking at relationships - use the terms - positive and negative relationships
- Always **exemplify the relationship using data given** (i.e. give an example from the graph to show this - using figures) - likewise always look for an **anomaly**.
- In case study question - use highlighter before start writing to be clear on the emphasis your answer should take (avoid writing everything you know!) - for example here you are asked to **describe the effects** (not cause) of an **earthquake on people** and the local **economy**. - therefore you will only reach full marks if you talk about **both people and economy!**

SETTLEMENT (Question 4)

- When describing differences don't just give opposites and expect 2 marks - and if you are asked to describe differences - should be using terms such as **denser** rather than **dense** and **more open space** rather than **open space** so you are making clear what the differences are.
- Read question carefully! - if asked 'how typical is this view of inner cities in the UK in 2004' - you will need to say what is typical and what isn't typical - remember the high density land-use and terraced housing is still typical in some areas - but you needed to go on to talk about the influence of redevelopment - leading to clearance of terraced houses - building of flats, commercial developments etc.
- Needed to talk about the **actual problems** resulting from developments in the rural/urban fringe - so for example - traffic congestion resulting from growth of houses estates; loss of community spirit due to lots of newcomers moving in; second homes resulting in increase in house prices and preventing villagers buying homes;
- For the final question you should have been making use of the **Cambridge Case study of Traffic Management** - **LEARN this carefully** and make sure you can describe **specific, named examples of attempts to manage traffic and goods movement**.

The grade boundaries for this exam were set at:

A* = 85%+
A = 70-84
B = 60-69
C = 50-59
D = 40-49
E = 30-39
F = 20-29
U = 0-19
