

What are *On your marks*?

Each *On your marks* assessment includes an online presentation and a number of resources to provide guidance and support for students when answering extended prose questions.

The **online presentation** helps students to unpick the question and to decide what to include in their answer. Students can also use this presentation to type and submit their answer to the teacher via the Kerboodle markbook.

The **student resources** for this question are provided on the following pages. They provide flexible support and can be printed and copied as required. Please note: The *On your marks* questions and mark schemes have not been written or approved by AQA. The answers and commentaries provided represent one interpretation only and other solutions may be appropriate.

Student resources	Page
Plan your answer guidance to help students decide what to include and how to structure their answer	2-4
Write your answer an answer sheet for students to complete their answer on paper.	5-6
Mark your answer a mark scheme for self- or peer-marking – it can also be used by students in assessing the sample answer	7-8
Sample answer a mid-level sample answer	9-10
Marked sample answer a marked version of the sample answer	11-12



Timing

Under exam-style conditions, it should take students around **20 minutes** to answer this question.



To use the Kerboodle Markbook:

1. Assign the online presentation '5 On your marks' to your students.
2. Students type their answer onto the final screen of the presentation and submit.
3. Enter the marks into the Kerboodle Markbook. Students will be notified of their mark when they next log in to Kerboodle.

On your marks

PLAN YOUR ANSWER

WRITE YOUR ANSWER

MARK YOUR ANSWER

SAMPLE ANSWER

MARKED SAMPLE ANSWER

Paper 1: Physical Geography
A Level Section C: Hazards
AS Level Section B: Hazards

‘Planning and preparedness is key to reducing the impacts of storm hazards.’

To what extent do you agree with this view?

[20 marks]

BUG the question

- ✓ **B**ox the command word
- ✓ **U**nderline:
 - the theme
 - the focus
 - any located examples or case studies required
- ✓ **G**lance back over the question – does it require more than one part to the answer?



The **focus** is on planning and preparedness – this could involve risk management through preparedness, mitigation, prevention and adaptation.

The **theme** of this question is storm hazards, section 3.1.5.5 of the specification.

‘Planning and preparedness is key to reducing the impacts of storm hazards’

To what extent do you agree with this view?

[20 marks]

The **command phrase** ‘**To what extent**’ means that you need to form and express a view as to the merit or validity of the statement after examining the evidence available and different sides of an argument.

Case studies / Located examples:

You will have studied impacts and human responses as evidenced by two recent tropical storms in contrasting areas of the world. It is a good idea to support your points using one or both of these examples.

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Assessment Objectives

Before planning your answer, it is important that you think about how you will be assessed. Examiners look for the following when assessing 20 mark answers.

AO1: Assessment Objective 1 [10 marks]	AO2: Assessment Objective 2 [10 marks]
<p>Knowledge and understanding of the nature, form and potential impacts of storm hazards.</p> <p>Knowledge and understanding of short and long term responses to storm hazards, including planning and preparedness.</p>	<p>Application of knowledge and understanding to assess the extent to which storm hazard risk management can reduce the impact.</p>

Planning grid**Introduction**

Define key terms (AO1): Planning & preparedness / Impacts of storm hazards

Specify examples (AO2): Storm hazards

Paragraph 1

How planning & preparedness can reduce impacts of storm hazards: at a local scale, at a national scale, over time.

AO1	AO2

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Paragraph 2

Limitations of planning & preparedness: perception of hazard, awareness of hazard, resources available.

AO1	AO2

Paragraph 3

Other factors that influence impacts of storm hazards: frequency, magnitude, predictability.

AO1	AO2

Conclusion

Link back to the original question. Consider other factors that influence impacts of storm hazards: frequency, magnitude, predictability.

AO1 To what extent do you agree with the statement?	AO2 How does your evidence support this conclusion?

On your marks

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Feedback

AO1

AO2

Overall Level

Overall Mark

On your marks

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SAMPLE ANSWER

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Paper 1: Physical Geography
A Level Section C: Hazards
AS Level Section B: Hazards

‘Planning and preparedness is key to reducing the impacts of storm hazards.’

To what extent do you agree with this view?

[20 marks]

Read your whole answer, then decide upon a level for each element of your answer using the grid below. Start at the lowest level and move up until you find the best sentence to describe your answer. Once you have decided upon a level for each element you can decide upon an overall level by looking for the best fit, then decide upon a mark.

Level	4	3	2	1	0
Marks	16-20	11-15	6-10	1-5	0
AO1	<ul style="list-style-type: none"> Detailed, highly relevant and appropriate K & U of place(s) & environments used throughout. Full and accurate K & U of key concepts and processes throughout. Detailed awareness of scale and temporal change which is well integrated where appropriate. 	<ul style="list-style-type: none"> Generally clear and relevant K & U of place(s) & environments. Generally clear and accurate K & U of key concepts and processes. Generally clear awareness of scale and temporal change, integrated where appropriate. 	<ul style="list-style-type: none"> Some relevant K & U of place(s) & environments which is partially relevant. Some K & U of key concepts, processes and interactions and change. Some awareness of scale and temporal change, sometimes integrated where appropriate. There may be a few inaccuracies. 	<ul style="list-style-type: none"> Very limited relevant K & U of place(s) & environments. Isolated K & U of key concepts and processes. Very limited awareness of scale and temporal change which is rarely integrated where appropriate. There may be a number of inaccuracies. 	Nothing worthy of credit.

On your marks

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MARKED SAMPLE ANSWER

Level	4	3	2	1	0
Marks	16-20	11-15	6-10	1-5	0
AO2	<ul style="list-style-type: none"> Detailed, coherent and relevant analysis and evaluation in the application of K & U throughout. Full evidence of links between K & U to the application of K & U in different contexts. Detailed evaluative conclusion rationally & firmly based on K & U which is applied to the context of the question. 	<ul style="list-style-type: none"> Generally clear, coherent and relevant analysis and evaluation in the application of K & U. Generally clear evidence of links between K & U to the application of K & U in different contexts. Clear evaluative conclusion based on K & U which is applied to the context of the question. 	<ul style="list-style-type: none"> Some partially relevant analysis and evaluation in the application of K & U. Some evidence of links between K & U to the application of K & U in different contexts. Some sense of an evaluative conclusion partially based upon K & U which is applied to the context of the question. 	<ul style="list-style-type: none"> Very limited analysis and evaluation in the application of K & U. This lacks clarity and coherence. Very limited and rarely logical evidence of links between K & U to the application of K & U in different contexts. Very limited and/or unsupported evaluative conclusion, loosely based upon K & U which is applied to the context of the question. 	Nothing worthy of credit.

Adapted from AQA A Level Geography Specimen Assessment Material Paper 1 Physical Geography Mark Scheme v1.0.

Paper 1: Physical Geography
A Level Section C: Hazards
AS Level Section B: Hazards

‘Planning and preparedness is key to reducing the impacts of storm hazards.’

To what extent do you agree with this view?

[20 marks]

Planning and preparedness can range from raising awareness of hazards and planning evacuation, mitigation through building and engineering and adaptation by controlling land use in high-risk areas. Taken together, these strategies can reduce both the short and long term impacts of storm hazards. However, these strategies have limitations and there are other aspects of storm hazards which influence their impact. These issues can be explored through the example of Hurricane Sandy, which struck New Jersey in the USA in 2012.

Hurricane Sandy was carefully monitored and as it approached the Caribbean and the USA warnings were issued and preparations made. In Kingston, Jamaica, schools, government buildings and the airport were closed, with people stocking up on supplies and strengthening their homes. In the USA, the National Guard and the US Air Force were put on alert. Along the Eastern coast of the USA schools were closed and people moved away from the coast, often to hurricane centres which had been set up. These preparations meant that, despite Hurricane Sandy being the largest Atlantic storm on record, the impact wasn't as significant as it could have been. The monitoring of storms in the USA has benefitted from technological advances and is second to none. However, 233 people still lost their lives and the economic impact of the hurricane was put at US\$75billion, showing that however well you prepare for a large storm you can't avoid it having a significant impact.

The benefits of planning and preparation varied between different places affected by Hurricane Sandy. Haiti was one of the first countries affected; this is the poorest country in the western hemisphere, so it is likely many people weren't aware of the hurricane's approach and if they were resources to prepare would be limited. The USA, in contrast, is the wealthiest nation in the world, with sophisticated monitoring and preparation systems in place.

It is likely that the impacts of Hurricane Sandy were exacerbated because it struck areas of the USA which infrequently experience hurricanes and so would be less prepared. The tropical storm merged with a weather system from the west and became a 'superstorm', making it particularly powerful. Damage and loss of life were even reported in Canada, a country unlikely to consider hurricanes to be a hazard worth planning and preparing for.

On your marks

PLAN YOUR ANSWER

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SAMPLE ANSWER

MARKED SAMPLE ANSWER

Haiti is a multi-hazard environment and still has many people living in temporary accommodation following the 2010 earthquake. This makes its people particularly vulnerable to storm hazards and is likely to have contributed to Hurricane Sandy leaving 200 000 people homeless in the country.

It is apparent that whilst planning and preparation are of vital importance in reducing the impacts of storm hazards, they have significant limitations. The physical nature of the hazard may mean that it is too much for even an elaborate planning and preparation system to cope with and variations in human factors such as perception of risk and level of development also play a part. Over confidence about planning and preparation could lead to a false sense of security which could in turn put people and their property at risk. It is important to take a holistic view of the human and physical factors combining to make some storms so hazardous.

Feedback	
A01	
A02	

Overall Level

Overall Mark

On your marks

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Paper 1: Physical Geography
A Level Section C: Hazards
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To what extent do you agree with this view?

[20 marks]

AO1

AO2

Planning and preparedness can range from raising awareness of hazards and planning evacuation, mitigation through building and engineering and adaptation by controlling land use in high-risk areas. Taken together, these strategies can reduce both the short and long term impacts of storm hazards. However, these strategies have limitations and there are other aspects of storm hazards which influence their impact. These issues can be explored through the example of Hurricane Sandy, which struck New Jersey in the USA in 2012.

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5 Hazards

On your marks

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SAMPLE ANSWER

MARKED SAMPLE ANSWER

It is likely that the impacts of Hurricane Sandy were exacerbated because it struck areas of the USA which infrequently experience hurricanes and so would be less prepared. The tropical storm merged with a weather system from the west and became a 'superstorm', making it particularly powerful. Damage and loss of life were even reported in Canada, a country unlikely to consider hurricanes to be a hazard worth planning and preparing for.

Haiti is a multi-hazard environment and still has many people living in temporary accommodation following the 2010 earthquake. This makes its people particularly vulnerable to storm hazards and is likely to have contributed to Hurricane Sandy leaving 200 000 people homeless in the country.

It is apparent that whilst planning and preparation are of vital importance in reducing the impacts of storm hazards, they have significant limitations. The physical nature of the hazard may mean that it is too much for even an elaborate planning and preparation system to cope with and variations in human factors such as perception of risk and level of development also play a part. Over confidence about planning and preparation could lead to a false sense of security which could in turn put people and their property at risk. It is important to take a holistic view of the human and physical factors combining to make some storms so hazardous.

Feedback	
AO1	<p>Highly relevant and appropriate use of knowledge and understanding of Hurricane Sandy and the places affected.</p> <p>Concepts and processes such as preparedness and hazard perception are considered well in the context of this hurricane. More detail could be added by considering mitigation and adaptation in more depth.</p> <p>Awareness of scale is well integrated where appropriate and there is some consideration of temporal change.</p>
AO2	<p>Generally clear, coherent and relevant analysis and evaluation in the application of knowledge and understanding.</p> <p>There is generally clear evidence of links between knowledge and application in contexts of development issues (i.e. consideration of different situations in USA, Canada and Haiti), but other links could be developed.</p> <p>The clear evaluative conclusion is based on knowledge and understanding which is applied to the question.</p>

Overall Level	High 3	Overall Mark	15/20
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