Year 12 Annotated Work

Each unit of the AS-Level will have a key terminology sheet that students are required to fill out throughout the topic to ensure that students have a clear understanding of geographical terminology.

Coastal Landscapes and Change

AO1: Precision in the use of terminology.

Enquiry question 1: Why are coastal landscapes different and what processes cause these differences?

Term	Definition
The Coastal System	Coastal landscape systems store and transfer energy and material on timescales that can vary from a few days to millennia.
Sandy Coastines	constructive waves deposite, material due to strong swash
Rochy	where high energy wours prevent the build up of material. Weak geology is removed to a wing we stoud a second of the
Eshaine	Formed by messistant opening to form distantinent is deposited from ing del to s. F. (c.c. i. time other occurs deposited from ing del to s. F. (c.c. i. time other occurs deposited from its del to s. F. (c.c. i. time other occurs deposited from its del to s. I. (c.c. i. time other occurs del to s.)
coastines	deposited forming deltas Flocculation often occurs creating mud glatsinshothered areas
Flocculation	when saltwater mines with preshwater the charge of the particle changes. This results in the charge of the presher of salinent or much into proceed the process of the proc
The Littored Zone	inducting coast rationagreas and shallow
Backshore	lying behinder presence and the coastlore. One inter a mule cardinous, offer characterist by beam a and it will Mair regulation
Foreshore	between wigh and over witemass
Limology	The physical and chamical characters is a such as particular area such as joining, badding, faultiney and permeability
Shata	a single bad of rock (often sedimentary) generally consisting of seid of matter representing continuous deposition. In single terms, alonger of rock
Gedoogy	on Earthy's cost over a long line period
Euspalic Sea	- global sea level is a in relation to land. This was a rescut of melling glacidicat the
Lenel Rise	end of an Tie Age last the was 12 00 againg
Perchabion	the movement of water through gaps in
Halophyles	Conditions with one knowned god of high

Coastal Landscapes and Change

AO1: Precision in the use of specific case study detail

Enquiry question 1: Why are coastal landscapes different and what processes cause these differences?

Case Study	Specification Point	Case Study Detail	Synoptic Link
Dorset Coastline	2B.2a Geological structure is responsible for the formation of concordant and discordant coasts.	Concordant Coastline from Durlston Head to Durdle Door with rock layers (chalk, greensand and limestone) running parallel to the shore. Discordant Coastline from Sandbanks to Durlston Head with rock layers (chalk, clay and limestone) running perpendicular to the shore.	Futures and Uncertainties How will this coastline cope with rising sea levels.
Sarton-on-sea	28.3 a shadrchilledog 28.2 s ension ension smelled gradient	barton clay	Coasta management Strategy Svitabilities

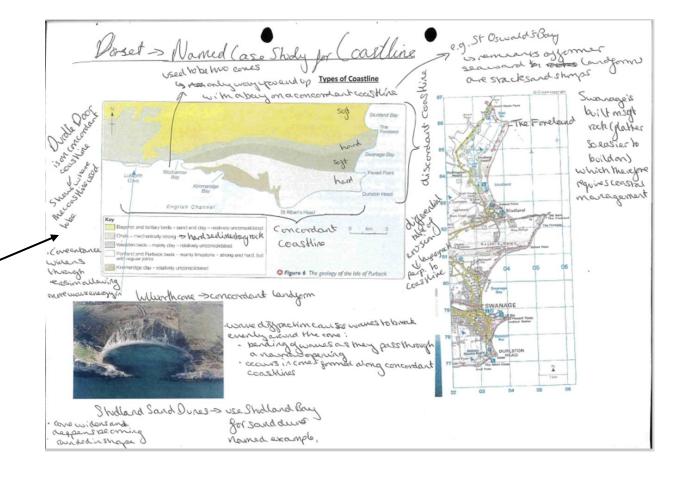
Each unit of the AS-Level will have a key case study sheet that students are required to fill out throughout the topic to ensure that students have a clear understanding of the range of case studies and illustrative examples that they can use in their 12 mark questions.

15.46	fig. of the set of the property of
Hw	Coastal Processes 17.09.24
	The applopical varied bleg at expsionare
1 1 2	The geological variet bles agenosionare Erosion lithology and structure. Lithology is the study of physical and ethenrical composition of rocks as well as its texture.
	Hydraulic Action
	Unous on enement of waterand air only.
	· Wove pounding - the atternating application and release
	of water pressure weakens rock-uplo 11000 kg/m2 pressure
	5 this impact of mass estate of water and isladge grached and
	Coose rock fragments, Est termed wave quanying
_	· Added to the face of the water are preumatic forces. Air can be
	trapped and compressed between the your moving water and
	a cliff face
	Shies is particularly agreetive fore when the cliffis made of
	of well-jointed ock
- 2	· Langewomes can cause contration to stobbles con itation bubbles,
	at great gressure within the wave, collapse. This generates
	Shockware that ende rock surfaces with similar expects to
	hammerblows
	· freumatic = air under pressure
	cavitation = in high velocity water, bubbles collapse and the resulting
•	Shockwaves weaken and ende pok- Krisiscalled cavitation

A wide range of visual representations are provided to the students of physical processes/landscapes with supported annotations to demonstrate the processes of formation and factors that influence that environment.

Clear Presentation of classwork and homework with the date and title neatly underlined with a ruler.

Sub-titles are encouraged to be used to break down work within a lesson into understandable sections.



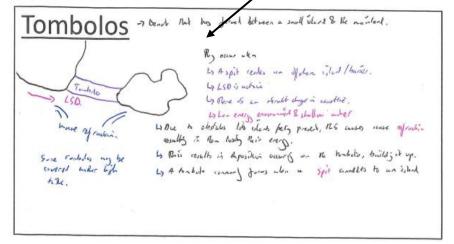
Diagrams are required to be drawn in pencil in Geography and lines drawn with a ruler.

Processes are written in a step-by-step format to break it down for the student understanding.

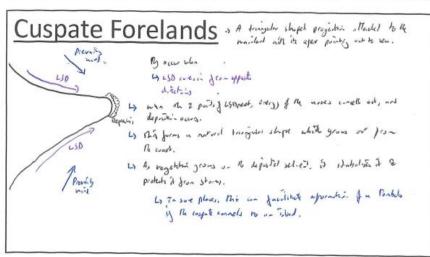
Depositional Landforms

extents from the land to Mexica it

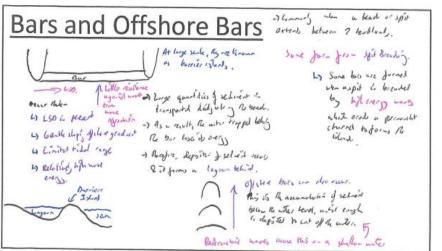
Spits A A Wis- Jen Regourn Wen La Spil worst es here in ready supply of sedient Ly LSD & active by Record his on elorable charge in direction such as an astaury & about by tidal range is Timited, generally e3 -> Stant or shiple is moved across vin (51) - I st could shople direction; sederal will build up Colour can be buter behind opt, being show mong & depisite say a outward flow of estuary will prevent the spirt from Ly Forms on in H-with -> Re ent of the spit will curve us well us more sofruction currety anterest round into more sellent noter behind the pit.



used in the diagrams to demonstrate key flows/processes in the diagram and to emphasise the key steps of the landform formation.



ere , made from such or shigh, which



As 12 mark questions are a new type of question for AS-Level a clear structure is provided to students as to how they should approach the question.

12 Mark Questins	(12 - 3for ADI - Knowleye & unberstung)
	- 9 for ADA - Analysis + Eveluation)
-> Connard word to slawys 'as	Dess'
Paragrapho must go is order of	in partures
Pl - most	
P3 - Second nustr	
Introduction ? -> Defination & no	g hes terms (3 to 4 sentences)
-> Line of Argumen	+
-> Brie explanation	as to why (must include a golden judgement)
Main Body o -> 3x PEEL parage	raphs
	is because
Ly Enderie = Claryfor	
12 Explain	· · · ·
Ly Link buck to question	is linking a golden judgement.
I	
Conclusion Summing of your	lie of orgument
-> Why last considerate	- point is flaved (week

	Formula gorany case study - processes
See Suc	ass S. W. Farmula erround as shall a core seas
See	Flow Lough South Comment
Calerias	
	Handons quality exectionness 11.12.24.
	A Service of the serv
	- same job to same quality quicker or cheaper
	or better quality
	Equalitariess: - striking a good Balance between what stakeholder
	want and what the plan requires / does
	- Crolden Judgements."
	Knock-on eyeck:
	- Positue or Negarine
	- Social, Environmental, Economic of Politican
	- Temperany of Permanent
	, ,
	Time:
	- hime taken to implement
	- time scale of Josus I having benezits last
	8 8
	Cost:
	- Cost-Benegit Analysis
	Coisit cost eggective?
	(The money saved should be larger than the money
	sport on the plan (longtern savings vs one time
	Is also recognising the value of Moland payment)
-	
	- must reduce long term expenditive on coaster glooding
	Orayosian.
	Scale:
	-national, regional, local, global
	to base a on the Silvation we want things tohane
	different effects and effectioners
	Cobesed on the other
	Knock-on effects
●	

As 12 mark questions are a new type of question for AS-Level a language framework for supporting students' analysis.

12 mark questions are a new type of question for AS-Level. Therefore, supported planning sheets are provided to the students to help with them summarising their ideas and deciding on their line of argument.

Golden Judgements	Erosional Processes	Transportation and Depo	ositional Processes
Example Landforms	→ Headland & Baga → Wave Cut Phalforns → (.4.6.5	-> Spile, Bure, Tunbules -> Suit Murchs -> Lusport Fore lands Beauty -> Lusporn	
Time (Short Term/Long Term)	HB Long term - As by is the for a docidant could will be showed term, will get to enough to excell	to begge LSDI she over gens so tak his to form but on he delegal in a storm. CF to begg soon is near conthin such as reverse promotely with SLSD whit is she.	laggers in state deca, from by bus, but a storm on oast horigh than
Scale (Local, Regional and National)	the by very large (lokin is Taransia (nt)) Lywep bythered as 72 50 mj really seen of the boul area. C.A. 25 cash, commits on will, while is portly smill.	to the to region - some on small, but some one very born CF by main and to be lack roots loge enough for region.	Logues What will a spit.
Knock on Effects Resulting Landforms)	HB LS Bender & cliffs -> Syragent for humas Estance. Offreter. & differts erosin. WLP Ly CA Tales / Serce for al. + (lifts. (A>> Ly crossing jurition for cliff (Andre out section)	588 CF by Sulfandes Los Anore bendes due to Ly Laguer interrepting of 11th to Receive Bendes. Then court all bendes to some out of selicit.	Layers to South March If andirelius there energh
Rate of Change (Daily/Seasonally-Link to Positive or Negative Feedback)	HB Ly Standard to sensor, some aless to appear in a symptome deather. Lynographic death	Lore days Lo Tak the day gradual elege book office on breet in CF Lo Again LOD Alexa Lat of the 120 and rectal format.	Lygon by the to need of a box to drow, but also can be breakly grantly

Students are given planning time for the 12 mark questions to support them in thinking through the structure and points they wish to use in their answer.

Students as part of their green pen assessment feedback have to reflect on how they have to improve their AO1 and AO2 in their 12 mark question answer and reflect on strategies to move forward based on the feedback given.

Coastal Landscapes and Change Assessment 4

Please answer the 1-4 mark questions and the following 12 mark question.

You shall have 26 minutes to complete the assessment.

Level on 12 Mark Question:

Mark for AO1 (Knowledge and

of lought recession - - No set suppores. The gentine has a brouder

L1 (1-4 marks)

Understanding)

To improve in AO1:

a low A07.

Assess the importance of subaerial processes in contributing to the rate of coastal recession (12 marks).

Subaeric & not know inputer.

For hefit.

Plan for the 12 Mark Question

Multinguist = Role of years)

List & leave they and and any of layed by home of the tables and they was graded to sudden they have graded to sudden they was graded to sudden they are having to have graded to sudden they was graded to sudden they was any hours of the processes or having a geology to permit he have four four of the question a representation of the processes and they are four of the question a representation of the processes and they have four of the question a representation of the processes and they have been and development of explanation throughout.

L2 (5-8 marks)

Student Reflection on work: + but 12 moner. I this I had the wrong frees of the question which send to record judget to good and the

L3 (9-12 marks)

Mark for AO2 (Application and

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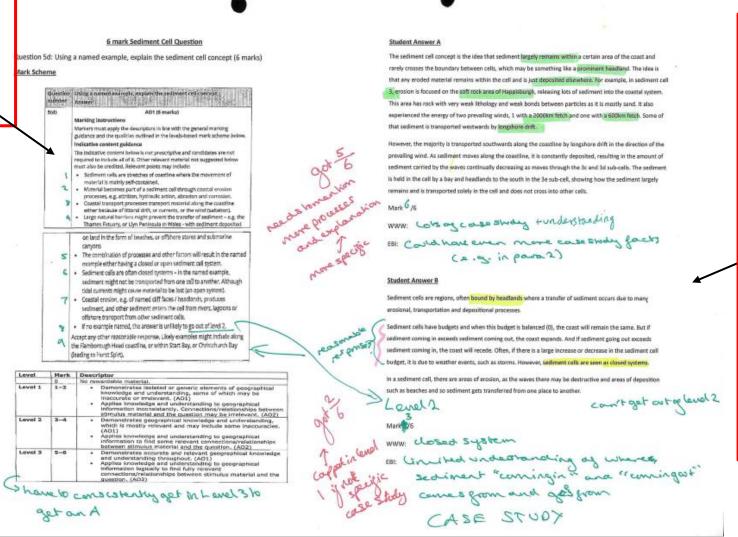
sclent of the paragrats.

Evaluation)

To improve in AO2:

Students are provided with a key clear overall feedback target based off their answers in the assessment.

Students are introduced to the AS-Level mark schemesthe indicative content that is needed in answer as well as the level descriptors and what is required to reach a Grade A in the AS exam.



Students are provided with model answers from students to assess how the mark scheme is applied to an answer and therefore what needs to be down to improve the answers provided and apply this understanding to their own answer.