

Task

- (e) The following photographs shows aspects of beach/sand nourishment at a place called **Monster** (honestly!), south of **Den Hague**. Add arrows and **annotations** around each photograph to describe what is happening-



Fig 9



Fig 10



Fig 11

Task

- (f) **Consider** and **complete** the following table (figure 12):-

Aspect of Beach/Sand Nourishment	Opinion
Is beach/sand nourishment socially acceptable?	Positive?
	Negative?
Is beach/sand nourishment environmentally acceptable?	Positive?
	Negative?
Is beach/sand nourishment economically acceptable?	Positive?
	Negative?
Is beach/sand nourishment a " long term solution "?	Positive?
	Negative?

Fig 12

On-Site Activity

An Evaluation of Soft Engineering in Monster

Read: Now that you know about how **soft engineering** can be used to protect the coastal area of The Netherlands, a visit to **Monster** (if you are not **too** frightened!) will allow you to **evaluate** such a scheme of coastal protection; it is a good **case study**.

Task

(a) **As you approach the dunes for the landward side:-**

- (i) What **landuses** are seen immediately behind the sand dune belt? (i.e. on the landward side of them); look north and south.

- (ii) Describe the **appearance** of the sand dunes on this landward side.

(iii) Is the sand dune **substantial/protruding** on the landward side? Explain your answer.

(b) **Now ascend the flight of steps to the crest of the dunes:-**

- (i) Roughly, how high are the sand dunes (perhaps count the number of risers – and judge how high each one is – plus of course “festive” restrictions).

REPRODUCTION

- (ii) As you stand on the top of the sand dunes, as well as the sea, what other agent of erosion, apart from the sea, acts upon the sand dunes?

- (iii) Has the beach/sand nourishment programme been completed or is it still on-going? If on-going, describe the activities seen.

- (iv) Describe the appearance of the sand dunes on their **seaward** side
