ASSESSMENT and QUALIFICATIONS ALLIANCE

Mark scheme June 2003

GCE

Geography A

Unit GGA1

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Registered address: Addleshaw Booth & Co., Sovereign House, PO Box 8, Sovereign Street, Leeds LS1 1HQ
Kathleen Tattersall: *Director General*

General Guidanc

Quality of Written Communication

As required by QCA, the marking scheme for this unit includes an overall assessment of quality of written communication. There are no discrete marks for the assessment of written communications but where questions are "Levels" marked, written communication will be assessed as one of the criteria within each level.

Level 1: Language is basic, descriptions and explanations are over simplified and lack clarity.

Level 2: Generally accurate use of language; descriptions and explanations can be easily followed, but are not clearly expressed throughout.

Level 3: Accurate and appropriate use of language; descriptions and explanations are expressed with clarity throughout.

Levels Marking – General Criteria

The following general criteria relate to knowledge, understanding and their critical application and the quality of written communication as outlined in the AQA Geography A subject specification. They are designed to assist examiners in determining into which band the quality of response should be placed, and should be used when assessing the level of response an answer has achieved. It is anticipated that candidates' performances under the various dimensions will be broadly inter-related and the general guidelines for each level are as follows:

Level 1: An answer at this level is likely to:

- display a basic understanding of the topic;
- make one of two points without support of appropriate exemplification or application of principle;
- demonstrate a simplistic style of writing perhaps lacking close relation to the term of the question and unlikely to communicate complexity of subject matter;
- lack organisation, relevance and specialist vocabulary;
- demonstrate deficiencies in legibility, spelling, grammar and punctuation which detract from the clarity of meaning.

Level 2: An answer at this level is likely to:

- display a clear understanding of the topic;
- make one or two points with support of appropriate exemplification and/or application of principle;
- demonstrate a style of writing which matches the requirements of the question and acknowledges the potential complexity of the subject matter;
- demonstrate relevance and coherence with appropriate use of specialist vocabulary;
- demonstrate legibility of text, and qualities of spelling, grammar and punctuation which do not detract from the clarity of meaning.

Level 3: An answer at this level is likely to:

- display a detailed understanding of the topic;
- make several points with support of appropriate exemplification and/or application of principle;
- demonstrate a sophisticated style of writing incorporating measured and qualified explanation and comment as required by the question and reflecting awareness of the complexity of subject matter and incompleteness/tentativeness of explanation;
- demonstrate a clear sense of purpose so that the responses are seen to closely relate to the requirements of the question with confident use of specialist vocabulary;
- demonstrate legibility of text, and qualities of spelling, grammar and punctuation which contribute to complete clarity of meaning.

NB A perfect answer is not usually required for full marks. Clearly it will be possible for an individual candidate to demonstrate variable performance between the levels. In such cases the principle of best-fit should be applied. Experience suggests that the use of exemplars within this mark scheme and the discussion which takes place during the Standardisation Meeting normally provides sufficient guidance on the use of levels in marking.

Annotation of Scripts

- Where an answer is marked using a levels of response scheme the examiner should annotate the script with 'L1', 'L2' or 'L3' at the point where that level is thought to have been reached. The consequent mark should appear in the right hand column. Where an answer fails to achieve Level 1, zero marks should be given.

    - Where answers do not require levels of response marking, each script should be annotated to show that one tick equals one mark. It is helpful if the tick can be positioned in the part of the answer which is thought to be credit-worthy.

General Advice

It is important to recognise that many of the answers shown within this marking scheme are only exemplars. Where possible, the range of accepted responses is indicated, but because many questions are open-ended in their nature, alternative answers may be equally credit-worthy. The degree of acceptability is clarified through the Standardisation Meeting and subsequently by telephone with the Team Leader as necessary.

SECTION A

Question 1

(a) The annual pattern of river discharge (1 mark) responding to the region's climate and/or human activities (1 mark)

(determined by the rainfall pattern together with rates of evapotranspiration and snow melt – alternative route to 2nd mark) **(2 marks)**

(b) (i) **Describe** low at start and end of the year, massive rise in the summer/fluctuates (1 mark), the use of values for second descriptive mark, (2 marks).
Alternative second descriptive mark relating to data.

Reasons Higher in summer due to high rainfall in the drainage basin. Rise in early summer could also be due to snowmelt in the mountains, (2 marks).

Alternative explanation route, low in winter because of low rainfall/high evaporation. **(4 marks)**

(ii) Max peak discharge reduced (1 mark) from above 20,000 million m^3 to around 6,000 million m^3.
Discharge is more even, less fluctuation

Statement 1 mark / use of values or elaboration (1 mark). **(2 marks)**

(c) Expect Colorado/Nile which will provide the most relevant material.

Costs: Will include sedimentation behind dams, evaporation of water behind dam, loss of agricultural level where dam built, salinisation from poorly managed irrigation, water issues downstream.

Benefits: Irrigation / Hydroelectric power / Tourism / Water supply has allowed population growth / Agribusiness.

Level 1: (Basic) 1-3 marks

May be unsupported by a named example. All the points made will be of a general nature. Where a basin is named the supporting evidence is opportunist and may not apply to that basin. Otherwise the answer might drift between different river management schemes e.g. Ganges and Colorado. Answers will be predominately costs **OR** benefits.

Level 2: (Clear) 4-5 marks

Both costs and benefits will probably be mentioned but the answer will still tend to be unbalanced. A named and appropriate basin will be concentrated upon but the points made will **not** be supported by precise detail e.g. names of places such as Phoenix.

Level 3: (Detailed) 6-7 marks

A named and appropriate basin will be used. There will be some precise detail in the answer. At this level candidates must refer to both costs and benefits. They will probably say that 'the benefits outweigh the costs because…'

(7 marks)

Total for Question 1 = 15 marks

Question 2
Answers to (a) must relate to the photographs

(a) (i) River has changed from in flood in Fig 2 to water confined within the banks in Fig 3 (1 mark). This represents a considerable drop in discharge in a 24hr period (1 mark).
Width reduced (1 mark) bank exposed (1 mark). **(2 marks)**

(ii)
- Intense heavy rainfall. (1 mark)
- Over a prolonged period of time. (1 mark). Frozen ground (1m), reduces infiltration (1m)
- Ground has become saturated so overland floor occurs. (1 mark)
- Low rates of evapotranspiration, during winter. (1 mark). No flood defences (1m)
- Snow melt possible. (1 mark). Land flat, wide floodplain, low banks (1m) **(4 marks)**

(iii) Deposition / because water level has fallen so competence of river has declined.
Transportation / because high levels of water even up to the 15th, water looks muddy so sediment is being transported in suspension.
Infiltration and elaboration (1m for processes, 1m for elaboration) **(2 marks)**

(b) Extreme events are those which are not static. The one set of factors which is most changeable is climate. In particular precipitation.

Extreme precipitation (or after snow melt which might have been preceded by heavy snowfall) causes river discharge to increase and when it overflows its banks, flooding might result.

Drought is also valid here causing a drop in river levels and deposition.

Flooding can cause levee formation, heavier material deposited on banks as the river overflows and depth and speed reduces.

Floodplain – Increase in deposition as flood levels fall, slow moving water has a low competence.

Braiding – Features of deposition produced as water levels fall and competence of the river is reduced, can be a feature of upland rivers close to a glacier source or when river levels drop rapidly in an arid area after a flash flood.

Alluvial fans – in semi-arid areas during a drought / when river levels fall during periods of colder weather in upland areas – to summarise, these features are found in environments where there are rapidly changing stream discharges.

Level 1: (Basic) 1-3 marks

Look for a feature of deposition here. The answer will not manage to link features to extreme events; after heavy precipitation / drought. Probably explains the formation of levees or floodplains. Do not credit OX-BOW lakes unless the DEPOSITION at the neck of a cut of meander is referred to.

Level 2: (Clear) 4-5 marks

At this level an answer will probably mention on more than one feature of deposition linked to flooding (or the period immediately afterwards as river levels fall). There will probably be a reference to heavy/prolonged precipitation. Alternatively, the answer may focus on features linked to drought, although this is unlikely. One feature of deposition linked to an extreme event may be well answered

Level 3: (Detailed) 6-7 marks

Extreme events, flooding and drought, will be clearly used throughout the answer. The depth of detail in the answer will show a sound understanding. More than one feature of deposition covered. **(7 marks)**

Total for Question 2 = 15 marks

SECTION B

Question 3

(a) (i)

- Wind speed rises from around 25 km/hr at the start of the storm to a peak (of around 225-250 km/hr) in 22/23 hours.
- It then falls rapidly (to less than 25 km/hr) about 24 hours into the storm.
- The pattern is then repeated, (a rapid rise to around 200 km/hr) 25/26 hours into the storm.
- A steady fall (back to 25 km/hr) around 48 hours after the storm.

For 3 marks the answer must refer to a 24 hour period. **(3 marks)**

(ii)

- Intense low pressure causes strong winds (1m)
- Within the eye the air is very calm (1m)
- Around the eye winds rotate and updraughts are strong (1m)

The weaker winds occur where air pressure is high at 0 hr and 48 hrs, (1 mark). The strongest winds occur where the pressure gradient is steepest, (1 mark). Between 19/20 hrs and 24 hrs and 24 hrs and 26 hrs, (1 mark for use of values).
Here a pressure difference of around 80 mb occurs (1 mark) (or from 1010 mb to 930 mb).
As the air pressure falls, air is drawn in towards the low (1 mark) to replace that which is rising (1 mark). Air is drawn in in a spiralling motion to replace it (1 mark).

3 marks maximum for an answer which makes no reference to the pressure gradient. **(5 marks)**

(b) Expect an LEDC/MEDC response.

<u>Consequences</u>
LEDC: Human costs often very severe. Loss of life. Severe damage to housing/farmland/communications. Tourism can be badly hit. Long term effects – disease e.g. malaria, cholera.
MEDC: Greater impact in financial terms. Property damaged. Communications disrupted. Short term effects on tourism. Very low number of human casualties.

<u>Reasons why consequences vary</u>
MEDCs Well prepared: satellite tracking. Emergency services. People warned to board up housing, some evacuated inland. Insurance usually covers personal repairs. Well organised society is able to repair infrastructure rapidly. MEDCs' housing/business have greater value.
LEDCs: Unpreparedness of national and local governments. Locals often reluctant to move inland even though radio warnings broadcast. Why? No available transport. Farmers unwilling to leave their farmland. Long term effects can be significant when farmers lose crops/livestock/trees such as coconut, betel, groundnut – not immediately replaceable. Disease may occur if water supplies become contaminated.

Level 1: (Basic) 1-3 marks

A general response, which concentrates on the consequences of a TRS in one type of area. Mainly considers the effects rather than why the consequences occur.

Level 2: (Clear) 4-5 marks

MEDC/LEDC only ; maximum of 4 marks
Considers both LEDCs and MEDCs but with a measure of imbalance. Again, describes the effects/consequences but compares between LEDCs/MEDCs **without** explaining **why** the consequences vary. Alternatively 'why' is covered well, but not 'how'

Level 3: (Detailed) 6-7 marks

An answer at this level considers WHY the consequences of TRSs vary, e.g. more human lives lost in LEDCs because people are less prepared or less able to evacuate.

(7 marks)

Total for Question 3 = 15 marks

Question 4

(a) (i) Type of weather system anticyclone/high pressure (1 mark).
Evidence:

- Wind speed 1-2 knots / very light (1 mark)
- Early morning sky obscured by mist (1 mark)
- Air pressure > 1032 millibars (high) (1 mark)
- A - in the centre of the highest air pressure (1 mark)
- $0^{o}C$ – very cold temperatures common during winter anticyclone (1 mark)

(3 x 1 mark) **(3 marks)**

(ii) Temperature range is ($0^{o}C$ to $6^{o}C$) or $6^{o}C$. (1 mark)
Iceland has a higher temperature because

- Sky is totally covered by cloud (France cloud free) (1 mark). Explanation: clouds help insulate the surface and maintain warmth / particularly during the night (up to 2 marks).
- Winds are coming from the SW, tropical origin therefore they are warmer (1 mark). Accept reference to North Atlantic Drift and its warming effects (1 mark). (Alternatively cold winds from the N.E.).
- Southern Iceland is closer to the Atlantic Ocean (1 mark). Oceans retain their heat during winter and warm up coastal areas (1 mark). (Alternative: A is further inland).

1 basic point + (3 + 1) or (2 + 2) or (1 + 1 + 2) **(5 marks)**

(b) **Opportunities:** Increase in use of coastal areas and national parks. Impact on businesses such as ice cream manufacturers, breweries and soft drink companies. Increased yields of arable crops and impact on harvesting. Good for sporting events such as test match cricket and Wimbledon.

Constraints: Water shortages might lead to need for irrigation/hosepipe bans etc. Negative impact on sales of foreign holidays. Poor air quality is associated with anticyclonic conditions in summer/health implications.
Yields of some crops (e.g. potatoes) are negatively affected.

Level 1: (Basic) 1-3 marks

A general answer, which focuses on either opportunities **or** constraints.

Level 2: (Clear) 4-5 marks

A response which mentions both opportunities and constraints but remains imbalanced. Will probably mention at least one accurate location in the answer, e.g. Wimbledon.

Level 3: (Detailed) 6-7 marks

A well balanced attempt which considers both elements and uses more precise detail to back up statements, e.g. cities like Oxford and London experience poor air quality during summer anticyclones as the pollutants from motor vehicles cannot be blown away by the still air. **(7 marks)**

Total for Question 4 = 15 marks

SECTION C

Question 5

(a) (i) Each label worth 1 mark.

O = More humus/raw/acid humus/peat/fermentation layer/organic material (1 mark).
C = Partially weathered parent rock/acid parent material/regolith (1 mark), Parent rock (1 mark). **(2 marks)**

(ii) Process = eluviation or leaching (1 mark) where iron and aluminium/clay and humus/soluble bases are washed down through the soil/ (1 mark) occurs because there is a moisture surplus in the soil (1 mark). Results in a bleached/ash grey horizon.
Allow reference to cheluviation and/or podsolisation. **(2 marks)**

(iii)
- Farming practices could improve the soil (1 mark).
- Repeated addition of large quantities of fertilisers could improve the soil quality (up to 2 marks).
- Deep ploughing would enable the hard pan to be broken and would enable the O & B horizons to mix (up to 2 marks).
- Artificial drainage would slow down leaching, maintaining nutrients in the O horizon (up to 2 marks).
- The addition of lime can help to neutralise the acidity (up to 2 marks). **(4 marks)**

(b) The most important factor affecting formation of zonal soil is **climate**, this influences zonal soil formation. Climate controls the balance between precipitation and evapotranspiration and has strong influence on the type of vegetation that grows in an area. The distribution of zonal soil types closely matches climatic zones e.g. Podsols are dominant in the Cold Temperate climate.

Weathering rates are also influenced by climate, hot wet conditions lead to rapid chemical weathering (weathered rock is one of the main inputs of soil). The C horizon of Brown Earth weathers more quickly than that of Podsol because of the warm humid climate in summer.

Vegetation – controls the amount and type of organic matter in the soil, however, vegetation is also linked closely to climate, e.g. Podsol soils are generally found in the cold temperate coniferous forests.

Parent material/Rock type – may exert a smaller scale influence, e.g. igneous rocks weather more slowly than other rock types therefore soil depth may be thinner. However, on a global scale rock type is of lesser importance.

The influence of **relief** or **topography** is irrelevant in this question, as is time and human activity.

Fauna - More mixing agents in soils with neutral qualities. This might again be linked back to the climate.

Level 1: (Basic) 1-3 marks

Weakly links climate or one other factor such as vegetation to a soil which may or may not be named. Nothing precise in the answer.

Level 2: (Clear) 4-5 marks

Answers at this level will be focused on climate. There may be a reference to vegetation or human activity. Will probably say that climate is the most important factor but will not comment on the relative importance of other factors. A zonal soil will be named but comments made may not directly relate to that soil.

Level 3: (Detailed) 6-7 marks

Answers at this level will refer to both vegetation and climate, comments made will clearly relate to the named zonal soil used as exemplification. **(7 marks)**

Total for Question 5 = 15 marks

Question 6

(a) (i) **Dense:** Band across most northerly parts of England - Cumbria and Northumbria / A belt in the SE corner of England, South and South East of London (2 marks).
Sparse: NW England/ E Midlands and part of East Anglia/major metropolitan boroughs such as Greater London Central Areas (2m).
Do not credit individual counties. **(4 marks)**

(ii)
- Most common tree oak (16%) is the climatic climax vegetation/dominant species for deciduous woodland for most of England.
- Ash and Beech (11% and 7%) dominate in calcareous soils in chalk/limestone areas i.e. local variations in geology/soils/climate can cause other species than oak to dominate.
- 3 out of the 4 trees named are deciduous, UK lies within Temperate deciduous forest because of its climate type.
- Plant adaptations to CTWM climate using values.

(up to 3 marks).

(up to 3 marks for points made along these lines, each bullet point is worth up to 2 marks).

- Most of England is covered in plagioclimax vegetation (or secondary succession) today.
- This includes plantations of coniferous trees.
- This would account for the pine tree (14%) being second most common tree in England

(up to 2 marks). **(4 marks)**

(b) Natural events include:

Volcanic eruptions/mudflows/hurricanes/fires caused by lightning.

Volcanic eruptions can destroy an ecosystem if ash and lava completely cover the vegetation – Expect to see succession then described in seral stages.

Mudflows – often as a consequence of volcanic eruptions can also destroy a climatic climax vegetation.

Strong winds e.g. hurricanes – trees uprooted, ground hugging vegetation will survive so succession will not be completely arrested.

Spontaneous fires – can destroy trees, many seeds in semi-arid environments are fire resistant, so succession may start up again.

Do not accept droughts/floods or long term changes due to global warming/ice ages etc.

Level 1: (Basic) 1-3 marks

The response talks about the disruption of climatic climax vegetation and the idea of 'arresting factor' is understood.

Level 2: (Clear) 4-5 marks
The answer covers at least one physical arresting factor, probably a volcanic eruption or a hurricane with good understanding, or a variety of physical arresting factors superficially.

Level 3: (Detailed) 6-7 marks

At least 2 physical environmental arresting factors are described, locations maybe given e.g. Monserrat could be used for a recent volcanic eruption. Mud flows/Hurricanes – Central American States. There may be an attempt to describe the extent of the interruption of the succession.

(7 marks)

Total for question 6 = 15 marks

SECTION D

Question 7

How and why do deltas form at the mouths of some rivers?

Deltas are a feature of some river mouths, where the channel splits into many distributaries. New land is created by deposition as the river meets the sea.

Why deltas form

For a delta to form a river must have:

- A heavy/large load, e.g. Mississippi carries 450 million tonnes of sediment p.a.
- The material must be deposited faster than it is carried away by tides, currents and waves.
- Most deltas occur in calm seas with a gently sloping sea bed.
- A channel which floods frequently in its lower course depositing levées and causing channel braiding.
- Deltas usually form along coastlines with shallow seas and weak tides and currents.

How deltas form

- Where the river meets the sea, it spreads out, slows down and deposition occurs.
- The salt in the seawater on meeting fresh river water creates an electrical charge that causes particles carried in suspension to coagulate, so increasing their weight and encouraging deposition. (Flocculation)
- The finest particles travel the furthest before being deposited and form the bottom set beds.
- Covering these is a sloping layer of coarser material called the foreset beds.
- The top layer of sediment in a delta consists of the coarsest material called the topset beds.

2 types of delta: Birds foot: e.g. Mississippi – fingers of deposited material along the line of the distributary channels.

Arcuate: e.g. Nile – a typically fan or triangular shaped delta, with a smooth coastline.

Level 1: (Basic) 1-8 marks

(1-4 marks) A basic response, which identifies correctly what a delta is but just states that as deposition takes place, and that channels are split. Does not use correct terminology, such as distributary.
(5-8 marks) Starts to explain why deltas form, one of the bullet points may be covered reasonably well or may basically describe how they form.

Level 2: (Clear) 9-15 marks

(9-12 marks) There is a reasonable attempt to explain why deltas form, using two of the five bullet points and mention is made of one of the 'how points'(or vice versa).
(13-15 points) Starts to describe how deltas form – as well as why, although the answer will be unbalanced.

Level 3: (Detailed) 16-20 marks **(20 marks)**

(16-18 marks) Either explains the 3 distinct layers/beds. OR Alternatively will outline the formation arcuate and Birds Foot types of delta. More precise knowledge of 'how' deltas form. More than 2 of the 'why' bullet points are covered. More than 2 of the 'how' points explained.
(19-20 marks) At the top of the level the answer will be well organised and effectively communicated.

Question 8

How and why do the consequences of strong winds vary spatially?

Strong winds include (tropical revolving storms) hurricanes, deep low pressure weather systems in mid-latitudes and tornadoes.

- One way of looking at this is to compare the severity of tropical storms against weaker mid-latitude storms. Tropical storms and tornadoes in lower latitudes will have more impact than mid-latitude storms because associated wind speeds are higher.

- Alternatively (and probably most often), the approach will be to compare the effects of TRSs in MEDCs and LEDCs. Most responses of this nature will not reach L3, unless very well known and precise case studies are used in support. Even then a maximum of 7 marks should apply.

- Expect to see examples, Tornado alley in the US (Oklahoma and Kansas), Storms in NW Europe in 1999 or 1987, Orissa cyclone 1997, any named hurricane, e.g. George 1998.

- Variations in impacts spatially could included wasted and inland variations, or urban wind tunnels: compared to other areas.

Tornadoes – small scale but total destruction of buildings in the path of the twister.

Hurricane/TRS – human cost in LEDC, economic costs in MEDC, extent and type of damage varies accordingly. MEDCs track hurricanes and evacuate/board up. Transport systems allow evacuation, excellent communications mean all are aware of risk. LEDCs: people less prepared to leave, may not have efficient transport networks.

Mid-Latitude Low Pressure – wind speeds usually less severe than in hurricanes and tornadoes, although winds in Europe in 1987 reached 200 kmph. Short term disruption to infrastructure/ communications/electricity, small number of casualties. Trees uprooted, damage to buildings, e.g. roofing/ferries cancelled. Might note that wind speeds appear to be increasing in recent years, possibly as a consequence of global warming and warmer sea temperatures.

Level 1: (Basic) 1-8 marks

(1-4 marks) Answers at the bottom of the level will probably ignore or misunderstand the term 'spatially'. The most common type of answer will be a comparison of the effects of a TRS between MEDCs and LEDCs.
(5-8 marks) Countries which are relevant may be named, but the answer will be very general, in that comments made would apply to anywhere.

Level 2: (Clear) 9-15 marks

(9-12 marks) The term 'spatially' is understood, mainly TRS responses but the case study support is generic.
(13-15 marks) At the top of the level there will be a reference to either tornadoes or strong winds associated with mid-latitude depressions in addition to TRS. Case study support will be valid, with some specific detail.

Level 3: (Detailed) 16-20 marks

(16-18 marks) Answers at this level will stand out because they will cover at least two of the three strong wind types well. Accurate and appropriate case studies used to support the response. Excellent case study for TRS responses up to 17m.
(19-20 marks) At the top of the level the answer will be well organised and effectively communicated. **(20 marks)**

Question 9

Identify the reasons why both brown earth and podsol soils are present in the British Isles

- Brown earths are located in regions in mid-latitudes with humid temperate climate, typical of UK, with few extremes in temperature or rainfall. (Rainfall typically below 800 mm p.a., temp. range from 4ºC min. to 20ºC in Summer).

- Brown earths are well drained fertile soils with pH 5.0 to 6.5. Biologically active upper layer leads to mixing→lack of distinctive horizons. Deciduous trees.

- Podsol soils are typically found in colder climates in mid-latitudes where rainfall varies but essentially there is a moisture surplus, precipitation exceeds evaporation. This is a more acid soil and there is less biological activity so less mixing. Leaching is a dominant process, bleaching the upper layers and translocating minerals to the B horizon, sometimes forming an iron pan.

- Brown earths are dominant in the UK in lowland areas where the climate is warmer, and where vegetation was/is deciduous trees.

- In Upland areas podsols may be found because the climate is colder and wetter.

- Where the underlying rock is more acidic and impermeable, e.g. granite or quartzite, podsolisation might be a consequence.

- In areas of the UK where afforestation of coniferous trees has occurred, the acidic and slow to decompose pine needles might influence the underlying soil type. Also typical on heathland and heather moorland.

- Overall podsol soils are associated with W. of UK, Scotland and Upland moorland environments.

- Reference to soil catenas is valid here.

Level 1: (Basic) 1-8 marks

(1-4 marks) Describes either a podsol or brown earth soil and relates the soil to a general area of the UK. Poorly focused on the question.
(5-8 marks) Answers at this level will probably describe a podsol and brown earth soil but will not relate their formation to climate/vegetation/parent rock. Might say that podsols are found in Scotland/North, brown earths in the South.

Level 2: (Clear) 9-15 marks

(9-12 marks) Addresses the question but relates the response to climate only. One soil type is covered well in relation to climate.
(13-15 marks) Both soil types are related to differences in climate within the UK.

Level 3: (Detailed) 16 – 20 marks

(16-18 marks) A well-focused attempt clearly understands the difference between podsols and brown earths. Uses detail, e.g. temperature values and refers to more than climate as reasons for soil differences.
(19-20 marks) At the top of the level the answer will be effectively organised and well communicated. **(20 marks)**