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ASSESSMENT and QUALIFICATIONS ALLIANCE

General Certificate of Education

Geography GGB2

Specification B

Mark Scheme

2008 examination - January series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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GGB2

General Instructions to Examiners on Marking.

It is important that every Examiner marks the scripts to the same standard as the rest of the panel. All Examiners must operate the Marking Scheme in a similar and consistent manner, and hence they must all participate in the application of that scheme at the Standardisation Meeting. In particular they should take careful note of all decisions taken or changes made at that meeting. Examiners are allocated to a Team Leader for the period of examining, and any difficulties that arise should be discussed with that person.

The Marking Scheme

The Marking Scheme consists of two sections for **each question or sub-question – the Notes for Answers and the Mark Scheme itself.**

Notes for answers (NFA):

These indicate the possible content for the various sections of the question paper. In some cases (for example short answer questions) the NFA might indicate the only response that is acceptable, but in many cases they indicate either a range of suitable responses, or an exemplar of the type of response required. Therefore in most cases, the NFA do **not** provide model answers, and should be regarded as such. More NFA may be added at the standardisation meeting if it is felt by the Principal Examiner that details of appropriate ways of answering the question have been omitted.

The Mark Scheme

This is provided in italics and provides the instructions to Examiners as to how they are to assess the work of the candidates. The number of marks allocated within the mark scheme to a question should correspond to the number of marks for that question on the question paper.

There are two ways in which the Mark Scheme operates:

(a) It indicates how the marks to short answer questions are to be allocated – usually to a maximum of 4 marks.

(b) It indicates how examiners should move through the levels in a level response mark scheme – usually to all questions of 5 marks or more. Each level has a levels descriptor, with clear statements of the "trigger" to move candidates from one level to another. Each level contains a range of marks as shown on the Mark Scheme.

A number of features have been used to distinguish between levels, for example:

- a number of characteristics, reasons, attitudes etc
- the degree of specification, for example the use of specification case studies, or accurate detail
- responses to more than one command word, for example, describe and suggest reasons
- the degree of linkage between two aspects of the question
- the depth of understanding of a concept.

The Marking Process

A sample of the Examiner's marked scripts will be marked again by a Senior Examiner according to the procedures set out by the Board. Also the scripts may be re-examined at the Awards Meetings and the subsequent Grade Review. Therefore, it is most important that Examiners mark clearly according to the procedures set out below.

- All marking should be done red.
- The right-hand margin should be used for marks only.
- The overall mark for a question must be ringed at the end of the answer.
- The total mark for a question must be transferred to the front of the script.
- The left hand margin is where an indication of the level achieved is written. Comments and codes (see below) may also be written on the left.
- Indications of the level achieved may also occur in the body of the answer if it is easier for the Examiner to apply (e.g. in the marking of diagrams).
- Ticks should be used for short answer responses and Level I responses only, with one tick representing one mark (to the maximum allowed in a Levels scheme).
- Levels II, III, and IV should be indicated with a Roman II, III or IV on the script, and this symbol should be used each time this Level is achieved. Examiners may wish to bracket an area of text where this level of response has been achieved.
- Once a candidate had reached Level II, additional Level I credit should be indicated using a + symbol. If these points are of sufficient quality **one additional mark** can be awarded (assuming no further Level II points are made).
- Examiners may indicate strong Level II or III material by writing "Level II (or III) – good" in the left hand margin of the script. The Examiner should ensure that this is reflected in the **awarding of an appropriate number of marks** at the end of the answer.
- Level III is to be used only for questions of 9 marks or more, and Level IV is to be used only for questions over 25 marks in total.

Other Mechanics of Marking

- Underline all errors and contradictions.
- Cross out irrelevant sections using a line from top-left to bottom right. (However be careful to check that there is no valid material, however brief, in the mass of irrelevance.)
- Indicate repeated material with "rep".
- Other useful marking codes can be used, for example, "va" for vague, "NQ" or "Not Qu" for failure to answer the question, "Irrel" for irrelevant material, and "SIF" for self penalising material.
- Put a wavy line in the left-hand margin to indicate weak dubious material.
- If the rubric is contravened, mark all answers but count only the best mark towards the candidate's total mark for the script. Put the mark for the question on the front of the script in the usual way, but also write "RAM Rubric" on the front of the script.
- Large areas of the text must not be left blank – use the wavy line or write "seen" alongside the text.
  All pages must have some indication that they have been read, especially supplementary sheets.
- Unless, indicated otherwise always mark text before marking maps and diagrams – do not give double credit for the same point made in the text and a diagram.

Triggers and some level descriptors

- Named feature, named example, named location = level 1
- Described feature = level 2
- Accurate quantitative description, correct location of plant species = 2 times level 2 max
- Named process = level 1
- Process + effect = level 2
- Process explained = level 2
- Explained process + effect = good level 2
- Explained process + effect described = very good level 2

GGB2

Question 1

1 (a) (i) Accumulation is the net gain in an ice mass. Inputs to the ice can include:
Precipitation, re-freezing of meltwater, avalanche, drifting, rockfall
It is dominant in upper parts of a glacier. **(0-3 marks)**

1 (a) (ii) Ablation is the collective loss of water from a glacier or ice sheet. It could be from:
Melting (meltwater streams), calving, evaporation / sublimation. **(0-3 marks)**

1 mark for each valid point made for each term.
There must be at least one mention of net change to gain max.

1 (a) (iii) The glacier has retreated by a total of approx 3.5km from the 1903 max. The max rate of retreat was between 1945 and 1965 when it retreated approx 1.1 – 1.2km in 20 years. The height of the surface of the ice has reduced from 350m to 200m. The steepness has also increased with the 1998 steepness being the greatest.

Level 1 **(0-3 marks)**
Simple description or explanation of changes.

Level 2 **(4-7 marks)**
Detailed description of change linked to explanation. Detailed use of the scale using both axes etc to describe the changes and / or detailed explanation of changes. Need both description and explanation at Level 2 to gain max.

1 (b) Internal Deformation
(Inter-granular flow; intra-granular flow; regelation).
Ice deforms under its own weight because of gravity. The deformation actually is because of the sum of tiny movements on the faces of the ice crystals making up the glacier. The thicker the ice, the faster the flow because of internal deformation. The warmer the ice, the faster the movement.
Movement of a glacier by internal deformation is very slow, and is of the order of tens of meters per year. Much of the movement of the interior of the Antarctic ice sheet is by internal deformation.

Basal Sliding:
True basal sliding means that the base of the ice sheet is near the pressure melting point and that some water is present. The pressure melting point is reached because high pressure actually reduces the temperature at which ice will melt. Ice at base of a 2200 meters thick ice sheet will melt at -1.6°C rather than at 0°C.
The thicker the ice, the lower the temperature at which it will melt, and higher the chance that some water will be available at the glacier base to enhance movement. Large parts of the West Antarctic Ice Sheet area attain the basal melting point, so there may be large areas under the ice sheet where a thin water layer exists. Water reduces friction and allows the ice to move faster.

A thin layer of water may be present at the glacier base from rain water or surface meltwater that has worked through the cracks in the ice.
Or, it may originate from melting upstream in the glacier. The water then flows towards the terminus (nose) of the glacier.
Movement by basal sliding is ten times faster than movement by internal deformation. Basal sliding is extremely important in how much a glacier erodes the landscape, and the features that are created by the ice.
Deforming Substrate Water is not the only material that can cause sliding; sediment, or the rock debris under the ice sheet, also can increase movement at the base of a glacier. If the glacier is sitting on a soft sediment bed that has some water in it, the sediment can move and carry the ice sheet with it just as if it were riding on a water layer. Other relevant process include: Extending / compressing flow; simple effect of gravity; faulting; surging; etc.

Level 1 **(0-3 marks)**
Simple description of glacial movement and / or basic definitions of types of glacial movement.

Level 2 **(4-8 marks)**
Detailed description of glacial movement (2XL2Qmax) and detail of types of glacial movement. There must be at least one explanation (annotated E) at L2 to gain full marks.

1 (c) (i) Depends on the landform chosen. Include those below plus erratic, ground moraine, lateral moraine.

Feature	Drumlin	Medial Moraine	Terminal Moraine
Size	150m-1200m long	1km-20km 50m-100m wide 3m-30m high	0.5km-100km 20-500m wide 3m-50m high
Shape	Steep stoss, gentle lee/streamlined/highest point near stoss.	Ridge – often collapsed in post-glacial times	High mound or series of mounds. Matches shape of snout – sometimes arcuate. Sometimes with ice core.
Field Location	Usually found in lowland locations on valley floors where ice emerged from highlands	Found on the floor of previously glacial valleys aligned with the direction of ice movement.	Found on floor across previously glaciated valleys at the farthest extent of the ice.
Deposits	Fine clays to boulders. Poorly sorted and angular.	Angular and poorly sorted.	Angular and poorly sorted.

Level 1 **(0-3 marks)**
Simple description with little or no detail. Named example / location.

Level 2 **(4-6 marks)**
Detailed description (2XLIIQ max) of either a generic feature or an example studied.

1 (c) (ii) Depends on the landform chosen. All involves direct deposition by the ice. Drumlins are found where there has been stagnant / melting ice and so mixed glacial till finds its way to the base. Further ice movement or water beneath the ice, moulds the till into the drumlin shape. Medial moraine is formed by the collection of angular material at the margins of valley glacier that is then transferred to mid-valley when glaciers merge. Has got there by frost action on the sides above the ice and the mass movement of the resultant scree. Terminal moraine forms at the snout. Moraine is brought down on, in or beneath the ice until close to the snout. Further thrusting can push the rocks to the stationary snout where it builds up against the ice.

Level 1 **(0-3 marks)**
Simple explanation with little or no detail of how the landform became shaped etc as it is.

Level 2 **(4-6 marks)**
Detailed explanation linking the description given of the landform to a relevant process.

1 (d) Mark only information that is directly related / attached to the diagram. Depends on the example chosen. Simple ideas of the ice acting as a dam, causing there to be a proglacial lake, are the most likely. This overflows through a col, which remains as the river route in post-glacial times. The role of glacial deposition acting as a dam is relevant.

Level 1 **(0-3 marks)**
Simple ideas relating the role of ice to the change in a river's direction. Name of an example.

Level 2 **(4-7 marks)**
Detailed description of an example of glacial diversion OR a detailed generic account of drainage diversion. Do not differentiate between direct and indirect effects. Annotation at Level 2 for named river to gain max marks.

1 (e) (i) Permafrost is perennially frozen ground. It can be continuous, discontinuous and sporadic. Continuous PF occurs where the temperature of the ground is below 0C all year round. Discontinuous permafrost is usually only shallow and occurs in patches, often where it is warmer.
Sporadic permafrost occurs where there are small isolated pockets of frozen ground. Could also describe mountain permafrost.

It is formed when the surface temperatures are so low for a long time that the cold penetrates beyond the surface layers. In Canada, the S limit of the discontinuous PF is between -1 and -4C. This most often occurs when the land is not covered by ice. Researchers are unsure as to the age of some of the PF but it is likely that some of it is pre-pleistocene and some is from the Pleistocene onwards.

One mark for every relevant detail. **(0-4 marks)**

1 (e) (ii) Permanently or seasonally frozen sub-surface layers prevent downward percolation of moisture. The upper layer affected by seasonal thawing becomes soaked with water from the melting of ground ice within it. It may be added to by the melting of snow or from rainfall. This excess water reduces its shear strength (or in simple terms it acts as a lubricant), reducing the internal friction and cohesion. This added to the extra weight caused by the build up of water, causes the active layer to flow down low angled slopes as mass movement under the influence of gravity.

Level 1 **(0-3 marks)**
Simple description with little use of technical terminology.

Level 2 **(4-6 marks)**
Detailed explanation with some of the technical terminology used correctly and / or explained.

Question 2

2 (a) (i) **Abrasion**: Waves hurl pebbles and sand grains at a cliff face and they are able to hammer, scrape, rub and grind the cliff face. **(0-3 marks)**

2 (a) (ii) **Hydraulic action**: Breaking waves apply hydraulic shock by trapping water or compressed air in front of the wave. The impact is greatest in a storm and can be as much as 30,000kg/m. Air trapped between the wave and rock gets compressed. As the wave recedes this air expands explosively. The effect of this can reach far beyond the water and so can create geos and blowholes. **(0-3 marks)**

1 mark for each valid point made for each term.

2 (b) There is no credit for material not directly linked to the diagram. In deep water, waves approach the coastline in parallel lines. As they approach the coastline, the sea bed interferes with the base of the waves and slows them down. This occurs off the headland first. This causes the waves to adopt the shape of the coastline and become parallel to the shore. This means that the waves approach the headland from sides and so concentrate the erosive power of the waves.

Level 1 **(0-3 marks)**
Simple outline of the path taken by the waves, with little or no attempt to annotate why the paths of the waves change.

Level 2 **(4-7 marks)**
Detailed diagram of the changing path of waves annotated with valid reasons for that changing direction.

2 (c) Generally as one moves away from the SW limit the storm beach increases in height and the pebbles increase in roundness. The roundness rises from a low of 18% at 60m to 38% at 420m (which is less than at the SW limit) but then rises to a peak of 71% at 1580m. The height follows a similar pattern but is always above the starting height. There is a peak between 400 and 500m of 11.5 – 12m then it falls to a low of 7.5 meters where the roundness is at its least. Another peak is reached at 1460m to 18m. **(0-7 marks)**

Level 1 **(0-3 marks)**
Simple description of changes from SW to NE.

Level 2 **(4-7 marks)**
Detailed use of the scale using both axes etc to describe the changes. Must have both roundness and height at Level 2 to gain max.

2 (d) (i) Depends on the feature chosen.
Likely to be spit. Relevant description can be either of a named example or a generic feature. Descriptions of scale, field relationships, deposits and appearance are all relevant.
Spits occur at river mouths and where the coastline changes direction.

Beach: made up of sand / shingle / coral from 1/16mm to 2mm, granules 2mm to 4mm pebbles 4mm to 64mm. From cliff to below LWM. Slope seaward. Ridges and runnels, berms cusps. Ripple marks. Coarser sediment on steeper slopes.

Level 1 **(0-3 marks)**
Simple description of chosen landform. Named example.

Level 2 **(4-6 marks)**
Detailed description of landform (2XL2Qmax).

2 (d) (ii) Many of the spits of the south coast are the result of a marine transgression resulting from the rising sea levels following the last ice advance. Waves piled shingle in front of them. This shingle was then acted upon by longshore drift (LSD).
If the LSD brings material along the coast, as soon as the water deepens and the waves no longer break (resulting in inability to move material), then deposition occurs. Eventually this is colonised by vegetation whose roots hold together the sediment, and allow it to become established.
LSD is the movement of sediment along a coast by wave action. Waves approach the beach at an angle (under the influence of the wind), the swash pushes the beach material up the beach at the same angle. When the wave recedes, it does so at right angles to the beach and the backwash removes beach material seawards. Thus the sediment moves in a zig-zag fashion.

Level 1 **(0-3 marks)**
Simple explanation using unexplained terms.

Level 2 **(4-6 marks)**
Detailed explanation. Only one L2 for the explanation of LSD in isolation from the chosen landform.

2 (e) Eustatic change is worldwide sea level change as a result of an increase or decrease in the amount of water in the oceans. Decrease is because the hydrological cycle is interrupted by falling global temperature and precipitation does not return to the sea instead it stays on land (base level fall). The converse occurs during global warming. Ice melts, returns to the sea and sea level rises. Isostatic change is localised. Commonly caused either by build up of ice on the land and causing the crust to sink into the mantle because of excess weight (base level rise) or the ice melts and the weight is released and the land 'rebounds' (base level fall).
The sequence: glacial advance – eustatic fall – isostatic rise where ice accumulates – glacial retreat – eustatic / isostatic fall.

Level 1 **(0-3 marks)**
Simple explanation of changing base levels. Naming of the terms eustatic / isostatic with no explanation of the term or the process.

Level 2 **(4-8 marks)**
Explanation of eustatic / isostatic as terms. Explanation of the process eustatic / isostatic change.

2 (f) (i) Includes: clear water, temperatures between 18 to 31, depth up to 60m, salinity 2225 to 35 psu.

One mark for each correct point. **(0-4 marks)**

2 (f) (ii) Coral reefs face threats in a variety of ways. Directly, humans over-fish them using explosives or cyanide poison. Living coral is removed for the tourist trade.
Humans quarry them to help build an infrastructure for growing populations. Tourists also remove souvenirs etc. In some places pollution from effluent laden rivers can kill the coral. Indirectly, e.g. in Australia, the removal of mangroves has increased the silt content of the water etc. Global warming has caused the seas to warm up and this has bleached large areas of coral. Also, it may have contributed to more extreme storms that seriously damage large areas of coral. Rising sea levels caused by human activity are not rapid enough to kill coral.
Some coral can be raised above sea level by tectonic processes.

Level 1 **(0-3 marks)**
Simple statements about how coral is being damaged.

Level 2 **(4-6 marks)**
Detailed link between a threat and a particular danger or change to the coral.

Question 3

3 (a) (i) Albedo is the reflectivity of a surface. Highly reflective surfaces absorb little insolation. They can reflect it back out into the atmosphere and keep urban areas cool **or** can reflect the insolation in a way that it focuses it into a small area and heats up that area. Darker surfaces tend to absorb the insolation much better and then radiate it a long wave energy which heats up the urban area. **(0-3 marks)**

3 (a) (ii) Net heat loss is the negative balance between the heat inputs (solar radiation, anthropogenic sources, advection) and the outputs (radiation, advection etc). **(0-3 marks)**

1 mark for each valid point made for each term.

3 (a) (iii) The urban heat island effect is characterised by urban areas having higher temperatures than the surrounding rural areas.
As one approaches the urban centre from the outskirts there is a series of 'cliffs' and 'plateaux' caused by sudden changes in land use and then a uniformity of land use. Generally, the greater the building density, the greater the temperature. There are anomalies, 'sinks' over parks and water bodies and 'peaks' over industrial areas and the CBD.
The causes include: the production of heat by human activity (home heating/ air conditioning; factory, car, office heat emissions; human body emissions); lack of heat loss by evapotranspiration; absorption of insolation by multiple urban surfaces which is then re-emitted as long wave radiation that heats the air. The pollution in the urban atmosphere helps to increase cloud amount and also creates a pollution dome that allows in the short wave radiation but absorbs a lot of the outgoing radiation, as well as reflecting it back to the surface.
Diurnal variations: the classic studies have shown that the UHI is greatest in winter at night during an anticyclone. Cold weather leads to more heating losses in urban areas so creating the island. The urban temperatures vary seasonally in temperate cities. In winter the angle of the sun is lower and so is more easily reflected at the boundary layer; there is greater depth of atmosphere with cloud, pollution etc for the insolation to get through, increased absorption. On the other hand, there is more anthropogenic heat (central heating etc) which will make urban areas warmer than the surrounding area. Also there is likely to be greater amounts of pollution from heating systems etc and if a British city is quoted then a greater amount of cloud. In summer with high angled sun, multiple reflections occur which can cause multiple absorptions or concentration of radiation at street level. Increasingly the summer atmospheres are being heated by air conditioning outputs creating a daytime UHI.

Level 1 **(0-3 marks)**
Simple description of the UHIE. Simple statements regarding diurnal or seasonal variations.

Level 2 **(4-8 marks)**
Detailed description of the UHIE including diurnal / seasonal variations in the UHIE. Explanation linked to the varying conditions through either 24 hours or a year. Must have both diurnal and

seasonal at Level 2 to gain max.

3 (b) (i) Vehicle exhaust particulates (80% of urban airborne particulates) are very fine with a range from just over 0.0001mm to just under 0.001mm (.01 μm - 1.0 μm) whereas cement dust all falls in the 'large' category and ranges from 0.01mm to 0.1mm (10 μm -100 μm). The range of vehicle exhaust particulates is actually much smaller (0.99 μm) as opposed to 90 μm for cement. Other particulates include smoke (refuse incineration, cigarettes and domestic / industrial burning).

Level 1 **(0-3 marks)**
Simple description or naming of the particulates, simple definition of particulate.

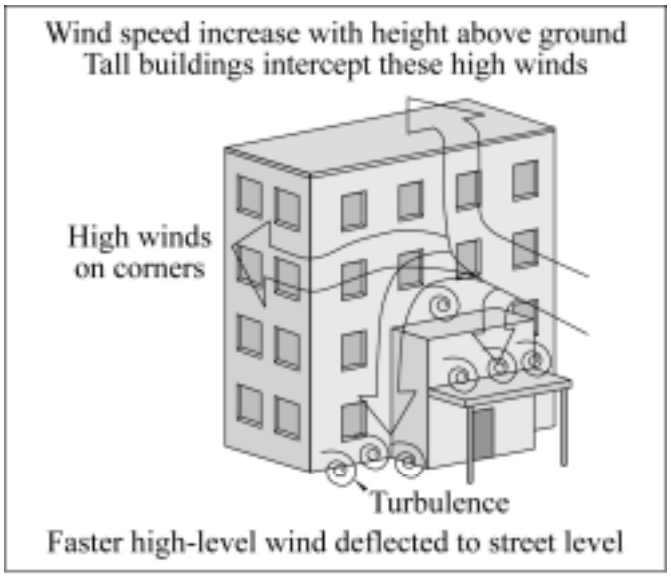
Level 2 **(4-6 marks)**
Detailed description of a particulate (PM10) or detailed description of the nature of at least one particulate type.

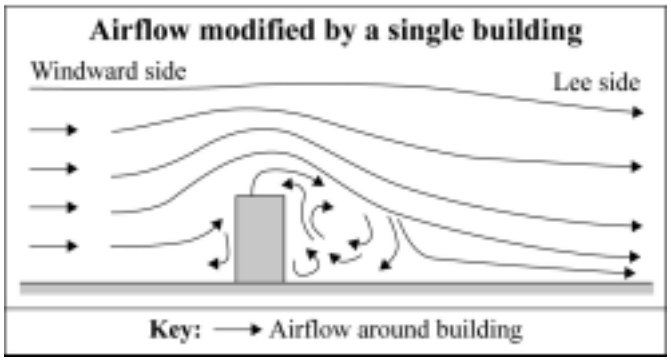
3 (b) (ii) Policy can be interpreted in its widest sense. Thus policies can include the 'clean air act', pedestrianisation, public transport improvements, 'park and ride' schemes, MOV lanes, cycle lanes etc. all attempt to reduce traffic flow in urban areas; downwind placement of industrial complexes, planting of vegetation to capture particulates on leaves etc etc.

Level 1 **(0-3 marks)**
Simple identification of a policy with no indication of how it operates or what the effect is supposed to be.

Level 2 **(4-7 marks)**
Identification of a policy, with either some identification of how the policy operates or what the effect is supposed to be.

3 (c)





Source: REDFERN AND SKINNER, *AQA (B) Advanced Geography,* 2nd Edition, Philip Allan Updates, 2005.

Level 1 **(0-3 marks)**

Simple annotations OR arrows showing the changing direction of air flow.

Level 2 **(4-6 marks)**

Arrows showing the change in air flow correctly annotated.

3 (d) (i) Ecology is the study of the interrelationships between plants and animals and their environment and is concerned with the processes at work within the ecosystem. In this case it could also mean a description of an ecosystem itself.

One mark for each valid point made. **(0-2 marks)**

3 (d) (ii) In the 19th century, it would appear that little or no consideration was given to conservation because the area became heavily industrialised. This continued until the 1960s. The fact that the only green space was playing fields shows that conservation was still being ignored, playing fields being ecological deserts. Once the land was abandoned, by being allowed to become derelict it meant that people still felt that it was a low priority. The purchase of the land by English Partnerships showed that by 1997 attitudes had changed enough that money was invested in the creation of the park. The nature of the park itself reveals some attitudes e.g. the fact that some had open access and other parts are restricted means that it is felt that some areas need greater protection. The park mangers think that it is a good thing to provide a variety of habitats as well as facilities for visitors. They clearly believe that this is a good educational resource in both formal and informal terms.

Level 1 **(0-3 marks)**
Simple attitudes identified with little or no link to the passage.

Level 2 **(4-7 marks)**
Attitudes identified with clear links made to the passage and to a particular group. There must be a clear statement of change in attitude to gain max.

3 (d) (iii) Routeways are distinctive because they have the possibility of the incursion of exotic species of plant and insects, brought in by the traffic, train etc and represent wildlife corridors, comparable with rural hedgerows. Railway lines enable animals to move around the city with little or no interference from traffic. During the days of steam there were frequent fires which burnt off tall species of plant and allowed the light in encouraging light demanding species e.g. primroses and foxgloves to establish. Windborne seeds are sucked along by the trains e.g. Oxford ragwort. Spiders are moved along the line in the same way. Also lack of human disturbance created by the fencing enable urban foxes and badgers to exist. On the unburnt railway land brambles have established and these provide nesting sites for a wide variety of bird-life. Roads act in the same way with regard to the distribution of animals and insects. They also provide a home for kestrels and scavenging birds. The nitrogen rich fumes boost the growth of some wildflowers and they in turn increase insects and animals further up the food chain. Increasingly there are embankments and cuttings that are managed much more diligently, and so there has been planned planting of trees and shrubs to act as noise screens. Grass is also mown regularly. This can reduce the number of wildflowers and fauna.

Canals act as long ponds. They often have a variety of waterfowl (moorhens, coots, ducks) and water-loving insects (dragonflies, damselflies) and birds (kingfishers). There are aquatic plants (flag iris).

The ecology of the GPEP has similarities and differences to routeways. The inner and outer lakes are similar to canals, though unlike canals which usually have one side (towpath) that is mown and managed, the other side is often allowed to grow until such a time that it becomes a nuisance to navigation. Also, as boats move along the canal they disturb silt etc whereas the ponds will be much more undisturbed. The ponds do seem to have access to all sides and it is likely that there are paths all round. There will have been planned introduction of plants unlike canals.
The wildlife meadows will be allowed to grow until flowering, when they will be mown. The roadside verges are usually kept short, therefore allowing less flowering and so less insect life etc.

Level 1 **(0-3 marks)**
Simple differences between the ecology of the 2 types of area.

Level 2 **(4-8 marks)**
Detailed direct comparisons between the ecology of the 2 types of area.