

Final



**General Certificate of Secondary Education  
January 2013**

**Geography B**

**40352F**

**(Specification 4035)**

**Unit 2: Hostile world (Foundation)**

**Final**

***Mark Scheme***

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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 events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process 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 standardisation each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised 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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## **GENERAL GUIDANCE FOR GCSE GEOGRAPHY ASSISTANT EXAMINERS**

### **Quality of Written Communication**

Where candidates are required to produce extended written material in English, they will be assessed on the Quality of Written Communication.

Candidates will be required to:

present relevant information in a form and style that suits its purpose  
ensure that text is legible and that spelling, punctuation and grammar are accurate  
use specialist vocabulary where appropriate.

### **Levels Marking – General Criteria**

Where answers are assessed using a level of response marking system the following general criteria should be used.

#### **Level 1 : Basic**

Knowledge of basic information  
Simple understanding  
Little organisation; few links, little or no detail, uses a limited range of specialist terms  
Reasonable accuracy in the use of spelling, punctuation and grammar  
Text is legible.

#### **Level 2 : Clear**

Knowledge of accurate information  
Clear understanding  
Organised answers, with some linkages, occasional detail/exemplar, has a good range of specialist terms where appropriate  
Considerable accuracy in spelling, punctuation and grammar  
Text is legible.

**ASSESSMENT OF SPELLING, PUNCTUATION AND GRAMMAR (SPaG)**

Spelling, punctuation and grammar will be assessed via two questions in Question 1 and two questions in Question 2. Three marks will be allocated for Spelling, Punctuation and Grammar in each of these questions. The performance descriptions are provided below.

**High performance (3 marks)**

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

**Intermediate performance (2 marks)**

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.

**Threshold performance (1 mark)**

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

***The marks allocated for Spelling, Punctuation and Grammar will achieve a total weighting of 5% of the total marks for the qualification.***

**Annotation of Scripts**

One tick equals one mark, except where answers are levels marked (where no ticks should be used). Each tick should be positioned in the part of the answer which is thought to be credit-worthy.

Where an answer is levels marked the examiner should provide evidence of the level achieved by means of annotating 'L1' or 'L2' in the left-hand margin.

The consequent mark within this level should appear in the right-hand margin.

Ticks must not be used where an answer is levels marked.

Examiners should add their own brief justification for the mark awarded, e.g. *Just L2, reasonably accurate knowledge or some clear understanding.*

Where an answer fails to achieve Level 1, zero marks should be given.

**General Advice**

Marks for each sub-section should be added in the right-hand margin next to the maximum mark available which is shown in brackets. All marks should then be totalled in the 'box' at the end of each question in the right-hand margin. The totals should then be transferred to the boxes on the front cover of the question paper. These should be totalled. The grand total should be added to the top right-hand corner of the front cover. No half marks should be used.

It is important to recognise that many of the answers shown within this mark 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.

Diagrams are legitimate responses to many questions and should be credited as appropriate. However contents which duplicate written material or vice versa should not be credited.

Quality of Written Communication (QWC) is part of the award of marks in levels marked answers only. In levels marked answers the quality of the geography is assessed and a level and mark awarded according to the geography. As is sometimes the case, the geography may be sound at a particular level but the examiner may not be sure as to whether there is quite enough to raise the mark within that level. In this case the examiner should consider the QWC of the answer. QWC that fulfils the criteria for the level should lead to the rise in the mark but where the QWC does not fulfil the criteria, the answer should remain at the mark first thought appropriate. In cases where QWC has been used in the award of marks, the examiner should indicate this with QWC and arrows that indicate either an upward or downward trend according to its impact on the final award of the mark.

**SECTION A**

**Living with Natural Hazards**

<p><b>1(a)(i)</b></p>	<p>2×1 Most tropical storm tracks are north of the equator. All tropical storm tracks start between the Tropics.</p>	<p><b>(2 marks)</b></p>
<p><b>1(a)(ii)</b></p>	<p>3×1 boundaries, long, Pacific</p>	<p><b>(3 marks)</b></p>
<p><b>1(b)</b></p>	<p><b>Level 1 Basic (1–2 marks)</b>  <b>Earthquakes:</b> Gives a basic idea of plate movement. Elaboration is very limited. <i>Earthquakes: e.g. Plates moving towards each other. One plate pushed below another. As plates move there are shock waves.</i>  <i>Accept: They occur at destructive/conservative/collision/constructive boundary, ie qualify the boundary.</i>  <b>Tropical storms:</b> Gives a basic idea of process. Elaboration is very limited. <i>E.g. Formed when warm air rises, form over warm oceans.</i>  <b>Wildfires:</b> Gives a basic idea of causes. Elaboration is very limited. <i>E.g. They are caused by drought. They are caused by high temperatures. They are caused by lightning.</i>                      If volcanoes/volcanic eruptions chosen = Max L1 and credit tectonic processes as for earthquakes.                      Knowledge of basic information.                      Simple understanding.                      Few links; limited detail; uses a limited range of specialist terms.                      Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.</p> <p><b>Level 2 Clear (3–4 marks)</b>                      Gives clear indication of process/cause, linking statements.  <b>Earthquakes:</b> <i>e.g. one plate subducted beneath another. As plates move, they snag and tension builds up. A sudden movement sends out shock waves, which causes earthquakes.</i>  <b>Tropical storms:</b> <i>e.g. formed when warm air rises and starts to spin due to the earth's rotation.</i>  <b>Wildfires:</b> <i>e.g. a deficiency of rainfall dries out vegetation, so it easily catches fire.</i>                      Knowledge of accurate information.                      Clear understanding.                      Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate.                      Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.</p>	<p><b>(4 marks)</b></p>

<b>1(c)(i)</b>	1×1 0 °C Accept number without units. (Reject 0 – 1°C.)	<b>(1 mark)</b>
<b>1(c)(ii)</b>	1×1 +4°C Accept number without units, must have + sign. (Reject +3 – +4°C.)	<b>(1 mark)</b>
<b>1(d)</b>	<p><b>Level 1 Basic (1–3 marks)</b> Simple, undeveloped statements. <b>Tropical storms:</b> e.g. <i>There could be more storms. There could be stronger storms.</i> <b>Wildfires:</b> e.g. <i>There could be more wildfires. There could be bigger wildfires.</i> Credit descriptions of sea surface temperatures, dry land tentatively linked to an effect at L1. (If there is no simple link to an effect, there is no credit.) 'Warm seas' needs qualification.</p> <p><b>Level 2 Clear (4–5 marks)</b> Clear development of the point. <b>Tropical storms:</b> e.g. <i>changes in sea temperatures could cause El Nino type events. There could be more frequent storms, or storms could be wider ranging. Smaller storms could combine to form more powerful category 4 &amp; 5 hurricanes.</i> A clear description of sea surface temperature must be clearly linked to an effect, e.g. increasing number, frequency, power, distribution. <b>Wildfires:</b> e.g. <i>The wildfire season could be extended and there would be more wildfires days, as larger wildfires burn for longer.</i> (Accept seasonal changes) A clear description of the effects of temperature increase must be clearly linked to an effect, e.g. number, intensity etc.</p>	<b>(5 marks)</b>
<b>Total for Question 1: 16 marks</b>		

<b>2(a)(i)</b>	3×1 Northern, large, Los Angeles	<b>(3 marks)</b>
<b>2(a)(ii)</b>	<p><b>Level 1 (Basic) 1-3 marks</b> Gives a basic idea. Elaboration is very limited, e.g. <i>More housing could be built in the wildland-urban interface. There will be more buildings to catch fire.</i> Accept 'more wildfires' at L1.</p> <p><b>Level 2 (Clear) 4-5 marks</b> Gives clear ideas, linking statements, e.g. <i>More housing could be built in the wildland-urban interface and this provides more fuel for wildfires. Many homes in the wildland-urban interface are very remote and fire crews would have to travel long distances, or more helicopters and planes would have to be used for water drops.</i></p> <p><b>Spelling, Punctuation and Grammar (SPaG)</b></p> <p><b>Threshold Performance</b> Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</p> <p><b>Intermediate Performance</b> Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</p> <p><b>High Performance</b> Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</p>	<p><b>(5 marks)</b></p> <p><b>(1 mark)</b></p> <p><b>(2 marks)</b></p> <p><b>(3 marks)</b></p>
<b>2(b)</b>	2 x 1+1 Teach people about the dangers of campfires etc. (1) e.g. (1) they could help families develop household evacuation plans (1) + description (1). They could make people more aware of the best things to do when a wildfire breaks out, such as listen to the radio/check the internet for wildfire reports etc. (1). They inform people how to prepare their homes (1) and instruct them to move firewood/thin trees/clear leaves from near houses (1), build roofs from fire retardant materials (1) etc. Responses must go beyond Figure 4.	<b>(4 marks)</b>
<b>Total for Question 2: 15 marks</b>		



<b>3(a)(i)</b>	1×1 Correct use of key to shade the district of Khulna = 800 000 (Any solid shading, ie pencil.)	<b>(1 marks)</b>
<b>3(a)(ii)</b>	3×1 north, 15, 300	<b>(3 mark)</b>
<b>3(a)(iii)</b>	3×1 false, false, true	<b>(3 marks)</b>
<b>3(b)</b>	3×1 (1+1 for developed points.) Trees uprooted/loss of animal habitats, sea fish killed due to silting, freshwater fish killed due to sea water inundation. Salt in soils. Accept flooding.	<b>(3 marks)</b>
<b>3(c)</b>	2 x 1+1 <i>E.g. They could build simple yet effective concrete shelters on stilts (1) built on raised mounds (1). They could have village meetings where women in Bangladesh are taught (1) not to wear saris in case they have to swim (1).</i> Accept references to affordable/appropriate technology. Have to go beyond Figure 6. 'Education' needs some qualification.	<b>(4 marks)</b>
<b>Total for Question 3: 14 marks</b>		

<b>4(a)(i)</b>	2×1 The largest city with violent shaking was Carrefour. There were two cities with a population of over 400 000 that had severe shaking or greater.	<b>(2 marks)</b>
<b>4(a)(ii)</b>	<b>Level 1 Basic (1–4 marks)</b> Simple statements without development of ideas. <b>Yes:</b> Simple ideas about how damage can be reduced, e.g. <i>They could strengthen buildings to make them earthquake proof. They could teach the population what to do if an earthquake strikes. They could make shacks out of bendy materials, i.e. some idea of even though they are poor there is always something they could do.</i> <b>No:</b> e.g. <i>Haiti is a poor country/low GNI and cannot afford expensive schemes. As it is poor, Haiti has other more pressing problems as earthquakes are not common. Building codes are not enforced as earthquakes are rare. Building codes are not enforced as people cannot afford the expensive building materials. Haiti has no army to help rescue people.</i> Accept simple ideas about never being able to beat the forces of nature no matter how rich you are. <i>It was a very powerful earthquake and the epicentre was near the surface so there was a lot of shaking.</i> Accept simple ideas about why people cannot adequately prepare as earthquakes cannot be accurately predicted, e.g. <i>People cannot be told when an earthquake is coming so cannot be ready for it.</i> Accept correctly identified lifts from Figure 7. If a 'No' box is ticked and the response is clearly a 'Yes' answer (or vice versa), then credit the response.  <b>Level 2 Clear (5–6 marks)</b> Clear description of methods with development of ideas. <b>Yes:</b> e.g. <i>They could build houses out of materials that are flexible, such as</i>	<b>(6 marks)</b>

	<p><i>bamboo. These will not collapse when an earthquake strikes as they move with the shockwaves, i.e. clear idea of even though they are poor there is always something they <b>could</b> do.</i></p> <p><b>No:</b> <i>e.g. is a poor country as shown by its low GNI/low ranking on HDI and cannot afford expensive scheme such as retrofitting of buildings. Building codes are not enforced as people cannot afford the expensive building materials and have to rely on making their own houses out of sun-baked bricks, which would never withstand such a powerful earthquake.</i></p> <p><i>Clear ideas about why people cannot adequately prepare as earthquakes cannot be accurately predicted, e.g. Even though much research and money has been spent on trying to predict earthquake none have been successful. People only get a couple of seconds warning when an earthquake is coming so cannot evacuate the area.</i></p> <p><i>Accept clear ideas with examples about never being able to beat the forces of nature no matter how rich you are. Development may be case study examples from other 'poor quakes'.</i></p> <p><b>Spelling, Punctuation and Grammar (SPaG)</b></p> <p><b>Threshold Performance</b> Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</p> <p><b>Intermediate Performance</b> Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</p> <p><b>High Performance</b> Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</p>	<p><b>(1 mark)</b></p> <p><b>(2 marks)</b></p> <p><b>(3 marks)</b></p>
<b>Total for Question 4: 11 marks</b>		

**SECTION B**

**The Challenge of Extreme Environments**

<p><b>5(a)(i)</b></p>	<p>2×1 All areas of tropical rainforest are between the Tropics. Many areas of tropical rainforest are on the Equator.</p>	<p><b>(2 marks)</b></p>
<p><b>5(a)(ii)</b></p>	<p>3×1 Higher, edges, Tropical</p>	<p><b>(3 marks)</b></p>
<p><b>5(b)</b></p>	<p><b>Level 1 Basic (1–2 marks)</b> Simple statements without development of ideas. <b>Hot desert environment:</b> Accept simple references to effects of climate on vegetation. <i>E.g. very few plants are able to grow. Or gives underdeveloped responses that give examples of types of plants. E.g. cactus, brush.</i> Credit simple statements about the climate characteristics with a simple link to vegetation at Level 1: <i>it is too hot/dry etc.</i> <b>Polar environment:</b> Accept simple references to effects of climate on vegetation. <i>E.g. very few plants are able to grow. Or gives undeveloped responses that give examples of types of plants e.g. algae, lichens.</i> Credit simple statements about the climate characteristics with a simple link to vegetation at Level 1: <i>it is too cold, too much lying snow.</i> <b>Tundra environment:</b> Accept simple references to effects of climate on vegetation. <i>E.g. very few plants are able to grow/sparse vegetation. Or gives undeveloped responses that give examples of types of plants e.g. algae, lichens, mosses, shrubs, grasses.</i> Credit simple statements about the climate characteristics with a simple link to vegetation at Level 1: <i>it is too cold, too much lying snow for much of the year.</i> <b>Tropical rainforest environment:</b> Accept simple references to effects of climate on vegetation. <i>E.g. many plants are able to grow/grow all year round.</i> Credit simple statements about the climate characteristics with a simple link to vegetation at Level 1: <i>High rainfall/temperatures.</i> Knowledge of basic information. Simple understanding. Few links; limited detail; uses a limited range of specialist terms. Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.</p> <p><b>Level 2 Clear (3–4 marks)</b> Clearly developed points. <b>Hot desert environment:</b> Accept clear references to effects of climate on vegetation. <i>E.g. very few plants are able to grow except those that are adapted to the dry conditions. Or gives developed responses that give examples of types of plant e.g. cactus roots soak up water and fleshy plant stores it, brush has needle leaves so less water lost.</i> Credit clear descriptions of the climate characteristics at Level 2 with a simple link to vegetation: <i>daytime temps up to 40°C, less than 250mm rain per year means that very few plants are able to grow etc.</i> <b>Polar environment:</b> Accept clear references to effects of climate on vegetation. <i>E.g. Very few plants are able to grow except those that are adapted to the cold conditions. Or gives developed responses that give examples of types of plant e.g. The algae and lichens grow where there is</i></p>	<p><b>(4 marks)</b></p>

	<p><i>moisture and they hid in cracks to be protected from the wind.</i></p> <p><b>Tundra environment:</b> Accept clear references to effects of climate on vegetation. <i>E.g. very few plants are able to grow except those that are adapted to the cold conditions.</i> Or gives developed responses that give examples of types of plant e.g. <i>shrubs and grasses can grow as there is a very short growing season when temperatures increase.</i></p> <p>Credit clear descriptions of the climate characteristics at Level 2 with a simple link to vegetation: <i>temperatures of -30°C mean that few plants are able to grow.</i></p> <p><b>Tropical rainforest environment:</b> Accept clear references to effects of climate on vegetation. <i>E.g. much biodiversity as there is a continuous growing season.</i> Or gives developed responses that give examples of types of plants e.g. <i>plants that are adapted to the heavy rainfall, such as those with drip tips.</i> Clear references to stratification – <i>layers develop as trees have to grow rapidly to reach sunlight. There are only shrubs on the forest floor due to shady conditions etc.</i></p> <p>Credit clear descriptions of the climate characteristics at Level 2 with a simple link to vegetation: <i>temperatures of over 25°C all year and over 2000mm of rain per year mean the conditions are 'like a greenhouse'.</i></p> <p>Clear understanding</p> <p>Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate.</p> <p>Clear evidence of sentence structure. some spelling, punctuation and grammatical errors.</p>	
<b>5(c)(i)</b>	<p>1×1 0°C Units not needed. (Reject 0 – 1°C.)</p>	<b>(1 mark)</b>
<b>5(c)(ii)</b>	<p>1×1 +4°C Units not needed. Must include + sign. (Reject +3 – +4°C.)</p>	<b>(1 mark)</b>
<b>5(d)</b>	<p><b>Level 1 (Basic) 1-3 marks</b> Simple, undeveloped statements. <b>Fringes of hot deserts:</b> e.g. <i>deserts could advance, land could become desert, desertification.</i> <b>Polar environment:</b> e.g. <i>melting of ice sheets, threatens wildlife.</i> Tundra environment: e.g. <i>melting of permafrost, threatens wildlife.</i> Tropical rainforest environment: e.g. <i>less rainfall and forest cannot grow, threatens wildlife.</i></p> <p><b>Level 2 (Clear) 4-5 marks</b> Clear development of the point. <b>Fringes of hot deserts:</b> e.g. <i>desertification takes place, plants will not grow and savannah becomes desert.</i> Polar environment: e.g. <i>melting of ice sheets alters marine ecosystem as food chain is disrupted/seal and penguin populations start to decline/invasive species etc. Becomes more open to exploitation.</i> <b>Tundra environment:</b> e.g. <i>Important habitats for polar bears/caribou are altered and threaten species. Becomes more open to exploitation.</i> <b>Tropical rainforest environment:</b> e.g. <i>less rainfall and forest cannot grow, becomes savannah grassland and cannot support as large a population of wildlife.</i></p>	<b>(5 marks)</b>



<b>6(b)</b>	<p>2 x 1+1  <i>Planting trees means more rainwater is intercepted (1) and overland flow is reduced (1). A protective cover of vegetation is added (1). Plant's roots bind the soil together (1) and hold moisture in the soil so it does not dry out (1). It is more difficult to blow the soil away in strong winds (1) or wash it away in heavy rains (1).</i>                      Responses must go beyond Figure 11.</p>	<b>(4 marks)</b>
<b>Total for Question 6: 14 marks</b>		

<b>7(a)(i)</b>	<p>3x1                      South-east, Equator, 1500</p>	<b>(3 marks)</b>								
<b>7(a)(ii)</b>	<p>3x1</p> <table border="1" data-bbox="336 770 1233 1021"> <thead> <tr> <th data-bbox="336 770 1027 808">Statement</th> <th data-bbox="1027 770 1233 808">True or False</th> </tr> </thead> <tbody> <tr> <td data-bbox="336 808 1027 880">By 2030 no areas of tropical rain forest are expected to remain in the coastal areas of Brazil.</td> <td data-bbox="1027 808 1233 880">TRUE</td> </tr> <tr> <td data-bbox="336 880 1027 952">By 2030 the amount of deforested land is expected to increase.</td> <td data-bbox="1027 880 1233 952">TRUE</td> </tr> <tr> <td data-bbox="336 952 1027 1021">In 2030 no areas in the north of the Amazon region are expected to be deforested.</td> <td data-bbox="1027 952 1233 1021">FALSE</td> </tr> </tbody> </table>	Statement	True or False	By 2030 no areas of tropical rain forest are expected to remain in the coastal areas of Brazil.	TRUE	By 2030 the amount of deforested land is expected to increase.	TRUE	In 2030 no areas in the north of the Amazon region are expected to be deforested.	FALSE	<b>(3 marks)</b>
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In 2030 no areas in the north of the Amazon region are expected to be deforested.	FALSE									
<b>7(b)</b>	<p>1+1 (for a developed point)                      Alters local climates/less rainfall/rainforest will become savannah grassland (1) (accept contributes to global warming) (1), breaks the nutrient cycle (1) / land becomes infertile (1), loss of animal habitats (1) / loss of species (1), increased flooding (1) / mudslides (1) etc.                      Reject 'no plants will grow'.</p>	<b>(2 marks)</b>								
<b>7(c)</b>	<p>2 x 1+1  <i>E.g. Agroforestry (1) mimics the layers and diversity of the natural rainforest (1). Agroforestry (1) serves as a 'buffer zone surrounding and protects the remaining rainforest (1). Ecotourism (1) is the responsible development and management of tourism (1) Ecotourism (1) which helps to preserve the environment as ecotourism provides funds for conservation projects / provides jobs for local people (crafts, guides, Ecotourism (1) / e.g. Ethical shopping Ecotourism (1) – A certification label on products show that it comes from a sustainable source Ecotourism (1).</i>                      Have to go beyond Figure 13.</p>	<b>(4 marks)</b>								
<b>Total for Question 7: 12 marks</b>										

<b>8(a)(i)</b>	1 x 1 Correct bar at 23mm.	<b>(1 mark)</b>
<b>8(a)(ii)</b>	<p>4x1 A – lower temperatures / B – higher temperatures (1), cites figures (1) or uses data (1). Range B greater, A range = 38 °C, B range = 46 ° (1). Cites figures (1). Max 2 marks for comparing temperatures in individual months.</p>	<b>(4 marks)</b>
<b>8(b)</b>	<p>Accept answers from any type of development (actual, proposed or hypothetical) in any cold environment. Most likely are Alaska and Antarctica. If a 'No' box is ticked and the response is clearly a 'Yes' answer (or vice versa), then credit the response.</p> <p><b>Level 1 (Basic) 1-4 marks</b> Simple statements without development of ideas or limited development of ideas in Figure 15. <b>Yes:</b> e.g. <i>Development can be done in a way which does not harm the environment. We need the oil/gas/fish as we are running out. People in the area need jobs, they have few alternatives. Only a small area will be used, the rest can be conserved – there has to be a balance,</i> or other simple ideas as to why economic gain is important. <b>No:</b> e.g. <i>If there is an accident, the environment will be ruined forever; it cannot go back to what it used to be. The area is very delicate, even a small accident could destroy it. It is an important area for research into our earth. It is the last wilderness left on earth,</i> or other simple ideas as to why environmental gain is important. 'Animals die' needs some qualification.</p> <p><b>Level 2 (Clear) 5-6 marks</b> <b>Yes:</b> Develops the idea to show clear ideas as to why economic gain is important, e.g. <i>Development can be done in a way which is sustainable and does not harm the environment such as limiting the number of tourists to Antarctica. We need the oil/gas as they are non-renewable and we are running out, we cannot put a few polar bears in the way of progress. People in the area are very much in favour as they need the jobs, they have few alternatives and they do not want to have to rely on the old ways of surviving in an extreme environment.</i> <b>No:</b> Develops the idea to show clear ideas as to why environmental gain is important, e.g. <i>If there is an accident, the environment will be ruined forever, even a small oil spill can have knock-on effects; it cannot go back to what it used to be as the ecosystem is very delicately balanced. It is an important area for research into understanding the way that our earth works and how we could avoid global climate change. It is the last wilderness left on earth. It is the least polluted environment that we have and it has to stay untouched by people.</i> Development may be case study examples.</p> <p><b>Spelling, Punctuation and Grammar (SPaG)</b> <b>Threshold Performance</b> Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</p> <p><b>Intermediate Performance</b> Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</p> <p><b>High Performance</b></p>	<p><b>(6 marks)</b></p> <p><b>(1 mark)</b></p> <p><b>(2 marks)</b></p> <p><b>(3 marks)</b></p>

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	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	
	<b>Total for Question 8: 14 marks</b>	