



**General Certificate of Secondary Education  
June 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. 3 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.

**40352F – Section A – Living with Natural Hazards**

Question	Description	Mark
1 (a)	3 x 1 North, long, western	3
1 (b)	<p>If candidates do both earthquakes and tropical storms mark both and accept the higher.</p> <p><b>Level 1 (Basic) 1-2 marks</b>            Gives a basic idea of process. Elaboration is very limited.            Earthquakes: a basic idea of plate movement (not ‘on a plate boundary’) <i>e.g. Plates moving towards each other. One plate pushed below another. As plates move there are shock waves.</i>            Tropical storms: Gives a basic idea of process. Elaboration is very limited. <i>e.g. Formed when warm air rises, form over warm oceans.</i>            Knowledge of basic information.            Simple understanding.            Few links; limited detail; uses a limited range of specialist terms.            Use of Figure 1 not correct but shows understanding of process – MAX Level 1.</p> <p><b>Level 2 (Clear) 3-4 marks</b>            Gives clear indication of process, linking statements.            Gives clear indication of process/cause, linking statements.            Earthquakes: <i>e.g. One plate subducted beneath another. As plates move, they snag and tension builds up. A sudden movement releases pressure and sends out shock waves, which causes earthquakes. On a destructive/conservative plate margin.</i>            Tropical storms: <i>e.g. Idea of evaporation and condensation. Formed when warm air rises and starts to spin due to the earth’s rotation.</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>	4
2 (a)(i)	1 x 1 Old Station	1
2 (a)(ii)	1 x 1 South	1
2 (a)(iii)	1 x 1 Red Bluff	1
2 (a)(iv)	1 x 1 40km	1
2 (a)(v)	2 x 1 Highway 36 (1), eastwards (1) towards Westwood (1) crossing the lake (1) appropriate direction (1)	2
2 (a)(vi)	2 x 1 Geothermal/cheap power, income/jobs from tourism (from figure), fertile soils, mineral deposits, property may be cheap (not cheap to live), attractive scenery (not just ‘scenery’) volcano watchers (idea of studying volcanoes). Accept monitoring makes the area safer/can evacuate and people don’t feel it will erupt in their lifetime. Accept ideas about not wanting to leave home/heritage /friends.	2

<p><b>2 (b)</b></p>	<p><b>Level 1 (Basic) 1-3 marks</b>                  Relevant information from Figure 3 <i>E.g.</i> Low GNI per person (1 050 \$US), many people living in slums (70%), low number of personal computers per 100 population, building codes not enforced.                  Not just copied data - must show some understanding <i>e.g.</i> (GNI of \$1050 is very low)                  Accept 'country A is less developed'                  Or makes simple, undeveloped statements <i>houses. e.g. houses are not well built, no money to protect houses.</i>                  MAX L1 Continuing damage due to lack of repairs                  MAX Level 1 Inability to replace possessions, make repairs, emergency aid (saves life etc.), lack of insurance <i>i.e.</i> long term damage                  Knowledge of basic information.                  Simple understanding.                  Few links; limited detail; uses a limited range of specialist terms.                  Compares data from Country A and Country B with no elaboration – Max Level 1.</p> <p><b>Level 2 (Clear) 4-5 marks</b>                  Clearly goes beyond Figure 3 and backs up with own knowledge to make developed statements. <i>E.g.</i> 'Poorer country/lower GNI/ have less money to put schemes such as retrofitting in place to earthquake-proof buildings'. 'Many people living in slums in poorly built shacks that will collapse if shaking is violent'. 'Low number of personal computers per 100 population, which means that people cannot access hazard maps / fewer people, can find information on what do during/after an earthquake or how to prepare their homes' 'In Country A it will take longer to recover so there will be more long term problems with diseases linked to sanitation (long term damage-developed).                  Knowledge of accurate information.                  Clear understanding.                  Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate.</p>	<p><b>5</b></p>
<p><b>3 (a)(i)</b></p>	<p>2 x 1 Hugo = 6, Ivan = 5 (both correct = 1 mark)</p>	<p><b>1</b></p>
<p><b>3 (a)(ii)</b></p>	<p>3 x 1                  Florida is the US state most often affected by the six most costly tropical storms.                  Hurricane Katrina was the most costly tropical storm to hit the US.                  The most costly tropical storm hit the US in 2005.</p>	<p><b>3</b></p>

<p><b>3 (b)</b></p>	<p><b>Level 1 (Basic) 1-3 marks</b>                  Gives basic effects. Elaboration is very limited. States that a storm surge could occur, or that it will cause flooding, or that heavy rain will make rivers overflow. And/or gives a simple statement of damage. Transport routes disrupted.  <i>e.g. houses flattened, crops destroyed, homelessness, people killed etc.</i></p> <p>Lists observable effects from resource and/or own knowledge.                  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) 4-5 marks</b>                  Clear description of damage with development of ideas. <i>e.g. Trees uprooted by strong winds and there is a loss of animal habitats, a storm surge raises sea level and floods over the low lying land, as a result sea fish killed due to silting, freshwater fish killed due to sea water inundation. Flooding flushes out sewers and contaminates water supply.</i>                  Development could be case study examples.                  Clearly describes observable effects from resource and/or own knowledge.                  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>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</b></p> <p><b>(1 mark)</b></p> <p><b>(2 marks)</b></p> <p><b>(3 marks)</b></p>
<p><b>3 (c)(i)</b></p>	<p>2 x 1                  Z,Y,X (3 Correct = 2 marks 1 or 2 correct = 1 mark)</p>	<p><b>2</b></p>
<p><b>3 (c)(ii)</b></p>	<p>2 x 1                  Warn of approaching storm, know severity and direction. People have time to prepare but 'people can prepare' alone needs some elaboration. Buildings can be made safe. Allows for, or time for evacuation.</p>	<p><b>2</b></p>



<b>4 (a)(i)</b>	3 x 1 7.5, 6.0, 40	<b>3</b>				
<b>4 (a)(ii)</b>	<table border="1"> <thead> <tr> <th data-bbox="379 331 778 405"><b>Effects on the economy of Russia</b></th> <th data-bbox="778 331 1179 405"><b>Other effects on the people of Russia</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="379 405 778 954"> <p>\$15 billion of damage. Factories closed down production lines.</p> <p>Fall in tourist numbers.</p> <p>Cancellation of 64,000 flights (accept once in either)</p> <p>Burned a fifth of Russia's grain crop and exports of wheat were stopped, causing a loss \$4 billion.</p> </td> <td data-bbox="778 405 1179 954"> <p>People were warned to stay inside.</p> <p>The city's death rate rose by at least 30%.</p> <p>52 deaths (caused deaths).</p> <p>2000 homes have been destroyed.</p> <p>Villages have been evacuated.</p> <p>Thousands homeless.</p> <p>The cost of many essential foods has increased.</p> </td> </tr> </tbody> </table>	<b>Effects on the economy of Russia</b>	<b>Other effects on the people of Russia</b>	<p>\$15 billion of damage. Factories closed down production lines.</p> <p>Fall in tourist numbers.</p> <p>Cancellation of 64,000 flights (accept once in either)</p> <p>Burned a fifth of Russia's grain crop and exports of wheat were stopped, causing a loss \$4 billion.</p>	<p>People were warned to stay inside.</p> <p>The city's death rate rose by at least 30%.</p> <p>52 deaths (caused deaths).</p> <p>2000 homes have been destroyed.</p> <p>Villages have been evacuated.</p> <p>Thousands homeless.</p> <p>The cost of many essential foods has increased.</p>	<b>4</b>
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<b>4 (b)</b>	<p>4 x 1 (1+1 for developed points) Needs at least 1 specific point from Fig. 7 e.g. <i>firefighters</i> (Max 3 on knowledge). Airdrops from helicopters, hosing down flames, dowsing areas in advance of the fires, cut fire breaks, back burning etc.</p> <p>Question is about <u>control of existing wildfires</u> (including measures of prevention during wildfire such as fire breaks or controlling direction / cleaning areas around housing). Therefore do not credit responses with focus on prevention measures such as; education, posters, managing arson.</p>	<b>4</b>				

<p><b>4 (c)</b></p>	<p>The maximum mark at both Level 1 and 2 can be reached by candidates considering either one or both of the statements in the question, i.e. wildfires will increase in the future; this is because of climate change.</p> <p><b>Level 1 (Basic) 1-4 marks</b> Simple statements without development of ideas.</p> <p><b>Yes:</b> Simple reasons why the number of wildfires could increase/become more frequent due to climate change. <i>e.g. Less rainfall, higher temperatures.</i> Or references to resource: <i>some areas could increase in temperature by 3°C by 2070, dry summer in 2010; this could get worse in the future.</i> Discrete statements such as <i>The length of wildfire season could increase; areas that did not get wildfires in the past could experience them. The grass/trees will dry out,</i> i.e. link not made.</p> <p><b>No:</b> Simple ideas about non-climate change causes of wildfires More people in wildfire areas, more arson, accidents (cigarettes, campfires, sparks from machinery, etc.). Could argue that there is natural cycle of climate change and there will be fewer fires in the future. Knowledge of basic information. Simple understanding. Few links; limited detail; uses a limited range of specialist terms.</p> <p><b>Level 2 (Clear) 5-6 marks</b> Clear reasons with development of ideas. Uses resource and own knowledge to develop an argument in favour of/against climate change leading to increased wildfires.</p> <p><b>Yes:</b> Clear reasons why the number of wildfires could increase/become more frequent due to climate change. Links these to the effects of climate change (<i>e.g. Less rainfall, higher temperatures/global warming.</i> Or references to resource: <i>some areas could increase in temperature by 3°C by 2070, dry summer in 2010; this could get worse in the future</i>) to an effect <i>e.g. The length of wildfire season could increase as temperatures increase by 3°C by 2070, spring will arrive earlier and The grass/trees will dry out sooner, so fires will start earlier in the year. Areas that did not get wildfires in the past could experience them as the rainfall in those areas starts to decrease. As the range of the fires gets greater, more will occur.</i> Credit causes of climate change. Some clear development beyond the resource.</p> <p><b>No:</b> Clear ideas about non-climate change causes of wildfires. <i>e.g. More people live in the wildland-urban interface or will go on holiday in these areas. More buildings mean more fuel for fires. More accidents will be caused by people being careless with cigarettes or matches and not extinguishing campfires properly. More roads/railways/footpaths (once only) so people can easily access area and start fires. Instances of arson are on the increase as disputes over ownership/development take place in the wildland-urban interface.</i></p> <p>Could argue that there is natural cycle of climate change and there will be fewer fires in the future or numbers will fluctuate as we pass through the cycle of warm/cool periods. Development may be case study examples. Knowledge of accurate information. Clear understanding.</p>	<p><b>6</b></p>
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	<p>Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate.</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>
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**Section B – The Challenge of Extreme Environments**

Question	Description	Mark
5 (a)	3 x 1 higher, North, western	3
5 (b)	<p><b>Level 1 (Basic) 1-2 marks</b> Simple statements without development of ideas.</p> <p><b>Hot desert environment:</b> Some simple reference to the effect of latitude <i>e.g. sun's rays passing through less of the atmosphere. A smaller area of the earth's surface has to be heated.</i> And/or some simple reference to reasons for low rainfall; dry winds, rainshadow, etc. Accept simple statements about high pressure or descending air or little condensation or few clouds i.e. not linked. Accept simple references to effects of climate on vegetation. <i>e.g. very few plants are able to grow.</i> Polar environment: some simple reference to the effect of latitude <i>e.g. sun's rays passing through more of the atmosphere. A larger area of the earth's surface has to be heated.</i> Accept references to altitude, <i>e.g. There is much highland (Antarctica).</i> Accept simple statements about cold winds and lying snow and simple references to continentality (Antarctica).</p> <p><b>Tundra environment:</b> some simple reference to the effect of latitude, <i>e.g. sun's rays passing through more of the atmosphere. A larger area of the earth's surface has to be heated.</i> Accept simple references to effects of climate on vegetation. <i>e.g. plants are able to grow when temperatures rise in the summer.</i> Knowledge of basic information. Simple understanding. Few links; limited detail; uses a limited range of specialist terms.</p>	

	<p><b>Level 2 (Clear) 3-4 marks</b>                  Gives clear indication of process, linking statements. Clear reasons for the formation with development of ideas.</p> <p><b>Hot desert environment:</b> Clear reference to the effect of latitude, <i>e.g. sun's rays passing through less of the atmosphere and therefore, lose less heat. A smaller area of the Earth's surface has to be heated due to the lesser curvature of the Earth.</i>                  Accept clear statements about high pressure or descending air leading to little condensation and few clouds i.e. linked.                  And/or some clear reference to reasons for low rainfall; dry winds, rainshadow, etc.                  Gives clear indication of process, linking statements.                  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.</i></p> <p><b>Polar environment:</b> clear reference to the effect of latitude <i>e.g. sun's rays passing through more of the atmosphere and therefore, lose heat. A larger area of the Earth's surface has to be heated due to the curvature of the Earth.</i>                  And/or some clear reference to reasons for low rainfall; dry winds, rainshadow, plus causes, etc.                  Accept clear references to altitude, <i>e.g. There is much highland (Antarctica) and with increased height the temperature drops about 1 degrees C per 100 metres.</i>                  Accept clear statements about frequent cold katabatic winds and snow cover reflecting heat and clear references to effect of continentality (Antarctica).</p> <p><b>Tundra environment:</b> clear reference to the effect of latitude <i>e.g. sun's rays passing through more of the atmosphere and therefore, lose heat. A larger area of the Earth's surface has to be heated due to the curvature of the Earth.</i>                  Accept clear references to effects of climate on vegetation, <i>e.g. sparse vegetation such as shrubs and grasses as there is a very short growing season.</i></p> <p>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</b></p>
<p><b>6 (a)(i)</b></p>	<p>1 x 1 5 (accept 4)</p>	<p><b>1</b></p>
<p><b>6 (a)(ii)</b></p>	<p>1 x 1 4800km</p>	<p><b>1</b></p>
<p><b>6 (a)(iii)</b></p>	<p>1 x 1 Greenland (Denmark), Norway. Must answer both correctly</p>	<p><b>1</b></p>

6 (a)(iv)	3 x 1 Russia, none, Atlantic Ocean	3
6 (b)	<p><b>Level 1 (Basic) 1-3 marks</b>  Lists simple statements without development of ideas.  <i>e.g. threats from shipwrecks, pipeline rupture –pollution of sea, threats to wildlife/plants, loss of animal habitats, and damage to ecosystem.</i>  <i>Accept positive effects; jobs, tax revenue, etc.</i></p> <p>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) 4-5 marks</b>  Clear descriptions with development of ideas.  <i>e.g. Loss of animal habitats which leads to species becoming endangered or extinct and disruption of ecosystem. Damages areas of unspoilt wilderness such as Antarctica – if oil drilling took place here a great natural laboratory for research into our world would be lost forever. In cold environments oil tankers are at risk from icebergs and any oil spill would damage the ecosystem and disrupt the food chain.</i></p> <p>Development of ideas may be case study examples.  <i>e.g.in Prudhoe Bay in 2006 oil leaked from a pipeline, it polluted an area of tundra crossed by migrating caribou.</i></p> <p>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>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>5</p> <p>(1 mark)</p> <p>(2 marks)</p> <p>(3 marks)</p>

<p><b>6 (c)</b></p>	<p>2 x 1 International agreements (IAATO), limit numbers/size of ships, education/code of conduct, restricted access areas, limited number of landing sites, etc. Accept 'regulate tourist numbers'/'regulations', 'educate tourists...' Reject 'have less tourism' i.e. no sense of a scheme/no sense of 'how'.</p>	<p><b>2</b></p>				
<p><b>7 (a)(i)</b></p>	<p>1 x 1 Australasia = 6 North America = 5 (both correct = 1 mark)</p>	<p><b>1</b></p>				
<p><b>7 (a)(ii)</b></p>	<p>3 x 1 Three continents do not have areas of 'extreme' desertified land. The continent with the largest area of desertified land is Asia. The continent with the largest area of 'extreme' desertified land is Africa.</p>	<p><b>3</b></p>				
<p><b>7 (b)</b></p>	<table border="1"> <thead> <tr> <th data-bbox="357 734 719 790">Effects on people</th> <th data-bbox="719 734 1101 790">Effects on the environment</th> </tr> </thead> <tbody> <tr> <td data-bbox="357 790 719 1288"> <p>Many villages in the Sahel region of Mali became uninhabitable. People left to go to Bamako. Have to travel further for fuel wood and water. People are unable to grow enough food. Famine. Last year many villages had no food (accept starve) Lack of water. Wells filling up with sand Accept: women carry large loads (of) on heads</p> </td> <td data-bbox="719 790 1101 1288"> <p>Dust cloud that spread hundreds of kilometres. Damaged coral reefs in the Caribbean. Wildlife that once thrived in the area has mostly gone. The water table has fallen. Dry land. Accept 'soil erosion' as this can be implied from Figure 12.</p> </td> </tr> </tbody> </table>	Effects on people	Effects on the environment	<p>Many villages in the Sahel region of Mali became uninhabitable. People left to go to Bamako. Have to travel further for fuel wood and water. People are unable to grow enough food. Famine. Last year many villages had no food (accept starve) Lack of water. Wells filling up with sand Accept: women carry large loads (of) on heads</p>	<p>Dust cloud that spread hundreds of kilometres. Damaged coral reefs in the Caribbean. Wildlife that once thrived in the area has mostly gone. The water table has fallen. Dry land. Accept 'soil erosion' as this can be implied from Figure 12.</p>	<p><b>4</b> <b>2 x 2</b></p>
Effects on people	Effects on the environment					
<p>Many villages in the Sahel region of Mali became uninhabitable. People left to go to Bamako. Have to travel further for fuel wood and water. People are unable to grow enough food. Famine. Last year many villages had no food (accept starve) Lack of water. Wells filling up with sand Accept: women carry large loads (of) on heads</p>	<p>Dust cloud that spread hundreds of kilometres. Damaged coral reefs in the Caribbean. Wildlife that once thrived in the area has mostly gone. The water table has fallen. Dry land. Accept 'soil erosion' as this can be implied from Figure 12.</p>					
<p><b>7 (c)</b></p>	<p><b>Level 1 (Basic) 1-3 marks</b> Lifts relevant information from Figure 13, e.g. most/high% of rural population below the national poverty line, rapid Population growth, small proportion of land area covered by forest, average yearly rainfall – or any reference to these indicators, but not just raw data – must understand that figures are high/low. Or makes simple, undeveloped statements, e.g. <i>poor people have to grow a lot of crops/keep a lot of animals.</i> Accept that A is less developed.</p> <p>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) 4-5 marks</b> Goes beyond Figure 13 and backs up with own knowledge or makes developed statements. e.g. <i>Poorer country/have less money or population growing rapidly put pressure on the land and overgrazing/over-cultivation occurs. Most trees gone and soil is exposed to wind and rain and is easily eroded. Low rainfall causes drought, vegetation dies and soil dries out and is eroded by wind.</i></p>	<p><b>5</b></p>				

	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.	
<b>8 (a)(i)</b>	1 x 1 A	<b>1</b>
<b>8 (a)(ii)</b>	2 x 1 Over 25°C all year, small range of temperature.(1°C) Accept high temperatures all year round- not just 'high temperatures'	<b>2</b>
<b>8 (b)</b>	4 x 1 Ascending air (1) leading to low pressure belt. Much condensation (1) daily convectional thunderstorms (1) + reason (1).	<b>4</b>
<b>8 (c)(i)</b>	2 x 1 Selective logging, Reforestation.	<b>2</b>
<b>8 (c)(ii)</b>	2 x 1 Trees remain to protect the soil (accept references to advantages of interception by trees less surface run-off). Maintains biodiversity, conserves species etc. Maintains local climate, etc. It involves local communities in forest projects. Increases research into forestry. Accept: It is sustainable; trees remain to absorb C <sup>2</sup> / less contribution to global warming etc. Advantages could refer to either element of the same method (selective logging or reforestation)	<b>2</b>
<b>8 (d)</b>	<p>The maximum mark at both Levels 1 and 2 can be reached by candidates considering either one or both of the statements in the question, i.e. tropical rainforests will decrease in the future; this is because of climate change.</p> <p><b>Level 1 (Basic) 1-4 marks</b> Simple statements without development of ideas.</p> <p><b>Yes:</b> Simple reasons why deforestation could increase due to climate change. <i>e.g. Less rainfall, higher temperatures. Or references to resource: temperatures could increase by 5°C by 2070, some years get below average rainfall; this could happen in the future. There is more drought than in the past. Discrete statements such as The forests will get drier. It will become grassland.</i></p> <p><b>No:</b> Simple ideas about non-climate change (human) causes of deforestation. <i>Trees will be chopped down to grow crops, sugar/soya/oil palms will replace trees, removed by illegal loggers, used to graze cattle.</i></p> <p>Could argue that there is natural cycle of climate change and there will only be short periods of drought and this will not affect forests. 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>	<b>6</b>



	<p><b>Level 2 (Clear) 5-6 marks</b>                  Clear reasons with development of ideas. Uses resource and own knowledge to develop an argument in favour of/against climate change leading to increased deforestation.</p> <p><b>Yes:</b> Clear reasons why deforestation could increase due to climate change. Links these to the effects of climate change (e.g. <i>Less rainfall, higher temperatures/global warming</i>. Or references to resource: <i>temperatures could increase by 5°C by 2070, some years get below average rainfall; this could happen in the future. There is more drought than in the past</i>. And links to an effect e.g. <i>increased temperatures and reduced rainfall lead to drought and without water tree roots collapse and they fall over. The delicate balance of the ecosystem is disturbed and trees die. Dry forests become susceptible to fires</i>.</p> <p>Credit causes of climate change.                  Some clear development beyond the resource.</p> <p><b>No:</b> Clear ideas about non-climate change (human) causes of wildfires. e.g. <i>Trees will be chopped down to grow crops, sugar/soya/oil palms will replace trees as counties such as Brazil need to sell these to make money, removed by illegal loggers and this is very difficult to stop so trees will continue to be chopped down, used to graze cattle and this will continue as people depend on this for their jobs and livelihoods; they have no choice. More roads are being built into the forests which means more trees will be chopped down as the areas become more accessible</i>.</p> <p>Could argue that there is natural cycle of climate change and there will be fluctuations as we pass through the cycle of warm/cool and dry/wet periods and there will only be short periods of drought and this will not affect forests.                  Development may be case study examples.                  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>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>(1 mark)</p> <p>(2 marks)</p> <p>(3 marks)</p>
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