



**General Certificate of Secondary
Education**

Geography
(Specification B)

Higher Paper

Unit 2: Hostile World

Specimen Mark Scheme

*Version for 2013 onwards (including Spelling, Punctuation
and Grammar)*

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the first operational examinations.

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Set and published by the Assessment and Qualifications Alliance.

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.

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

Level 1: Basic

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.

Level 2: Clear

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.

Level 3: Detailed

Knowledge of accurate information appropriately contextualised and/or at correct scale

Detailed understanding, supported by relevant evidence and exemplars

Well organised, demonstrating detailed linkages and the inter-relationships between factors

Range of ideas in a logical form; uses a range of specialist terms where appropriate

Well structured response with effective use of sentences. Few spelling, punctuation and grammatical errors.

Level 3 does not always equate to full marks, a perfect answer is not usually expected, even for full marks.

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.*

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 creditworthy. 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.

Assessment of Spelling, Punctuation and Grammar

Spelling, punctuation and grammar will be assessed via questions 1(d), 3(b), 4(c) and 6(b). 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%.

SECTION A – Living with Natural Hazards

Question 1

1(a) 2 x 1
 Strongest shaking/epicentre in coastal area/around San Diego (1)
 lessens as move inland/northeast/eastwards (1). **2 marks**

1(b) **Level 1 (Basic) 1–2 marks**
 Lists simple statements without reference to process, *e.g. plates move past each other. Names plates from Figure 2.*
 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.

Level 2 (Clear) 3–4 marks
 Gives clear indication of process, linking statements, *e.g. plates move past each other they snag and tension builds. A sudden movement sends out shock waves, which causes an earthquake or names feature e.g. San Andreas Fault.*
 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. **4 marks**

1(c) **Level 1 (Basic) 1–2 marks**
 Lists simple advantages without elaboration, *e.g. good for farming, attracts tourists, mineral deposits, geothermal energy.*
 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.

Level 2 (Clear) 3–4 marks
 Develops so that the nature of the advantage is clear, *e.g. good for farming as lava weathers into fertile soil, attracts tourists and local people can boost income selling souvenirs/driving taxis, mineral deposits attract industries which bring jobs, geothermal energy from hot rock can heat houses cheaply.* 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. **4 marks**

1(d)	<p>Level 1 (Basic) 1–2 marks Simplistic ‘they should’ statements without development of ideas, <i>e.g. they should monitor volcanoes carefully, they should evacuate the area, e.g. they should build earthquake-proof buildings.</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>Level 2 (Clear) 3–4 marks Clear description of methods, linking of statements, <i>e.g. they should monitor volcanoes carefully using satellites to detect any bulges in the mountain, e.g. they should build earthquake-proof buildings with X structures to prevent twisting.</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>Level 3 (Detailed) 5–6 marks Detailed description of methods and linking of statements. Continued development of ideas. This may be through use of case study examples, <i>e.g. build earthquake-proof buildings with X structures to prevent twisting along with sprung foundations that absorb shock waves and roof weights to counteract and dampen shocks.</i> Knowledge of accurate information appropriately contextualised and/or at correct scale Detailed understanding, supported by relevant evidence and exemplars Well organised, demonstrating detailed linkages and the inter-relationships between factors Range of ideas in a logical form; uses a range of specialist terms where appropriate Well structured response with effective use of sentences. Few spelling, punctuation and grammatical errors. Level 3 does not always equate to full marks, a perfect answer is not usually expected, even for full marks.</p>	6 marks
SPaG	<p>Spelling, Punctuation and Grammar</p> <p>Threshold performance 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>Intermediate performance 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>	3 marks 1 2

High performance

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.

3

Total Marks for Question 1: 19

Question 2

- 2(a) 2 x 1
In areas of warm oceans (1) between Tropic of Capricorn and Tropic of Cancer (1). **2 marks**

- 2(b)(i) 4 x 1

4 September	West	Tropical Storm (low)
10 September	Northwest	Category 4 hurricane (high)

4 marks

- 2(b)(ii) 4 x 1 (and/or go to 1+1+1 for developed points) 1 mark for brief summary of changes.

Hit land/no longer over ocean (1) loses source of energy (1) warm, evaporating water is no longer available, so the storm weakens (1).
Or credit to a max of 1+1+1 for formation over warm oceans.

4 marks

- 2(c)(i) 3 x 1

1900-1930 low average number per (<10) (1), 1930-1990 increased slightly (with fluctuations) (1), 1990-2005 increased (>10) up to 15 per year on average.

3 marks

- 2(c)(ii) 4 x 1 (1 + 1 for developed responses)

Reference to global warming/climate change (1) + effects (1), e.g. due to climate change (1), global warming (1), causes rises in sea-surface temperatures (1) more storms go on to become major hurricanes (1).

4 marks

- 2(d) **Level 1 (Basic) 0-2 marks**

A simple statement about the poorer countries not being able to afford mitigation programmes e.g. less money to invest in technology. Lifts from Figure 7 e.g. Myanmar has only 0.4% of its population with a mobile phone, or only 0.6% of its people use the internet. (Or, accept the USA being able to afford mitigation programmes etc).

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.

Level 2 (Clear) 3-4 marks

Links lack of wealth (or wealth) clearly to an effect e.g. it is a poor country which has many problems to deal with and defence against tropical storms may not be a priority. Or, accept references to Figure 7 with a clear development of their effect e.g. there are very few (0.6%) internet users in Myanmar, therefore people will have less access to information on how to prepare for a tropical storm. Can infer from the data e.g. Myanmar has a low GDP per person, therefore fewer people will own TV's and radios and may not be aware of storm warnings (accept visa versa for USA). 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.

Level 3 (Detailed) 5-6 marks

Detailed description on the effects of poverty/wealth and the country's ability to protect its people. Will also include examples of what the country can/cannot afford and why this puts the population at risk/protects them.

This may be case study examples.

Knowledge of accurate information appropriately contextualised and/or at correct scale

Detailed understanding, supported by relevant evidence and exemplars

Well organised, demonstrating detailed linkages and the inter-relationships between factors

Range of ideas in a logical form; uses a range of specialist terms where appropriate

Well structured response with effective use of sentences. Few spelling, punctuation and grammatical errors.

Level 3 does not always equate to full marks, a perfect answer is not usually expected, even for full marks.

6 marks

Total marks for Question 2: 23

Question 3

- 3(a) 2 x 1
Evacuation, dropping water, creating fire breaks etc. **2 marks**
- 3(b) **Level 1 (Basic) 0-3 marks**
Simple reference to the cause of the wildfire, e.g. *period of hot, dry weather, strong winds, lightning strikes, spontaneous combustion, people being careless (campfires/cigarettes), arson and downed power lines.*
There is no judgement as to whether natural and/or human factors are more important.
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.
- Level 2 (Clear) 4–6 marks**
States cause(s) and makes a judgement (with clear reasons) as to whether natural and/or human factors are more important, e.g. *they are caused by people being careless as they do not put out campfires properly or discard cigarette ends which are still smouldering.*
Links together natural and/or human factors, e.g. *they are caused by people being careless but will spread quickly if the grass is dry after a period of hot, dry weather.* Responses that focus on why the fire spreads rapidly are acceptable, but the link must be clear. (Accept references to the effect of topography, lack of windbreaks, fuelling from built-up areas etc).
Develops from a resource with 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.
- Level 3 (Detailed) 7–9 marks**
Gives detailed, balanced judgement which links together natural and/or human factors, e.g. *they are caused by people being careless as they do not put out campfires properly or discard cigarette ends which are still smouldering. This can set the vegetation alight, especially if it is dry after a period of hot, dry weather.* Detail can be from case study examples, e.g. *fires that broke out in October 2007 in southern California were started when strong Santa Ana winds downed power lines which created sparks and led to an uncontrollable wildfire.*
Knowledge of accurate information appropriately contextualised and/or at correct scale
Detailed understanding, supported by relevant evidence and exemplars Well organised, demonstrating detailed linkages and the inter-relationships between factors
Range of ideas in a logical form; uses a range of specialist terms where appropriate
Well structured response with effective use of sentences. Few spelling, punctuation and grammatical errors.
Level 3 does not always equate to full marks, a perfect answer is not usually expected, even for full marks. **9 marks**

SPaG	Spelling, Punctuation and Grammar	3 marks
	Threshold performance	
	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.	1
	Intermediate performance	
	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.	2
	High performance	
	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.	3

Total marks for Question 3: 14

SECTION B – The Challenge of Extreme Environments

Question 4

- 4(a)(i) 1+1
The risk of desertification increases as the average annual rainfall decreases (1). It decreases from 800mm per year to 200mm per year as you go northwards. **2 marks**
- 4(a)(ii) **Level 1 (Basic) 0-2 marks**
Simple statement e.g. temperature will increase, rainfall will decrease, more like a hot desert.
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.
- Level 2 (Clear) 3-4 marks**
Links a statement of change to an effect e.g. temperature will increase/rainfall will decrease/plants will die/soil dug up/eroded and will become more like a hot desert.
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. **4 marks**
- 4(b) **Level 1 (Basic) 0–2 marks**
Lists simple statements without development, e.g. *they need to grow more food/grow too many crops, they keep too many animals, they need more firewood etc.*
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.
- Level 2 (Clear) 3–4 marks**
Some development of implications, e.g. *they keep too many animals which eat all the grass and the soil is exposed and blown away/eroded.*
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. **4 marks**

4(c)

Level 1 (Basic) 1–3 marks

Simplistic 'they should' statements with tentative development of ideas, e.g. *they should plough across hillsides so the water doesn't run downhill, they should replant trees to soak up water, they should irrigate the land to stop it drying out, they should use 'magic stones' to trap water etc. And also gives a simple indication of why it is suitable e.g. costs very little.*

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.

Level 2 (Clear) 3–4 marks

Clear description of methods, linking of statements, e.g. *they should use 'magic stones' or build small earth bunds, which trap water behind them and allow it to soak into the ground so that plants grow and gives a clear indication of why it is suitable e.g. it involves no hi-technology and able to be undertaken by local people.*

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.

Level 3 (Detailed) 5–6 marks

Detailed description of methods and of statements, e.g. *in Burkina they use*

'magic stones' or build small earth bunds, which trap water behind them reducing surface run-off and allowing water to soak into the ground.

This stops soil being washed away by rain or drying out and being blown away by the wind, so that plants grow and gives detailed reason why it is suitable e.g. it is sustainable and appropriate technology as it can be undertaken by local people, without hi-technology at great expense.

Knowledge of accurate information appropriately contextualised and/or at correct scale

Detailed understanding, supported by relevant evidence and exemplars

Well organised, demonstrating detailed linkages and the inter-relationships between factors

Range of ideas in a logical form; uses a range of specialist terms where appropriate

Well structured response with effective use of sentences. Few spelling, punctuation and grammatical errors.

Level 3 does not always equate to full marks, a perfect answer is not usually expected, even for full marks.

6 marks**Spelling, Punctuation and Grammar****3 marks**

SPaG

Threshold performance

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.

1

Intermediate performance

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.

2

High performance

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.

3

Total marks for Question 4: 19

Question 5

- 5(a) 2 x 1
On equator, 5 degrees N or S of equator **2 marks**
- 5(b) **Level 1 (Basic) 0–2 marks**
Describes the pattern of climate only, e.g. *hot and wet all year round*. Accept references to 'like a greenhouse'. Describes the nature of the vegetation only, e.g. *plants/trees grow quickly/all year round*.
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 grammatical errors.
- Level 2 (Clear) 3–4 marks**
Clearly links the pattern of climate (may cite figures) to the vegetation. link the high daily temperatures to convectional rainfall, e.g. *hot and wet year round which means that there is no growing season and plants/trees grow quickly/all year round to produce luxuriant vegetation*.
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.
- Level 3 (Detailed) 5–6 marks**
Detailed description of climate (may cite figures) and its effect upon vegetation, e.g. *temperatures are high and constant throughout the year. There is a small annual range of temperature as the sun is always at a high angle in the sky and monthly average temperatures can reach leads to daily convectional thunderstorms meaning that annual rainfall is about 2000mm. This means that there is no growing season and the vegetation is always evergreen, luxuriant and lush, as plants are and quickly being replaced as they die off because they grow so quickly in the 'greenhouse-like' conditions*.
Knowledge of accurate information appropriately contextualised and/or at correct scale
Detailed understanding, supported by relevant evidence and exemplars
Well organised, demonstrating detailed linkages and the inter-between factors
Range of ideas in a logical form; uses a range of specialist terms where appropriate
Well structured response with effective use of sentences. Few spelling, punctuation and grammatical errors.
Level 3 does not always equate to full marks, a perfect answer is not expected, even for full marks. **6 marks**
- 5(c) 2 x 1
Most deforestation is in the east of the region (1) other areas of high are isolated (1) most of Amazonia is still forested / deforestation rates low overall (1). **2 marks**

- 5(d)(i) 2 x 1
Decreased between 1975 and 2005 (1) there was a rapid loss of forest 1975-1980 (1) a slower rate 1980-1990 (1) greater rate of loss 1990-2005 (1). **2 marks**
- 5(d)(ii) 1 + 1
Brazil not a rich country (1) needs income from logging/mineral extraction/agriculture etc (1) or an activity and consequence, e.g. *river dammed for HEP projects, forest cleared and flooded.* **2 marks**
- 5(e) **Level 1 (Basic) 0–2 marks**
Simplistic statements without development of ideas, e.g. *they should replant a tree for every one cut down, they should have protected areas, they put the soil back after mining etc.*
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.
- Level 2 (Clear) 3–4 marks**
Clear description of methods, linking of statements, e.g. *they should log selectively and not move all the trees to get the ones they want and then they should replant a tree for every one they cut down.*
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.
- Level 3 (Detailed) 5–6 marks**
Detailed description of methods and linking of statements, e.g. *if they are open cast mining bauxite, then before it is exposed the layer of top soil together with the fertile ash from the burnt trees should be removed and stored. Once the bauxite has been mined the earth should be replaced and covered with topsoil and replanted with trees that are native to the area.* Knowledge of accurate information appropriately contextualised and/or at correct scale
Detailed understanding, supported by relevant evidence and exemplars
Well organised, demonstrating detailed linkages and the inter-relationships between factors
Range of ideas in a logical form; uses a range of specialist terms where appropriate
Well structured response with effective use of sentences. Few spelling, punctuation and grammatical errors.
Level 3 does not always equate to full marks, a perfect answer is not usually expected, even for full marks. **6 marks**
- 5(f) 3 x 1
Conserve animal species/habitats. Protect indigenous people.
Maintain global climate. Conserve plants which may provide valuable medicine. **3 marks**

Total marks for Question 5: 23

Question 6

- 6(a) 2 x 1
Pipeline shut down, emergency clear up, detergents, oil booms, vacuums, animal rescue/relocation etc. **2 marks**
- 6(b) **Level 1 (Basic) 0–3 marks**
Simple reference to a problem/benefit, e.g. *mining will endanger the wild animals that live in Antarctica, we need more oil supplies*. There is no judgement as to whether environmental or economic gain is more important.
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.
- Level 2 (Clear) 4–6 marks**
States problem/benefit(s) and makes a judgement (with clear reasons) as to whether environmental or economic gain is more important, e.g. *mining will endanger the wild animals that live in the area, we need more oil supplies but Antarctica is the last remaining unspoilt area, so we should look elsewhere and leave it alone*.
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.
- Level 3 (Detailed) 7–9 marks**
Gives detailed and/or balanced argument either for/against or compromise. Continued development of ideas. This may be through use of case study examples, e.g. *Antarctica is the last remaining unspoilt wilderness area and any development, which would accompany mineral exploitation, would be damaging to the environment, as waste has to be disposed of and there is always the possibility of spillages of oil. This is a harsh, cold environment and oil tankers are at risk from icebergs. Any pollution in this fragile environment would be harmful to all types of wildlife on land and sea. Krill would be affected greatly by pollution and many species of whale depend on this for food, as do fish, seals and sea birds. Some land mammals depend upon young sea birds and seals for their food, so any pollution of the sea would affect the food chain. So I think that Antarctica should be protected at any cost from mineral exploitation and limit its use to activities such as whale watching cruises or fishing. These also, however, must be carefully managed to make sure they are sustainable as they do pose some risks to the environment*.
Knowledge of accurate information appropriately contextualised and/or at correct scale
Detailed understanding, supported by relevant evidence and exemplars
Well organised, demonstrating detailed linkages and the inter-relationships between factors
Range of ideas in a logical form; uses a range of specialist terms where appropriate Well structured response with effective use of sentences.
Few spelling, punctuation and grammatical errors. **9 marks**
Level 3 does not always equate to full marks, a perfect answer is not usually expected, even for full marks.

SPaG	Spelling, Punctuation and Grammar	(3 marks)
	Threshold performance	
	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.	1
	Intermediate performance	
	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.	2
	High performance	
	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.	3

Total marks for Question 6: 14