Version 1.0: 0610

General Certificate of Secondary Education
June 2010

Geography B 40352H

Higher Tier

Unit 2: Hostile World

Mark Scheme

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

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

Set and published by the Assessment and Qualifications Alliance.

The Assessment and Qualifications Alliance (AQA) is a company limited by guarantee registered in England and Wales (company number 3644723) and a registered charity (registered charity number 1073334).
Registered address: AQA, Devas Street, Manchester M15 6EX *Dr Michael Cresswell Director General*

General Certificate of Secondary Education

AQA GEOGRAPHY B

HIGHER TIER MARKING SCHEME

UNIT 2 (40352H)

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.

SECTION A – LIVING WITH NATURAL HAZARDS

Question 1

1(a) (i)	2x1 For segments correctly positioned at 24% & 7% (1) key (1).	*2 marks*
1(a) (ii)	1x1 57% (+/-2)	*1 mark*
1(b) (i)	2x1 On plate boundary = 1 (once only) Many of the earthquakes and volcanoes in Alaska are found on and around the islands (1) in the southwest (1) of the region. Most lie in a long, narrow (1) belt, or line which runs from Anchorage out into the Bering Sea. Reject 'along the Pacific Ocean'	*2 marks*
1(b) (ii)	3x1 or 1+1+1 for developed points. Ash (1) was blown 15,000 metres into the air (1), in an area that the flight paths cross (1) therefore danger to jets (engines (1) Accept references to Iceland as a case study. Reject 'pilots cannot see'.	*3 marks*
1(b) (iii)	**Level 1 (Basic) 1–2 marks** Refers to Figure 2, names plates, gives a basic idea of plate movement. Elaboration is very limited. *Pacific plate and North American plate moving towards each other. One plate pushed below another. As plates move there are shock waves. As plates move magma escapes and forms volcanoes.* Reject 'on plate boundary'. Destructive boundary = Level 1 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. *Pacific plate subducted beneath North American plate. As plates move, they snag and tension builds up. A sudden movement sends out shock waves, which causes earthquakes in the Aleutian islands. As plates move it causes friction, which melts the rock. This red-hot magma escapes to the surface and is erupted to form volcanoes such as Kasatochi in the Aleutian islands.* 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**	*6 marks*

	Continued development of the point. This may be through use of case study examples. (Must cover **both** earthquakes and volcanoes to access Level 3) *Alaska lies on a destructive plate boundary. Pacific plate subducted beneath North American plate as convection currents in the mantle move them. As plates move, they snag and pressure builds up. A sudden movement releases the pressure, sending out shock waves towards the surface, which causes earthquakes focused in the Aleutian islands. As plates move it causes friction, increasing temperature, which melts the rock as it re-enters the mantle. This red-hot, lighter magma rises to the surface and is erupted to form volcanoes such as Kasatochi in the Aleutian islands.* 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.	
1 (c)	**Level 1 (Basic) 1–3 marks** Simple statements without development of ideas. *E.g. they should strengthen buildings to make them earthquake proof. They should teach the population what to do if an earthquake strikes.* 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) 4–5 marks** Clear description of methods. *E.g. they should build earthquake proof buildings with X structures to prevent twisting. They should teach the population what to do if an earthquake strikes by having dedicated days when people learn drills.* 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.	*5 marks*
	Total for Question 1: 19 marks	

Question 2

2 (a)	3x1 (A) Clusters of thunderstorms drift over warm ocean waters (1) (B). With sea surface temperatures over 27°C, warm air rises and starts to spin (1). (C) As the tropical storm moves over the ocean, it picks up more warm air, wind speeds increase and it grows in size (1) (D). As the tropical storm moves over land, it loses its source of energy and weakens (1). The emphasis is on the physical process, rather than features of the storm itself. 1 mark from (A), 1 mark from (B)/(C), 1 mark from (D)	*3 marks*
2 (b) (i)	3x1 Credit use of direction (1), changes in intensity, latitude/longitude, named locations. *E.g. At 11 pm on August 26th 2005, the centre of hurricane Katrina was lying to the north of Cuba. Its latitude was 24 degrees north and its longitude was 83 degrees west. It headed north on August 28th and made landfall in Louisiana on August 29th. By the time the tropical storm reached Ohio wind speeds had dropped to less than 63 kph.* Reject 'sea to land'.	*3 marks*
2 (b) (ii)	2x1 or 1+1+1 Yes: forecasts can be inaccurate (1) the storm could suddenly change direction (1) eg's are acceptable 'Hurricane Hanna changed track unexpectedly'. No: the forecast shows that the Texas coast lies outside the 3/5-day cone of uncertainty (1) the strongest winds will not affect them (1). Don't evacuate, just prepare (1). Yes/No answers are acceptable.	*3 marks*
2 (c)	2 x 1 or 1+1 **Listen to the radio**: up to date information on course/strength of tropical storm + effect, information on evacuation notices + effect, information on safe evacuation routes + effect etc. **Protect your home**: turn off gas/electricity + effect, fasten roof straps + effect, put shutters/board up windows + effect, secure large/heavy items of furniture + effect, windproof tiles + effect, water resistant windows + effect, strengthened building structures + effect, ground floor walls of buildings are designed to wash out + effect etc. **Have a family action plan**: discuss escape routes from home + effect, agree on a meeting/contact place/person if separated + effect, decide what to do with pets + effect, agree on a 'safe' area in the home + effect etc. **Get an emergency kit**: put together and store items which would help during a tropical storm e.g. torch, batteries, wind up radio, bottled water, first aid kit etc + effect.	*2 marks*

2 (d)	**Level 1 (Basic) 1–4 marks** Yes: Lifts information from Figure 6. *There are more tropical storms now/fewer in the past. There are more and stronger hurricanes (or quotes figures).* Makes simple undeveloped statement *E.g. more people live in places where tropical storms strike. The climate is changing.* No: Lifts information from Figure 6. *Some scientists say there will be fewer tropical storms. There are periods when we get fewer storms.* Makes simple undeveloped statement *Climate change is not affecting the number of tropical storms, it is part of a natural cycle.* 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) 5–6 marks** Goes beyond Figure 6 and backs up with own knowledge and/or clearly uses the data to develop an argument. Development could be case study examples. Could argue for a balanced view. Yes: *E.g. The number of severe tropical storms has increased since 1989, this is because of heating of the oceans due to global warming meaning that more tropical storms occur, especially more severe ones.* No: *E.g. there is a natural cycle of increased activity; the number of tropical storms will fall again in a few years. The information about increased storms is inaccurate as in the past there may have been more storms than we thought we just didn't record them.* 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) 7–8 marks** Continued development of the point. This may be through use of case study examples. Yes: *E.g. The number of severe tropical storms has increased since 1989, this means the storms are getting more frequent and stronger and will cause more damage.6 of the most damaging hurricanes in US history have occurred since 1990.* No: *E.g. there is a natural cycle of increased activity, in the; the number of tropical storms will fall again in a few years. It may be that temporary changes are due to events such as El Nino, which is a warming of the ocean surface in the Pacific. The information about increased storms is inaccurate as in the past there may have been more storms than we thought we just didn't record them as satellite technology has only been used to monitor them since the late 1960s. Before this accounts from ships logs and simple weather recording instruments were used.* Knowledge of accurate information appropriately contextualised and/or at correct scale. Detailed understanding supported by relevant evidence and exemplars.	*8 marks*

	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.	
	Total for Question 2: 19 marks	

Question 3

3 (a) (i)	1x1 Graph B.	*1 mark*
3 (a) (ii)	**Level 1 (Basic) 1–4 marks** Simple descriptive statements without development of ideas e.g. *most areas at risk from wildfires are above the Tropic of Capricorn. The northern states have the highest occurrence of wildfires. Risk lessens southwards.* Simple statements of explanation without development of ideas e.g. *Winds do not carry moisture. In an area of dry savannah/ grassland.* Description = max 3, explanation = max 3. **Level 2 (Clear) 5–6 marks** Links description to explanation i.e. development of ideas e.*g. the northern states have the highest risk of wildfires as they are in an area of dry savannah/grassland, which will ignite very easily. The northern states receive prevailing winds that do not carry moisture and will fan/spread the fires easily.* (Reject human factors)	*6 marks*
3 (b) (i)	2x1 Length of the wildfire season increased – or cites figures - after 1987 (accept fluctuates overall). Number of wildfires increased – or cites figures - after 2000 (accept fluctuates overall).	*2 marks*
3 (b) (ii)	1x1 Spring-Summer average temperatures increase / the number of wildfires increases (both elements).	*1 mark*
3 (c)	2x1 More people living/holidaying in semi arid areas, more properties built in semi arid areas (1), more possessions therefore higher insurance claims (1). Accept more/more intense/longer lasting wildfires – once only. Accept more fire-fighting costs.	*2 marks*
	Total for Question 3: 12 marks	

SECTION B – THE CHALLENGE OF EXTREME ENVIRONMENTS

Question 4

4 (a) (i)	1x1 For points correctly positioned at -20°C and -25°C, joined by line.	*1 mark*
4 (a) (ii)	1x1 2.5mm	*1 mark*
4 (a) (iii)	2x1 or 1+1 Effect of latitude: the sun's rays have to pass through a greater thickness of atmosphere (1). This means that they lose a lot of their heat (1). The solar energy, which does reach the earth, has a greater area to heat up than in the lower latitudes (1). This is due to the curvature of the earth being greater towards the Poles (1). Accept reference to snow cover reflecting the sun's heat rather than absorbing it.	*2 marks*
4 (b) (i)	**Level 1 (Basic) 1–3 marks** Refers to Figure 10 gives a basic idea of activity linked to problem in a simple fashion. *E.g. Oil tankers could sink and cause oil spills. Pipeline could leak and cause oil spills. Animals such as caribou will have migration routes disrupted. Wildlife refuge will be damaged. Local people will have to change their way of life.* (Accept positive effects on economy/jobs) 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) 4–5 marks** Gives clear indication of effects, by developing the point. Development could be case study examples. *E.g. Oil tankers could sink and cause oil spills killing seabirds and destroying local fisheries. Pipeline could leak and cause oil spills destroying the delicate tundra ecosystem. Animals such as caribou will have migration routes disrupted as they cannot cross the TAP, their breeding grounds will be disturbed. Etc.* Knowledge of accurate information. Just people <u>or</u> environment = max 4 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.	*5 marks*
4 (b) (ii)	2x1+1 More visitors/cruises/bigger ships/more landing sites (1) – threats from shipwrecks, oil spills – threats to wildlife, disturbance (1). Lots of scientific bases (1) – machinery and equipment left on ice sheets, sewage put in sea (1).	*4 marks*

4 (c)	**Level 1 (Basic) 1–2 marks** Simple statements without development of ideas. Gives scheme or method. *E.g. An International Agreement protects Antarctica. Antarctic Special Protected Areas have been set up. Strict regulations on waste from scientific bases. Mining will not be allowed. Seal hunting is strictly controlled. Fishing boats have to limit and report their catch. Quotas on the number of tourists. 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** Develops the idea to show how the scheme or method works. *E.g. An International Agreement protects Antarctica. The Antarctic Treaty laid down rules governing human activity, which became law in 1998. Antarctic Special Protected Areas have been set up. Areas with great scientific value have a very strict management plan. A permit is needed to enter. Strict regulations on waste from scientific bases. Most waste is now taken away from the Antarctic. Mining will not be allowed for at least the next 50 years due to campaigns by pressure groups. Seal hunting is strictly controlled. Some species are given special protection. Fishing boats have to limit and report their catch so that the impact on the whole ecosystem can be assessed. Quotas on the number of tourists and visiting boats must be small. Etc.* 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** Continued development of the idea to show in detail, how the scheme or method works. *E.g. An International Agreement protects Antarctica. The Antarctic Treaty laid down rules governing human activity, which became law in 1998 and 46 countries which contain about 80% of the world's population are members. Antarctic Special Protected Areas have been set up. Areas with great scientific value have a very strict management plan. A permit is needed to enter. In other areas, activities are closely monitored and co-ordinated and historic Sites are preserved for the future. Strict regulations on waste from scientific bases. Most waste is now taken away from the Antarctic but some is biologically treated and put in an incinerator. Mining will not be allowed for at least the next 50 years due to campaigns by pressure groups such as Greenpeace. Seal hunting is strictly controlled. Some species, such as Ross seals are given special protection. Fishing boats have to limit and report their catch so that the impact on the whole ecosystem can be assessed to find out its effects on the food chain. Quotas on the number of tourists and all tours must be guided and not enter environmentally sensitive areas. Visiting boats must be small. Etc.* Knowledge of accurate information appropriately contextualised and/or	*6 marks*

	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.	
	Total for Question 4: 19 marks	

Question 5

5 (a)	3x1 At 9 a.m. temperatures are as high as 25 degrees C. The air near the ground is heated (1). By mid-day the sun is directly overhead and temperatures are over 30 degrees C. The hot air rises in convection currents (1). More and more hot air rises and cools. It condenses and forms thick cloud (1). By mid-afternoon towering black clouds form. Thunderstorms bring heavy rainfall (1).	*3 marks*
5 (b) (i)	3x1 In 1950 most of Borneo was covered with tropical rainforest by 1985. Some areas of deforestation were found next to the rivers/coast (1). By 2005 50% of Borneo had been deforested (1). By 2020 the amount of tropical rainforest in Borneo is expected to be only 27%(1). 'It has increased' = 1.	*3 marks*
5 (b) (ii)	3x1 or 1+1+1 for fully developed points. Increased flooding, threat of mudslides etc, plus reasons why e.g. effect on surface run-off.	*3 marks*
5 (c)	2x1 or 1+1 **Reforestation**: Quick growing trees are planted (1) leaves intercept rainfall etc (1) + effects (1) e.g. reduce flooding/erosion etc. Accept references to maintaining local climate (1) + effects (1) e.g. evapotranspiration keeps moisture in atmosphere. Falling leaves return nutrients to soil (1) soil keeps its fertility and trees will grow etc (1). Accept agroforestry e.g. trees and a variety of crops are planted, some of which help to return nutrients to the soil (1). Mimics the layers and diversity of the natural rainforest (1). Serve as a 'buffer zone', surrounding and protecting the remaining rainforest (1) etc. **Conservation**: Credit ideas and developed points for the effects of; nature/rainforest reserves, carbon credits, logging permits/limits or quotas, butterfly and orchid farms/sustainable forest employment schemes etc. Also, accept ideas about restoring damaged areas e.g. Mining companies can be made to agree to a forest restoration program before mining starts (1) otherwise permits are not issued (1). Before mining the topsoil can be removed along with the ash from the burnt trees, this can then be stored and replaced when mining has finished (1). Trees can then be replanted and will grow successfully as the soil still has nutrients (1) etc. (Reafforestation can take place using quick growing local species of trees (1). This provides protective cover from wind and rain (1). (Accept ecotourism as a conservation scheme). Accept schemes that take place outside rainforests that would help with conservation: international agreements, education substitution, recycling, energy conservation etc. **Ecotourism**: Responsible development and management of tourism, which helps to preserve the environment (1). Tourists become aware of the beauty of the tropical rainforests and understand their importance. They are then more likely to support their conservation (1). Provides funds for conservation projects (1). Provides jobs for local people (crafts, guides etc) less poverty and less need to deforest	*2 marks*

	area (1) etc. **Ethical shopping**: A certification label on products shows that it comes from a sustainable source (1) buying these supports local communities and helps with conservation (1). The demand for tropical hardwoods can be reduced by replacing them with alternative materials (1) e.g. plastics or timber from sustainable forests (1) etc. (Accept any case study examples as developed points).	
5 (d)	**Level 1 (Basic) 1–4 marks** Yes: Lifts information from Figure 15. *Animal habitat is being destroyed. Local people are forced from their homes.* Makes simple undeveloped statement *E.g. It is damaging the environment. It is changing the climate. The country is getting richer now.* No: Lifts information from Figure 7. *The country is still relatively poor (or cites figures) People need the land to grow food.* Makes simple undeveloped statement *E.g. they have to chop forest down to make money.* Accept reference to global warming. 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) 5–6 marks** Goes beyond Figure 15 and backs up with own knowledge and/or clearly uses the data to develop an argument. Development could be case study examples. Could argue for a balanced view. Yes: *E.g. Animal habitat is being destroyed, the food chain is disrupted and rare species are being threatened. Local people are forced from their homes, their hunting and farming land is lost and their culture is being destroyed.* No: *E.g. The country is still relatively poor, it still has a low GNI and the government needs the forest resources to export and make money. 6% of people live in poverty, they need the land to grow food, they have no other way of staying alive.* 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) 7–8 marks** Continued development of the point. This may be through use of case study examples. Yes: *E.g.* Animal *habitat is being destroyed, the food chain is disrupted and rare species such as orang-utan are being threatened to the point of extinction. Local people are forced from their homes, their hunting and farming land is lost and their culture is being destroyed. There are exposed to diseases to which they have no immunity and are dying.* No: *E.g. The country is still relatively poor, it still has a low GNI of only $7500pc and the government needs the forest resources to export and*	*8 marks*

	make money. The richer countries did this in the past, why shouldn't Malaysia? 6% of people still live in poverty, they are subsistence farmers and need the land to grow food, and they have no other way of staying alive. They have no choice as they have few opportunities to give themselves a better life. 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.	
	Total for Question 5: 19 marks	

Question 6

6 (a)	1x1 Graph A	*1 mark*
6 (b) (i)	1x1 73% (+/- 1)	*1 mark*
6 (b) (ii)	2x1 As population (growth rate/density) increases (1) desertification increases (1). Positive correlation = 2 marks.	*2 marks*
6 (b)(iii)	**Level 1 (Basic) 1–4 marks** Simple descriptive statements without development of ideas e.g. *mainly on or around the Tropic of Cancer and the Tropic of Capricorn*. Simple statements of explanation without development of ideas e.g. *on the fringes of hot desert areas close to Sahara* etc. Can be all distribution for Level 1. Simple explanation e.g. *It is a very hot area, it is in an area of very little rainfall.* Max 3 description, max 3 explanation. **Level 2 (Clear) 5–6 marks** Links description to explanation i.e. development of ideas, e.g. *On the fringes of hot desert areas such as the Sahara in the north and the Kalahari in the south where the rate of population growth / population density increasing (or gives figures), therefore land is cleared for agriculture, leaving it open to erosion of the soil by wind and rain, i.e. explains why deforestation overgrazing / over-cultivation take place and then states effects.* (Accept references to poor countries/poverty and how this affects rate of desertification.)	*6 marks*
6 (c)	2x1 Less rainfall/ more irregular rainfall (1) increased evaporation (1) increased drought (1) high temperatures (1).	*2 marks*
	Total for Question 6: 12 marks	