



General Certificate of Secondary Education

Geography 4035 **Full Course** *Specification B*

Unit 2 – Hostile World **Higher Tier**

Mark Scheme

2011 examination - January series

Post Standardisation

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

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

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General Certificate of Secondary Education

AQA GEOGRAPHY B

HIGHER TIER MARKING SCHEME

Paper 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 1 – Living with Natural Hazards

Question		Mark
1(a)	<p>2 x 1</p> <p>'Plate boundary' needs elaboration (distance, names of plates, direction). Accept belt of earthquakes.</p> <p>Most earthquakes occur in the sea to the east of Japan. The greatest density of strong earthquakes is off Japan's northernmost island. No earthquakes greater than magnitude 5 occurred within 50km of Tokyo.</p>	2 marks
1(b)	<p>Level 1 (Basic) 1–2 marks</p> <p>Refers to Figure 1, names plates or states 'on a plate boundary' = 1 mark, gives a basic idea of plate movement. Elaboration is very limited.</p> <p><i>Pacific/Philippine plate and Eurasian plate moving towards each other. One plate pushed below another. As plates move there are shock waves.</i></p> <p>Knowledge of basic information.</p> <p>Simple understanding.</p> <p>Few links; limited detail; uses a limited range of specialist terms.</p> <p>Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.</p> <p>Level 2 (Clear) 3–4 marks</p> <p>Gives clear indication of process, linking statements. Recognition of a destructive plate boundary (cannot be part of a list).</p> <p><i>Pacific/Philippine plate subducted beneath Eurasian plate. As plates move, they snag and tension builds up. A sudden movement sends out shock waves, which causes earthquakes in Japan.</i></p> <p>Knowledge of accurate information.</p> <p>Clear understanding.</p> <p>Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate.</p> <p>Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.</p> <p>Level 3 (Detailed) 5–6 marks</p> <p>Detailed explanation of process.</p> <p><i>Japan lies close to a destructive plate boundary. Here the Pacific/Philippine oceanic plate is subducted beneath the less dense Eurasian continental plate as convection currents in the mantle move the plates towards each other. As plates move, they snag and tension builds up, locking like a machine without oil. As the pressure builds up, it is suddenly released and causes a sudden movement that sends out shock waves, which causes earthquakes at the surface in Japan.</i></p> <p>Knowledge of accurate information appropriately contextualised and/or at correct scale.</p> <p>Detailed understanding, supported by relevant evidence and exemplars.</p> <p>Well organised, demonstrating detailed linkages and the inter-relationships between factors.</p> <p>Range of ideas in a logical form; uses a range of specialist terms where appropriate.</p>	6 marks

	Well structured response with effective use of sentences. Few spelling, punctuation and grammatical errors.	
1(c)(i)	2 x 1 = 2 marks Use of scale (1), use of direction (1) E.g. 100km north of Sendai (accept 80 – 110 km). Do not accept 'in a mountainous region' but accept 'a mountainous region in the centre of Honshu Island' (not Honshu alone).	2 marks
1(c)(ii)	4 x 1 Max 1 mark for each box in the table <u>Primary effects</u> - 12 people died, 358 were injured, homes destroyed, damaged roads, bridge collapsed, dam cracked (accept landslide) Accept 'infrastructure destroyed' <u>once only</u> . Accept 'windows shattered' but <u>once only</u> . <u>Secondary effects</u> – landslides caused car and bus accidents, blocked roads, buried 7 people, communities cut off, motorways closed, trains were stopped. 2,000 passengers were trapped inside three trains for nine and a half hours, 117,000 passengers were delayed. Evacuation, homelessness/in shelters. (‘Death’ could be primary or secondary) – credit only once. The effects must be from Figure 2 (or can be inferred from Figure 2)	4 marks
2(a)	3 x 1 Equator, northern, Pacific.	3 marks
2(b)	1 x 1 Sea temperatures over 25°C – 27°C Accept high sea temperatures/very warm Accept intense low pressure or low wind shear	1 mark
2(c)	2 x 1+1 Poorer country/lower GNI (or vice versa) (1), therefore less money for mitigation programmes (1). Poor communications/fewer people with Internet access/TV (1), therefore unable to be warned (1). Flat coastal plain therefore flooding (1) from storm surges (1). Poorly built shacks in shanty towns/houses in villages are easily damaged (1), as they cannot withstand the strong winds (1). Accept B denser population/larger population (1)	4 marks
2(d)	2 x 1 A – A period of low hurricane activity – middle box. B – A Period of high hurricane activity – left or right box. BAB is acceptable (2 marks) AAB = 1 mark BBB = 0 AAA = 0.	2 marks
2(e)	Level 1 (Basic) 1–3 marks Simple, undeveloped reasons for changes. <i>E.g. ref to global warming/ climate change, El Niño type events</i> Increasing sea temperatures on its own = L1. No elaboration of effects. Knowledge of basic information.	5 marks

	<p>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) 4–5 marks Developed reasons for changes. <i>E.g. ref to global warming, El Niño type events, which change sea temperatures. E.g. smaller storms are combining to form more category 4 & 5 hurricanes.</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>	
3(a)(i)	<p>1 x 1 46.5 (Accept 46 or 47)</p>	1 mark
3(a)(ii)	<p>1 x 1 north-west</p>	1 mark
3(a)(iii)	<p>1 x 1 Warragul</p>	1 mark
3(b)	<p>2 x 1 (or 1 + 1) There will be more increased frequency/more intense wildfires due to global warming (1), more housing at wildland-urban interface (1). No mark for 'global warming' alone.</p>	2 marks
3(c)	<p>Level 1 (Basic) 1–3 marks Yes: Lifts information from Figure 6 or makes simple, undeveloped statement. <i>E.g. They are caused by drought. They are caused by high temperatures. They are caused by lightning. They spread due to strong winds. The climate is changing.</i> No: Lifts information from Figure 6 or makes simple, undeveloped statement. <i>E.g. They are caused by sparks from machinery. They are caused by arsonists. They are caused by people being careless with fires/cigarettes, power tools, fallen power lines.</i> 'Get out of hand' without development = L1 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) 4–6 marks Goes beyond Figure 6 and backs up with own knowledge and/or clearly uses the data to develop an argument. Links the causes together. Development could be case study examples. Yes: <i>E.g. Much of Victoria had a deficiency of rainfall which dries out vegetation, so it easily catches fire. Temperatures reached 45°C which dries out vegetation, so it easily catches fire.</i></p>	8 marks

	<p>No: <i>E.g. The police knew it was started deliberately by an arsonist; this is not a natural occurrence. People do not extinguish campfires properly, they leave them smouldering and paper or dry leaves can blow onto them and start a fire. People throw lit cigarettes from car windows; these can land on the grass verges and set them alight. The climate is changing due to global warming, which is due to the actions of people.</i></p> <p>Could argue for a balanced view. <i>They may be started deliberately by people, but they would not become wildfires unless the climatic conditions meant that they spread easily.</i></p> <p>(Accept references to the effect of topography, lack of windbreaks, fuelling from built up areas etc.)</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>Level 3 (Detailed) 7–8 marks</p> <p>Uses Figure 6 well and backs up with own knowledge and/or uses the data to develop a detailed argument. Links the causes together well. Development could be case study examples.</p> <p>Yes: <i>E.g. Much of Victoria had a deficiency of rainfall, two areas experiencing the lowest rainfall on record in the area. This dries out vegetation, so it easily catches fire. Temperatures reached 45 C which again, dries out vegetation, so it easily catches fire, this process can be spontaneous. The wildfires are fanned by strong winds of up to 115kph. This is similar to the dry Santa Ana winds which spread wildfires across California in 2007.</i></p> <p>No: <i>E.g. The police knew it was started deliberately by an arsonist; this is not a natural occurrence. Often people who bear a grudge against landowners or disagree with a proposed development in an area will set a fire in revenge or to stop a project taking place. People are unaware of the dangers of fire and do not follow the guidelines and advise issued by the authorities. They do not extinguish campfires properly, they leave them smouldering and paper or dry leaves can blow onto them and start a fire. The climate is changing due to global warming, which is due to the actions of people as CO2 emissions from homes, factories and vehicles traps heat in the atmosphere which raises global temperatures .It is the selfish actions of people which have led to prolonged drought which creates the conditions for wildfires to occur.</i></p> <p>Could argue for a balanced view. <i>They may be started deliberately by people, but they would not become wildfires unless the climatic conditions meant that they spread easily.</i></p> <p>(Accept references to the effect of topography, lack of windbreaks, fuelling from built up areas etc.)</p> <p>Knowledge of accurate information appropriately contextualised and/or at correct scale. Detailed understanding, supported by relevant evidence and exemplars.</p>	
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	<p>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.</p>	
4(a)	<p>2 x 1 Cut grass/move firewood/thin trees/clear leaves – less fuel, cut back branches – stop them falling onto house if do ignite, spark arrester – prevent fire starting, remove obstructions – access for emergency services, use materials that do not burn easily - fire retardant materials to reduce the amount of damage/burning to the home. Reject – evacuation (people and property).</p>	2 marks
4(b)	<p>Level 1 (Basic) 1–2 marks Simple statements without development of ideas. <i>E.g. They could monitor volcanoes. They could monitor tropical storms. They could evacuate the area.</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. <i>E.g. They could monitor volcanoes using satellites to detect any bulges in the mountain. The National Hurricane centre could monitor tropical storms.</i> Development may be case study examples. ‘Have an emergency plan so that people know what to do’ is too vague for L2. ‘Emergency kit’ can be developed to L2 by listing >2 items that would be found in such a kit e.g. torch, batteries, bottled water, radio 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.</p> <p>Level 3 (Detailed) 5–6marks Detailed description of methods. <i>E.g. They could monitor volcanoes using satellites to detect any bulges in the mountain; this can be done through using tilt meters to measure the angle of the slope or by laser ranging. The National Hurricane centre could monitor tropical storms and issue 3 or 5 day cones to show where the hurricane might strike, so that they can make preparations if they could be affected.</i> Development 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-</p>	6 marks

	<p>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.</p>	
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SECTION B – THE CHALLENGE OF EXTREME ENVIRONMENTS

5(a)	3 x 1 Overall increase (1) or fluctuate up to 2002 (1) Rapid increase from 2002 (1) + use of figures (1) max. eg. Went up by 28 000 or 65 000 in 1993 to 34 500 in 2009.	3 marks
5(b)(i)	1 x 1 -68°C	1 mark
5(b)(ii)	1 x 1 9	1 mark
5(b)(iii)	1 x 1 Lemaire Channel (J)	1 mark
5(b)(iv)	1 x 1 Culverville Island (E)	1 mark
5(b)(v)	4 x 1 (or 1+1 for developed points) Peninsula has higher temperatures than rest of continent/lower temperatures on rest of continent – or gives figures (1). Peninsula has tundra climate/polar climate on rest of continent (1). Closest point to S.America (ports)/ rest of continent very isolated and inaccessible (1). Ice free for part of year (1). Accept much of Antarctic continent is highland (1), experiences frequent katabatic winds (1).	4 marks
5(c)	<p>Level 1 (Basic) 1-2 marks Simple undeveloped effects E.g. Cruises - more landing sites, threats from shipwrecks, oil spills, threats to wildlife. Scientific bases - machinery and equipment left on ice sheets, sewage put in sea. Fishing – overfishing reduces amount of fish, damages seabed. Accept a general ref to Antarctica is unpolluted and valuable for scientific research and this opportunity would be lost. Antarctica is the last great wilderness left on earth and it will be lost forever. i.e. – without further development. 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 development of the effect; linkage of points. E.g. More cruises mean more landing sites will be built and more people will go ashore, this will lead to visual pollution. Will mean that breeding animals could be disturbed. Overfishing leads to fewer fish stocks which can disrupt the whole marine ecosystem/food chain. Sewage from scientific bases could be put into the sea and kill small creatures which fish and whales depend upon for food. Knowledge of accurate information. Clear understanding. Answers have some linkages; occasional detail/exemplar; uses some</p>	4 marks

	specialist terms where appropriate. Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.	
6(a)	2 x 1 1995, 5000	2 marks
6(b)(i)	1 x 1 61%	1 mark
6(b)(ii)	<p>Level 1(Basic) 1–3 marks Simple undeveloped effects. <i>E.g. Animal habitat is being destroyed. Forest cannot grow back. Alters local climate.</i> Accept 'global warming'. Cattle ranching – credit if can see the problem relates to deforestation eg trees unable to grow back. 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) 4–5 marks <i>E.g. Animal habitat is being destroyed, the food chain is disrupted and rare species are being threatened. Removes supply of nutrients to the soil as no leaves fall to the ground and rot to form a humus layer, therefore the forest cannot grow back. Alters local climate as transpiration is reduced, this reduces rainfall and land dries out.</i> Accept CO₂ released in to the atmosphere causing global warming. 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>	5 marks
6 (c)	<p>Level 1(Basic) 1–2 marks Simple statements without development of ideas. There must be some simple development beyond the key on Figure 12. They can sell forest products. Accept examples of forest products such as timber. Any idea beyond Figure 12. They can export crops, cattle products etc. Accept reference to attraction tourists etc.</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>Level 2(Clear) 3–4 marks Develops statements to give a clear suggestion as to how use of the tropical rainforest environment can increase economic development e.g. areas could be cleared to grow soya beans, these can then be</p>	6 marks

	<p>processed to increase their value and then exported. Exports of forest products can increase GNI (accept GNP). Ecotourism can be set up in TRF areas and the money brought in can fund development projects.</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>Level 3 (Detailed) 5–6 marks Continued development of the idea. Development may be case study examples. Detailed linkage between forest activity and how this can lead to increased levels of economic. Activities can be linked to areas of cleared forest and the crops/products resulting from land-use change, or they can be sustainable use of the TRF (Agro forestry, ecotourism, forest crafts etc) and how these can contribute to increasing GNI or generating money for investment in development projects.</p> <p>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.</p>	
7(a)(i)	<p>1 x 1 Found around/between Tropic of Cancer & Tropic of Capricorn (Tropics). Accept many on western margins of continent. Accept adjacent to cold currents (15 – 30 degrees).</p>	1 mark
7(a)(ii)	<p>3 x 1 1. Australian desert 2. Atacama desert (accept Namib/Kalahari desert) 3. Sahara desert.</p>	3 marks
7(b)	<p>Level 1(Basic) 1–3 marks Simple statements without development of ideas. Simple references to the causes of desertification, either human or natural. These may be taken or inferred from Figure 14. <i>E.g. Less rainfall, higher temperatures, the climate is changing, part of a natural cycle of climate change. Or, human factors E.g. The population is increasing, people chop down trees for fuelwood, people keep too many animals on the land, people grow too many crops on the land, people now live in permanent settlements etc.</i> Knowledge of basic information. Simple understanding.</p>	8 marks

	<p>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) 4–6 marks Clear references to the causes of desertification, either human or natural. Clear development of the point i.e. how it leads to desertification. These may be developed from Figure 14. <i>E.g. Less rainfall, higher temperatures which leads to increased evaporation/increased drought, or rainfall becoming more irregular. The climate is changing; this is part of a natural cycle of climate change, the area on the fringe of the Sahara used to be much wetter, it may become so again.</i> Or, human factors: <i>E.g. There is a rapid rate of population growth/ population density increasing and more people chop down trees for fuelwood/ keep too many animals on the land/ grow too many crops on the land, people now live in permanent settlements which increases the pressure on the surrounding countryside etc.</i> May state a cause and develop the effect of this. <i>E.g. more people chop down trees for fuelwood/ keep too many animals on the land/ grow too many crops on the land which means that the protective cover of vegetation is removed and soil is blown/washed away.</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) 7–8 marks Detailed references to the causes of desertification, either human or natural. Continued development of the point i.e. how it leads to desertification. These may be developed from Figure 14. <i>E.g. Less rainfall, higher temperatures which leads to increased evaporation/increased drought, or rainfall becoming more irregular, this means that vegetation dies and soils dry out and are removed by soil erosion. The climate is changing; this is part of a natural cycle of climate change as ocean currents and patterns of winds change. This affects rainfall; in the past, the area on the fringe of the Sahara used to be much wetter, it may become so again as the cycle comes out of a dry period into a wetter one.</i> Or, human factors: <i>E.g. There is a rapid rate of population growth/ population density increasing and more people chop down trees for fuelwood + why/ keep too many animals on the land + why / grow too many crops on the land + why, people now live in permanent settlements whereas in the past they were nomadic pastoralists; this increases the pressure on the surrounding countryside as they are no longer using the resources from a large area of land etc.</i> May state a cause and develop the effect of this. <i>E.g. more people chop down trees for fuelwood/ keep too many animals on the land/ grow too many crops on the land which means that the protective cover of vegetation is removed and the soil retains less moisture and dries out. Also the roots are no longer there to bind</i></p>	
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	<p><i>the soil together and soil is open to erosion and is blown/washed away.</i></p> <p>Knowledge of accurate information appropriately contextualised and/or at correct scale.</p> <p>Detailed understanding, supported by relevant evidence and exemplars.</p> <p>Well organised, demonstrating detailed linkages and the inter-relationships between factors.</p> <p>Range of ideas in a logical form; uses a range of specialist terms where appropriate.</p> <p>Well structured response with effective use of sentences. Few spelling, punctuation and grammatical errors.</p>	
8(a)	<p>3 x 1 (1 + 1 for developed points)</p> <p>Maintains natural beauty of wilderness, no air/water/land pollution in wilderness, conserves habitats for animals, research helps us to understand and conserve threatened environments etc.</p> <p>No marks for simply stating the methods from Figure 16. There must be some idea of how they help to protect the environment.</p>	3 marks
8(b)	<p>Level 1 (Basic) 1–2 marks</p> <p>Simple statements without development of ideas. Gives scheme or method.</p> <p>An area of tropical rainforest –Names a scheme <i>E.g. Agroforestry, selective logging</i> or gives a simple description of a scheme <i>E.g. Trees and a variety of crops are planted, some of which help to return nutrients to the soil. They should not remove all the trees to get the ones they want.</i></p> <p><i>E.g. Restore damaged areas, Reafforestation/plant new trees. E.g. Ecotourism is the responsible development and management of tourism, which helps to preserve the environment. Ecotourism provides funds for conservation projects. Etc. E.g. Ethical shopping - A certification label on products shows that it comes from a sustainable source. The demand for tropical hardwoods can be reduced by replacing them with alternative materials. Etc.</i></p> <p>An area at the fringe of a hot desert- <i>E.g. they should plough across hillsides, they should replant trees, they should irrigate the land, they should use 'magic stones' etc.</i></p> <p>Knowledge of basic information.</p> <p>Simple understanding.</p> <p>Few links; limited detail; uses a limited range of specialist terms.</p> <p>Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.</p> <p>Level 2 (Clear) 3–4 marks</p> <p>Develops the idea to show how the scheme or method works.</p> <p>An area of tropical rainforest– <i>E.g. Agroforestry mimics the layers and diversity of the natural rainforest. Agroforestry serves as a 'buffer zone', surrounding and protects the remaining rainforest. Etc. Reafforestation can take place using quick growing local species of trees. Reafforestation provides protective cover from wind and rain. Mining companies can be made to agree to a forest restoration program before mining starts otherwise permits are not issued. Before</i></p>	6 marks

	<p><i>mining the topsoil can be removed along with the ash from the burnt trees, this can then stored and replaced when mining has finished Etc. Ecotourism is the responsible development and management of tourism, which helps to preserve the environment as ecotourism provides funds for conservation projects /provides jobs for local people (crafts, guides). Etc. E.g. Ethical shopping - A certification label on products shows that it comes from a sustainable source. The demand for tropical hardwoods can be reduced by replacing them with alternative materials e.g. plastics or timber from sustainable forests. Etc.</i></p> <p><i>An area at the fringe of a hot desert- 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.</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>Level 3 (Detailed) 5–6 marks</p> <p>Continued development of the idea to show how the scheme or method works.</p> <p><i>An area of tropical rainforest– E.g. Agroforestry mimics the layers and diversity of the natural rainforest. Trees and a variety of crops are planted, some of which return nutrients to the soil. Agroforestry serves as a ‘buffer zone’, surrounding and protects the remaining untouched rainforest, as all the economic activities can take place in this area, without damaging the other virgin forest. Etc. Mining companies can be made to agree to a forest restoration program before mining starts otherwise permits are not issued. In a bauxite mine near Trombetas, before open cast mining started, the topsoil was removed along with the ash from the burnt trees, this can then stored and replaced when mining has finished and then replanted with trees that are native to the area. Etc.</i></p> <p><i>Ecotourism is the responsible development and management of tourism, which helps to preserve the environment as ecotourism provides funds for conservation projects /provides jobs for local people (crafts, guides) there is then less poverty and less need to deforest the area. It also makes visitors who stay in forest lodges and walk the canopy walkways more aware of the wonder, importance and value of the rainforests and helps to increase the profile of the conservation cause Etc. E.g. Ethical shopping - A certification label on products shows that it comes from a sustainable source. An example of this is the Forest Stewardship Council. The demand for tropical hardwoods can be reduced by substitution policies i.e. replacing them with alternative materials e.g. plastics, timber from sustainable forests or by recycling existing supplies. Etc.</i></p> <p><i>An area at the fringe of a hot desert- 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 wind, so that plants grow.</i></p>	
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	<p>Knowledge of accurate information appropriately contextualised and/or at correct scale.</p> <p>Detailed understanding, supported by relevant evidence and exemplars.</p> <p>Well organised, demonstrating detailed linkages and the inter-relationships between factors.</p> <p>Range of ideas in a logical form; uses a range of specialist terms where appropriate.</p> <p>Well structured response with effective use of sentences. Few spelling, punctuation and grammatical errors.</p>	
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