

Version 1.0



**General Certificate of Secondary Education  
June 2011**

**Geography** **4035**

**Full Course**

***Specification B***

**Unit 2 – Hostile World  
Higher Tier**

**Post-Standardisation**

***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.

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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.

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## 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, eg *Just L2, reasonably accurate knowledge or some clear understanding*.
- Where an answer fails to achieve Level 1, zero marks should be given.

## General Advice

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

It is important to recognise that many of the answers shown within this marking scheme are only exemplars. Where possible, the range of accepted responses is indicated, but because many questions are open-ended in their nature, alternative answers may be equally credit-worthy. The degree of acceptability is clarified through the Standardisation Meeting and subsequently by telephone with the Team Leader as necessary.

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

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

**SECTION A – LIVING WITH NATURAL HAZARDS**

<p>1(a)</p>	<p>4x1 Many areas with a very high risk of wildfires are found in the west of the United States (1). The risk lessens towards the east (1) – accept ‘fewer’ but not none. Reject ‘in the rest of the country’. Most of the areas with the highest risk of earthquakes are in the west south west/north west of the United States (1). Less are found in the east (1). The area with the highest risk of tropical storms is the south east of the United States (1). None in the west (1). Not all four of the hazards have to be described to reach the maximum mark. Accept named states. Reject left/right, up/down. Accept a list e.g. ‘wildfires, earthquakes and volcanoes are <u>mostly</u> in the west’ (3 marks). Reject ‘<u>all</u> the eq/volc/wf are found in the west.’ Accept ‘all of the volcanoes are in the west.’ ‘Volcanoes, earthquakes and wildfires are in the west’ i.e. unqualified = 1 mark max.</p>	<p>4 marks</p>
<p>1(b)</p>	<p><b>Level 1 Basic (1 –2 marks)</b> Gives a basic idea of plate movement. Elaboration is very limited. <i>E.g. plates moving towards each other. One plate pushed below another. As plates move there are shock waves.</i> Knowledge of basic information. Simple understanding. Few links; limited detail; uses a limited range of specialist terms. Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.</p> <p><b>Level 2 Clear (3–4 marks)</b> Gives clear indication of process, linking statements. <i>E.g. one plate subducted beneath another. As plates move, they snag and tension builds up. A sudden movement sends out shock waves, which causes earthquakes.</i> Correct use of destructive, constructive, conservative, collision, divergent, convergent = L2. Knowledge of accurate information. Clear understanding. Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate. Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.</p> <p><b>Level 3 Detailed (5–6 marks)</b> Detailed explanation and correct sequence of process. Case study example and clear process can access L3. <i>E.g. 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> Knowledge of accurate information appropriately contextualised and/or at correct scale.</p>	<p>6 marks</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>	
2(a)(i)	3x1 Washington, 50 (+/- 3), east.	3 marks
2(a)(ii)	<p>1+1 Timber was recovered (1) and then later used for building (1). Ash was collected (1) used to make pottery/glass (1). Ash removed from land (1) and 18m trees planted (1). Government set up Mt St Helens Volcanic Area (1) <b>or</b> 44 000 ha set aside (1) to preserve the area for scientists and tourists (1). New highway (1) more accessible (1). Accept 'to attract tourists'.</p> <p>'Used the flattened trees' needs qualification 'to recover timber'.</p>	2 marks
2(b)	<p><b>Level 1 Basic (1–2 marks)</b></p> <p>Lifts information from Figure 2 or makes simple, undeveloped statement. <i>E.g. locals can make money from tourists. People can work in gift shops/visitor centres/hotels etc.</i> Accept advantages not on Figure 2 such as references to fertile soils, geothermal energy i.e. any volcanic area. Reject 'house prices are cheaper'.</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><b>Level 2 Clear (3–4 marks)</b></p> <p>Goes beyond Figure 2 and backs up with own knowledge or makes developed linked statements. <i>E.g. locals can be employed in the tourist industry; this brings money into the local economy and has a multiplier effect. Geothermal power, which is renewable/cheap/clean energy.</i></p> <p><i>Volcanic areas are ones of outstanding natural beauty and attract many tourists which creates jobs for locals</i> (linkage of ideas).</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>	4 marks
3(a)(i)	1x1 correctly positioned line at 14°C.	1 mark
3(a)(ii)	<p>3x1</p> <p>Temp – higher Jul/Aug, or summer, or May-September (1) up to 34°C (1). Or lower winter, Oct-March (1) + figs (1).</p> <p>Rainfall – higher winter months October-March, Dec/Jan (1), up to 70mm Dec (1) lower summer months (1) + figs (1), 3mm August.</p>	3 marks

	<p>Need reference to both temperature and rainfall to reach maximum marks.                  Rainfall increases/temperature decreases or vice versa (1) hot, dry summers (1) warm, wet winters (1).</p>	
3(b)	<p><b>Level 1 Basic (1–4 marks)</b>                  Simple statements without development of ideas.  <i>E.g. They are caused by drought. Vegetation dries out due to lack of rain. They are caused by high temperatures. They are caused by spontaneous heating. Dry winds fan the flames</i> i.e. no links between points. (Accept references to global warming/climate change.)                  Knowledge of basic information.                  Simple understanding.                  Few links; limited detail; uses a limited range of specialist terms.                  Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.</p> <p><b>Level 2 Clear (5–6 marks)</b>                  Clear explanation of relationships with development of ideas.  <i>E.g. They are caused by drought as the vegetation dries out due to lack of rain and provides fuel for the wildfire</i>, i.e. links between points.                  Development could be case study examples, <i>e.g. wildfires are fanned by strong winds of up to 100kph. This is similar to the dry Santa Ana winds which spread wildfires across California in 2007</i> or clear references to the climate graph to support the point.                  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>	6 marks
3(c)	<p><b>Level 1 Basic (1–3 marks)</b>                  Simple statements without development of ideas. No credit for straight lifts from Figure 4. <i>E.g. have wildfire prevention rules/emergency plan/protect homes from wildfires</i>  <i>E.g. They could have wildfire awareness/education programmes/teach people about the dangers of campfires etc. They could develop household evacuation plans/listen to the radio/check the internet for wildfire reports etc. They could move firewood/thin trees/clear leaves from near houses etc. They could build roofs from fire retardant materials etc. They could douse fires/have airdrops/have trained fire fighting teams etc.</i>                  Ideas need not come directly from Figure 4, <i>e.g. spark arrester, water supply near house, keep grass short, fire breaks, back burning etc.</i>                  Knowledge of basic information.                  Simple understanding.                  Few links; limited detail; uses a limited range of specialist terms.                  Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.</p> <p><b>Level 2 Clear (4–5 marks)</b>                  Clear explanation of methods with development of ideas. Needs own</p>	5 marks

	<p>knowledge at Level 2.  <i>E.g. they could have airdrops to douse fires and dampen unburned areas to stop fire spreading/can drop water in areas inaccessible to ground fire-fighters. They could mow grass/move firewood/thin trees/clear leaves to ensure that there is less fuel to feed the fire. They could cut back branches to stop them falling onto house if do ignite and have fire retardant roof materials to stop house burning if sparks do land on it.</i></p> <p>Development could be case study examples.                  Knowledge of accurate information.                  Clear understanding.                  Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate.                  Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.</p>	
4(a)	<ul style="list-style-type: none"> <li>• Identifies a cycle/fluctuations (1), indicates increasing/decreasing sea temperatures (1)</li> <li>• Identifies a peak (dates/number of storm days) (1), link to heating or El Nino (1)</li> <li>• Identifies a trough (dates/number of storm days) (1), link to cooling or La Nina (1).</li> </ul> <p>Higher/lower sea temperatures = more/fewer tropical storm days = 1 mark only.</p>	4 marks
4(b)	<p><b>Level 1 Basic (1-2 marks)</b>                  Simple statements without development of ideas.  <i>E.g. storm surges, flooding, death, injury, lose money, roads destroyed etc.</i></p> <p><b>Level 2 Clear (3-4 marks)</b>                  Clear description of effect.  <i>E.g. storm surges which inundate the land and destroy houses and crops.</i></p>	4 marks
4(c)	<p><b>Level 1 Basic (1–4 marks)</b>                  Simple statements without development of ideas.  <b>Yes:</b> <i>E.g. poorer country/lower GNI have less money, poor communications/fewer people with TV, fewer people can read warnings, fewer people can be taught about what do in a tropical storm as fewer go to school.</i>                  Accept ideas beyond Figure 8, e.g. as many people live in poorly built shacks in shanty towns/houses in villages easily damaged.                  Or deals with the opposite effects in developed countries.</p> <p><b>No:</b> <i>E.g. In less developed countries they could strengthen buildings to make them storm proof just by boarding up windows or having shutters. They could build simple storm shelters. Those who can read/have TV could teach/inform the population what do if a tropical storm strikes. They could ring a bell to tell people to evacuate the area i.e. some idea of even though they are poor there is always something they <b>could</b> do.</i>                  Credit simple ideas why schemes/methods are effective.</p>	8 marks



	<p>Or deals with the uncertainty of forecasting etc even in developed countries. Accept simple ideas about never being able to beat the forces of nature no matter how rich you are.          Knowledge of basic information.          Simple understanding.          Few links; limited detail; uses a limited range of specialist terms.          Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.</p> <p><b>Level 2 Clear (5–6 marks)</b>          Clear description of methods with development of ideas.  <b>Yes:</b> <i>E.g. able to afford the expensive satellite technology to forecast storm paths/expensive building design using materials tested in storm simulators etc. Most people go to school and are able to read and receive school lessons on drawing up a family evacuation/preparedness plan; this is done during a dedicated week.</i>          Development may be case study examples, e.g. <i>they can afford to set up agencies such as The National Hurricane centre to monitor tropical storms.</i>          Or deals with the opposite effects in developing countries.  <b>No:</b> <i>E.g. In less developed countries they could build simple yet effective concrete shelters on stilts. They could have village meetings where women are taught not to wear saris in case they have to swim</i>          i.e. clear idea of even though they are poor there is always something they <b>could</b> do.          Credit clear ideas why schemes/methods are effective.          Accept clear ideas with examples about never being able to beat the forces of nature no matter how rich you are.          Knowledge of accurate information.          Clear understanding.          Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate.          Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.</p> <p><b>Level 3 Detailed (7–8 marks)</b>          Detailed description of methods with development of ideas and use of case study examples.  <b>Yes:</b> <i>E.g. in Florida, USA there is a high GNI and the authorities are able to afford the expensive satellite technology to forecast storm paths. They can afford to set up agencies such as The National Hurricane centre to monitor tropical storms and produce 3 and 5 day cones to warn the residents of large cities and holiday resorts if a hurricane is likely to affect them. Expensive building design using materials tested in storm simulators, many beachside homes in Florida have specially constructed walls which wash out if a storm surge hits them. This leaves the building structurally intact, etc. Most people go to school and are able to read and receive school lessons on drawing up a family evacuation/preparedness plan, this is done during a dedicated week at the end of May before the hurricane season begins.</i>          Or deals with the opposite effects in developing countries.</p>	
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	<p><b>No:</b> <i>E.g. in Bangladesh they have built simple yet effective concrete shelters on stilts which allows the flood waters from storm surges to run beneath them without washing the building away. Some of these have been provided by NGOs who can help developing countries prepare as there is a lack of money as shown by the low GNI. NGOs also train a local person to organise evacuations and give advice about what actions to take during a typhoon. They could have village meetings with awareness programmes where women are taught not to wear saris in case they have to swim. I.e. detailed idea of even though they are poor there is always something they <b>could</b> do. Credit detailed ideas why schemes/methods are effective. Accept detailed ideas with examples about never being able to beat the forces of nature no matter how rich you are. 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.</i></p>	
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**SECTION B – THE CHALLENGE OF EXTREME ENVIRONMENTS**

5(a)	4x1 Many areas of hot desert lie on/between the tropics, many on the western edges of continents. Polar environments are found in the higher latitudes. Accept extreme north or south – reject ‘far north’. Tundra on the edges of continents tropical rain forest in equatorial regions / on equator / low latitudes. All 4 environments do not have to be described to reach the maximum mark. Reject ‘top’, ‘middle’, ‘bottom’ of the earth and the number of each environment in each continent.	4 marks
5(b)	If desertification is explained, then L1 can be awarded (max 2) for causes of desertification (over population, over cultivation, over grazing etc). If the physical processes leading to soil erosion and degradation are explained, then L2 can be awarded (max 4).  <b>Level 1 Basic (1–2 marks)</b> Simple statements without development of ideas. Polar environment: some simple reference to the effect of latitude, <i>e.g. sun’s rays passing through more of the atmosphere. A larger area of the earth’s surface has to be heated.</i> Accept references to altitude, <i>e.g. there is much highland (Antarctica).</i> Accept simple statements about cold winds and lying snow and simple references to continentality (Antarctica). Hot desert environment: some simple reference to the effect of latitude <i>E.g. sun’s rays passing through less of the atmosphere. A smaller area of the earth’s surface has to be heated.</i> And/or some simple reference to reasons for low rainfall; dry winds, rainshadow etc. Accept simple statements about high pressure or descending air or little condensation or few clouds i.e. not linked. A simple explanation (not description) of the vegetation type can be credited. 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.  <b>Level 2 Clear (3–4 marks)</b> Clear reasons for the formation with development of ideas. Polar environment: clear reference to the effect of latitude, <i>e.g. sun’s rays passing through more of the atmosphere and therefore lose heat. A larger area of the earth’s surface has to be heated due to the curvature of the earth.</i> And/or some clear reference to reasons for low rainfall; dry winds, rainshadow plus causes, etc. Accept clear references to altitude <i>E.g. there is much highland (Antarctica) and with increased height the temperature drops about 1 degrees C per 100 metres.</i> Accept clear statements about frequent cold katabatic winds and snow cover reflecting heat and clear references to effect of continentality	6 marks

	<p>(Antarctica).                  Hot desert environment: clear reference to the effect of latitude  <i>e.g. sun's rays passing through less of the atmosphere and therefore lose less heat. A smaller area of the earth's surface has to be heated due to the lesser curvature of the earth.</i>                  Accept clear statements about high pressure or descending air leading to little condensation and few clouds i.e. linked.                  A clear explanation (not description) of the vegetation type can be credited.                  Knowledge of accurate information.                  Clear understanding.</p>	
	<p><b>Level 3 Detailed (5–6 marks)</b>                  Detailed reasons for the formation with continued development of ideas.                  Polar environment: clear reference to the effect of latitude, <i>e.g. In the higher latitudes the sun's rays pass through more of the atmosphere and therefore lose heat. A larger area of the earth's surface has to be heated due to the angle of incidence increasing due to the curvature of the earth. Therefore the amount of heat received is reduced.</i>                  Accept detailed statements about frequent cold katabatic winds and snow cover reflecting heat and clear references to effect of continentality <i>e.g. Antarctica is a continent surrounded by an ocean which means that interior areas do not benefit from the moderating influence of water. With high pressure over the cold continent, icy katabatic winds blow out towards the ocean and give little precipitation. The snow that does fall does not melt and the Antarctic continent reflects most of the sun's light rather than absorbing it as 98% of its area covered with snow and ice.</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.</p>	
6(a)(i)	<p>3×1 smaller/less, lower, 4.5, (accept any value between 4.2 and 4.8) open.                  Accept any reference to open <i>e.g. clear, thawed, seen, expanding, exposed, revealed, visible, accessible, melting, shown, melted, unfrozen, uncovered, ice-free etc.</i> Accept 'shipping routes'. Reject sea, hotter, gone, bigger.</p>	3 marks
6(a)(ii)	<p>1+1 Climate change (1) as a result of global warming or other qualifications of global warming <i>e.g. more CO<sup>2</sup>/greenhouse gases (1), part of natural cycle (1) of retreat and advance (1).</i></p>	2 marks
6(b)	<p><b>Level 1 Basic (1–2 marks)</b>                  Simple problems without development of ideas.  <i>E.g. It will be easier to drill for oil and this can lead to oil spills/water pollution. People can get to the area easier/plus a simple</i></p>	4 marks

	<p><i>environmental effect. Ships will be able to sail to the area and a simple environmental effect e.g. water pollution. Sea level rise.</i></p> <p>Accept simple references to threats to wildlife and changes to ecosystems <i>e.g. animal habitats are being altered.</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><b>Level 2 Clear (3–4 marks)</b></p> <p>Clear problems with development of ideas.</p> <p><i>E.g. it will be easier to drill for oil offshore as equipment and supplies can be brought in easier by boat. With more drilling there is a greater chance of oil spills and diesel from boats, noise pollution etc. Linkage of ideas.</i></p> <p>Development may be case study examples <i>e.g. the Beaufort Sea off Alaska will be more accessible and it will be easier to drill for oil there.</i></p> <p>Accept clear references to threats to wildlife and changes to ecosystems <i>e.g. animal habitats are being altered and this has knock on effects along the food chain and threatens the existence of some species.</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>	
7(a)	<p>4×1 Amount greater in Asia less in Africa (1) states figures (1).</p> <p>Proportion of strong/extreme greater in Africa less in Asia (1) states figures (1). The description of the level of desertification must be expressed as a greater/lesser proportion or percentage. Do not accept ‘there is more extreme desertification in Africa’ but accept ‘there is a higher proportion/percentage of desertification in Africa’.</p> <p>Accept ‘there is more moderate desertification in Asia’ – as this is true.</p> <p>Max 2 amount of desertified land. (Description (1) use of figure (1))</p> <p>Max 2 level of desertification. (Description (1) use of figure (1))</p>	4 marks
7(b)	<p><b>Level 1 Basic (1-2 marks)</b></p> <p>Simple statements without development of ideas, <i>e.g. there are no plants left to protect the soil. There is no shelter from the wind. (Not straight lifts from Figure 12).</i></p> <p><b>Level 2 Clear (3-4 marks)</b></p> <p>Clear suggestions which develop the response further by giving an idea of process, <i>e.g. surface runoff is increased as there are no trees to intercept rainfall. The sudden heavy rains wash the soil away. Or, a response to human factors such as population pressure and the demand for food.</i></p>	4 marks
7(c)	<p><b>Level 1 Basic (1–3 marks)</b></p> <p>Simple statements without development of ideas. <i>E.g. the stone lines</i></p>	5 marks

	<p><i>trap rain water. Animal husbandry means fewer animals can be kept on the land. Planting trees means less rainwater reaches the ground. Earth bunds catch soil flowing down the hill. Terraces make the land level so you can grow crops.</i></p> <p>Need to go beyond the labels on the sketch.          Knowledge of basic information.          Simple understanding.          Few links; limited detail; uses a limited range of specialist terms.          Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.</p> <p><b>Level 2 Clear (4–5 marks)</b></p> <p>Clear explanation of methods with development of ideas.  <i>E.g. the stone lines trap rain water which reduces surface run-off across the land. Animal husbandry means fewer animals can be kept on the land as those which are kept will be healthy and produce more meat. Therefore, all the grass cover is not removed. Planting trees means more rainwater is intercepted and overland flow is reduced. Earth bunds catch soil flowing down the hill and stop the soil from drying out so less is blown away etc.</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>	
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8(a)(i)	1x1 correctly positioned line at 26°C.	1 mark
8(a)(ii)	3x1 Highest rainfall Jan-May (1), up to 450mm or ranges 300-450mm (1). Lowest rainfall June-Dec(1), range 90-175mm (1) (85mm). Rainfall varies throughout the year (1) annual range 90-450mm (360mm) (1) High annual total (1) or over 2000mm per annum (1). High/constant temperatures all year round (1) range 26-28°C or 2°C (1), always 26°C or above (1) Max 2 temp/max 2 rainfall Reject 'the hottest period is Jun/Jul/Aug' or 'the hottest temperature is 28°C'. There must be some reference to constant/high temperatures throughout the year.	3 marks
8(b)	<p><b>Level 1 Basic (1–4 marks)</b></p> <p>Simple statements without development of ideas.                      Describes the pattern of climate only. <i>E.g. hot and wet all year round.</i>                      Accept references to 'like a greenhouse'. Describes the nature of the vegetation only e.g. <i>plants/trees grow quickly/all year round.</i> Or gives simple statements which are not linked together e.g. <i>continuous growing season. Layers develop as trees have to grow rapidly to reach sunlight.</i> Accept simple adaptations to climate.                      Answers must focus on the inter-relationships between climate/vegetation. Credit responses that explain <u>why</u> there is a hot/wet climate or the daily pattern of weather at L1 if there is a link to vegetation.                      Knowledge of basic information.                      Simple understanding.                      Few links; limited detail; uses a limited range of specialist terms.                      Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.</p> <p><b>Level 2 Clear (5–6 marks)</b></p> <p>Clear explanation of relationships with development of ideas. Clearly links the pattern of climate (may cite figures) to the vegetation.  <i>E.g. hot and wet all year round which means that plants/trees grow quickly/all year round to produce luxuriant vegetation.</i> May link the high daily temperatures to convectional rainfall and give the effects of this on vegetation i.e. accept clear adaptations to climate e.g. drip tips.                      Knowledge of accurate information.                      Clear understanding.                      Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate.</p>	6 marks

<p>8(c)</p>	<p><b>Level 1 Basic (1–4 marks)</b>                  Simple statements without development of ideas.  <b>No:</b> Gives a simple reason for continued deforestation/recognises arguments ‘against’ from resource e.g. <i>not a rich country. They need the income from logging. They sell forest products abroad. They need the jobs.</i></p> <p><b>Yes:</b> Gives a simple reason for ending deforestation/recognises arguments ‘for’ from resource e.g. <i>trapping carbon helps in the fight against global warming. It will save rare animals. It will bring in money from tourism etc.</i>                  Knowledge of basic information.                  Simple understanding.                  Few links; limited detail; uses a limited range of specialist terms.                  Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.</p> <p><b>Level 2 Clear (5–6 marks)</b>                  Clear description of reasons with development of ideas.  <b>No:</b> Develops the idea to show clear reason for continued deforestation/recognises arguments ‘against’ from resource and develops them further e.g. <i>they have few alternative sources of earning money; the developed countries removed their forests to earn money, so why not the developing countries? E.g. the rainforest is a valuable source of raw materials which can be exported. The forest will have to be removed to access the valuable mineral reserves in the ground beneath them so that the country can develop its economy.</i>                  Development might be a reference to the idea that these activities could still continue, but in a way which is more sustainable.</p> <p><b>Yes:</b> Develops the idea to show clear reason for ending deforestation/recognises arguments ‘for’ from resource and develops them further e.g. <i>trapping carbon helps in the fight against global warming the forest acts as a carbon sink and also adds oxygen to the atmosphere . It will save rare animals as their habitat will not be destroyed and lessens the chance of extinction etc.</i>                  Could take points from both ‘yes’ and ‘no’, and then argue that on balance the answer is ‘yes’ (or ‘no’).                  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>8 marks</p>
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<p>8(c)</p>	<p><b>Level 3 Detailed (7–8 marks)</b></p> <p>Detailed description of reasons with continued development of ideas and/or use of case study examples.</p> <p><b>No:</b> Develops the idea to show detailed reason for continued deforestation/recognises arguments ‘against’ from resource and develops them further. <i>E.g. the developing countries have few alternative sources of earning money; the developed countries removed their forests to earn money, so why not the countries such as Brazil? The Amazon rainforest is a valuable source of raw materials which can be exported. The forest will have to be removed to access the valuable mineral reserves such as bauxite in the ground beneath them so that the country can develop its economy. This can continue because it can be done in a sustainable manner. A Bauxite mining company in Trombetas has removed and stored the topsoil and will replace it when mining has finished and then replant native trees.</i></p> <p><b>Yes:</b> Develops the idea to show detailed reason for ending deforestation/recognises arguments ‘for’ from resource and develops them further. <i>E.g. trapping carbon helps in the fight against global warming the forest acts as a carbon sink and also adds oxygen to the atmosphere. This can take place as people who remove the forest can be taught how to use the forest sustainably and not removing it and acting as forest stewards. The Brazilian government could get 16 billion U.S. dollars annually in carbon credits if it agrees to reduce 80 percent the Amazon deforestation by 2020. This way the removal of tropical rainforest could be stopped yet the country could still earn money etc.</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>	
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