

Version



**General Certificate of Secondary Education
January 2012**

Geography B

40352F

(Specification 4035)

Unit 2: Hostile world (Foundation)

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 events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for standardisation each examiner analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' 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.

Further copies of this Mark Scheme are available from: aqa.org.uk

Copyright © 2011 AQA and its licensors. All rights reserved.

Copyright

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

General Certificate of Secondary Education

AQA GEOGRAPHY B

FOUNDATION TIER MARKING SCHEME

Paper 2 – Foundation Tier (40352F)

GENERAL GUIDANCE FOR GCSE GEOGRAPHY ASSISTANT EXAMINERS

Quality of Written Communication

Where candidates are required to produce extended written material in English, they will be assessed on the Quality of Written Communication.

Candidates will be required to:

- present relevant information in a form and style that suits its purpose
- ensure that text is legible and that spelling, punctuation and grammar are accurate
- use specialist vocabulary where appropriate.

Levels Marking – General Criteria

Where answers are assessed using a level of response marking system the following general criteria should be used.

Level 1 : Basic

Knowledge of basic information
Simple understanding
Little organisation; few links, little or no detail, uses a limited range of specialist terms
Reasonable accuracy in the use of spelling, punctuation and grammar
Text is legible.

Level 2 : Clear

Knowledge of accurate information
Clear understanding
Organised answers, with some linkages, occasional detail/exemplar, has a good
range of specialist terms where appropriate
Considerable accuracy in spelling, punctuation and grammar
Text is legible.

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

Question 1

1(a)(i)	2×1 There are active volcanoes in the west of North America. (2 nd) There are active volcanoes near to destructive plate boundaries. (4 th)	(2 marks)
1(a)(ii)	<p>Level 1 (Basic) 1-3 marks Gives a basic idea of plate movement and/or physical process. Elaboration is very limited, e.g. <i>Plates are moving apart. Magma rises up from below the earth's crust.</i> Reference to constructive plate boundary or physical process, e.g. <i>New rock is being formed.</i> Not destructive plate boundary and not plate boundary in it's own (0 marks). Credit names of plates from Figure 1 once only. 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 Gives clear indication of process, linking statements, e.g. <i>On a constructive plate boundary where plates are moving apart. As the North American and the Eurasian plates move apart, volcanic eruptions occur as magma rises from the mantle and new crust is formed.</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>	(5 marks)
1(b)(i)	1×1 Strong	(1 mark)
1(b)(ii)	1×1 Far from the epicentre, 450km from epicentre (4-500km), very little shaking, shock waves lost energy. Any <u>one</u> idea.	(1 mark)
1(b)(iii)	4×1 Effects on the people of Chile: Homes/jobs destroyed. (Destroyed buildings, bridges and roads. Bridge at Concepcion collapsed into the river.) (1.5m homes damaged.) (In Santiago a car park collapsed and many cars were crushed.) Accept in both (once only); Difficult to travel/communicate. (Electricity, water and phone lines were cut and rescue teams found it difficult to reach Concepcion because of damage to roads.) (Damage to	(4 marks)

	<p>Santiago international airport terminal kept it closed for 72 hours.) (Ports badly damaged.)</p> <p>Death/injury. (500 people had been killed. Hundreds of others missing.) Loss of personal possessions.</p> <p>People evacuated. (A chemical plant caught fire and hundreds of people have been evacuated.)</p> <p>Effects on the economy of Chile:</p> <p>Loss of revenue from trade. (Ports badly damaged by the earthquake and then by the 15m high tsunami. Boats and shipping containers damaged.)</p> <p>Cost due to theft. (Containers, shops and petrol stations have been looted.) Accept in both (once only)</p> <p>Cost of rebuilding/impact on GDP. (The President said that money that should have been used for development projects would now have to be used to rebuild houses, hospitals, schools and roads. Rebuilding will take years. Will cost at least £20bn which represents nearly 20% of Chile's GDP.) Accept effects that can be inferred from Figure 2. Reject non-Figure 2 effects.</p> <p>Can accept inferences to positive effects</p>	
1(c)(i)	<p>2 x 1 +1</p> <p>Retrofitting, cross bracing, counter balances, sheer core, shock absorbers, base isolator, deep foundations, flexible building materials, etc. The 2nd mark is for elaboration of the method. Some description of how it works, e.g. cross bracing gives the structure strength and stops it twisting. Computer controlled moveable roof weights counter the shock waves. Accept other building features such as shatterproof glass, shutters, sprinklers, etc.</p> <p>If only 2 methods (both in 1st section) – Accept</p>	(4 marks)
1(c)(ii)	<p>2 x 1</p> <p>Earthquake drills, emergency kit, prepare home (secure furniture, etc), hazard maps to choose house location, etc.</p>	(2 marks)

Question 2

2(a)(i)	2×1 26 northwest	(2 marks)
2(a)(ii)	<p>Level 1 (Basic) 1-4 marks Simple statements without development of ideas.</p> <p>Yes: It is only a prediction, the hurricane could change direction and veer straight towards Louisiana. Some of the hurricane warning is for Louisiana. They will still get strong winds. It's better to be safe than sorry. Some of Louisiana is inside the cone of uncertainty/three day predicted path. Accept: It could kill many people.</p> <p>No: the hurricane will not pass over Louisiana. Louisiana will not receive the strongest winds. Only a small part of Louisiana would be affected. It is only the coast that would be affected. Evacuation would be expensive. They should just prepare their homes.</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) 5-6 marks Clear development of ideas.</p> <p>Yes: the hurricane could change direction, plus an e.g. of a hurricane that changed track unexpectedly (Hanna, Haiti) or development of the unpredictable nature/unreliability of forecasting. Or case study development of a hurricane/tropical storm that caused much damage when evacuation did not take place. Development of a storm surge idea along coastal Louisiana.</p> <p>No: Development of ideas that only some parts of Louisiana will be hit. Clear description of these areas (Good use of scale and/or direction). Development of reasons why evacuation of most threatened areas. Development of what alternative actions can be taken, e.g. how houses could be prepared for strong wind and rain. Can be a combination of a Yes and No answer, i.e. some areas (coastal, western) should not be evacuated, plus a reason why, e.g. loss of energy as hurricane moves inland. 'Yes' for some parts of LA and 'No' for other parts of Louisiana.</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>	(6 marks)

<p>2(a)(iii)</p>	<p>Level 1 (Basic) 1-2 marks <i>Many large cities in the coastal strip of the southern USA, or more people go on holiday to the coast. More people live on the coast.</i> Accept large fishing industry. Accept lots of hurricanes, warm sea temperatures</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 Clear development to show why the cost of damage from tropical storms (hurricanes) in the coastal strip of the southern USA is high. e.g. <i>people are affluent and take holidays on the coast and there are expensive hotels and infrastructure built which cost a lot of money to repair.</i> Accept developed ideas about warm temperatures linked to damage.</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>(4 marks)</p>
<p>2(b)</p>	<p>2×1 Forecasting/monitoring/prediction. Preparation: storm-proof housing, or gives e.g. windproof tiles, water resistant windows, roof straps. Building design e.g. stilts to combat storm surges/wash out walls. Preparedness/education programmes – disaster plans, emergency kits. Evacuation – mandatory/voluntary.</p>	<p>(2 marks)</p>

Question 3

3(a)(i)	1×1 Athens, Marseilles.	(1 mark)
3(a)(ii)	4×1 or 1+1 for developed points/causes: e.g. <i>They are caused by drought/lack of rain/gives figure(s) (1) high temperatures/gives figures (1).</i> Effects: <i>vegetation dries out (1) leading to spontaneous heating (1) spreading quickly as they are fanned by dry winds (1). Lightning strikes need qualification e.g. lightning strikes ignite vegetation.</i> (Accept references to global warming/climate change.)	(4 marks)
3(a)(iii)	4×1 or 1+1 for developed points/causes: e.g. <i>They are caused deliberately by arsonists (1) reasons for arson (1), e.g. insurance claims, land use disputes. They are caused accidentally, e.g. sparks from machinery (mending pylon)/engines/railway wheels/gunfire (1) people are careless with matches/campfires/barbecues/cigarettes (1).</i> (Accept references to global warming/climate change if the human causes are stated.) Effect of gunfire, pylon from Figure 4 needs some qualification	(4 marks)
3(b)	<p>Level 1 (Basic) 1-3 marks Lifts information from Figure 5 without development, e.g. <i>Police order 5000 people to be evacuated. Firemen killed. 200 hectares of pines and olive trees destroyed. A high-speed rail service was cancelled.</i> Not all ideas need come from Figure 5. Simple statements without development of ideas, e.g. <i>much housing/natural vegetation is destroyed.</i></p> <p>Knowledge of basic information. Simple understanding. Few links; limited detail; uses a limited range of specialist terms. Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.</p> <p>Level 2 (Clear) 4-5 marks Clear description of damage with development of ideas, e.g. <i>Police ordered the town to be evacuated which costs a lot of money to organise and drains the area's resources. 200 hectares of pines and olive trees destroyed, the olives are a valuable crop and farmers may lose their livelihoods.</i> Description does not have to come from Figure 5. Development must be case study examples or clear development beyond Figure 5. Accept positive effects. The effects on people <u>and</u> the environment must be present to reach the top of Level 2.</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>Max 4 marks for people or environment only.</p>	(5 marks)

3(c)	3×1 or (1 + 1) for developed point(s) Fire department can douse the area to stop fires spreading, create fire breaks, back burning and educate people, e.g. <i>Teach people about the dangers of campfires etc. Enable people to develop household evacuation plans/listen to the radio/check the internet for wildfire reports etc. Understand ways in which they could protect their houses, e.g. move firewood/thin trees/clear leaves from near houses, build roofs from fire retardant materials etc.</i> Police can evacuate the area. Accept references to rescue of stranded people etc.	(3 marks)
-------------	--	------------------

SECTION B THE CHALLENGE OF EXTREME ENVIRONMENTS

Question 4

4(a)(i)	3×1 6, Africa, Equator.	(3 marks)
4(a)(ii)	1×1 Tropic of Cancer.	(1 mark)
4(a)(iii)	2×1 or 1+1 for developed point. Reference to the effect of latitude, e.g. <i>sun's rays passing through less of the atmosphere and therefore lose less heat (1). A smaller area of the earth's surface has to be heated due to the lesser curvature of the earth (1).</i> Reference to the effect of atmospheric pressure, e.g. <i>High pressure or descending air (1) leading to little condensation and few clouds (1).</i> Reference to the effect of offshore winds, cold ocean currents etc. Accept there areas receive little rainfall.	(2 marks)
4(b)(i)	1×1 12 years (or 1976-87)	(1 mark)
4(b)(ii)	4×1 or 1+1 for developed points, e.g. <i>caused by drought/rainfall deficiency/lack of rain (1). Use of figures (1). Caused by very high temperatures (1). Use of figures (1). 1 mark for reference to each stage in the process of desertification, e.g. vegetation dies (1) and the protective cover is removed (1). There are no plants roots to bind the soil together (1) and hold moisture in the soil so it dries out (1). Soil is then blown away by strong winds (1) or washed away by heavy rain (1). Once the soil has gone no plants are able to grow and land becomes a desert (1).</i> Max 1 mark for a natural process (soil erosion by wind/rain) if a human cause e.g. deforestation is given	(4 marks)
4(b)(iii)	4×1 or 1+1 for developed points, e.g. <i>caused by population increase putting pressure on available resources/increases demand for food (1). Leads to producing more food on same area of land (1). Over-cultivation leads to soil exhaustion (1). No plants are able to grow and land becomes desert (1). Credit soil erosion and/or credit process. Overgrazing means that animals eat all the plants and roots (1). Credit process. But no credit for repeating the terms from Figure 7.</i>	(4marks)
4(c)	3×1 Lists methods, e.g. <i>magic stone lines, coppicing, appropriate technology, animal husbandry, reforestation, grass seeding, water management/irrigation etc.</i> or allow 1+1+1 for developed points, e.g. <i>magic stone lines (1) use local, cheap materials (1) to manage the soil, e.g. energy efficient stoves (1) mean that fewer trees have to be removed for fuelwood (1).</i>	(3 marks)

Question 5

5(a)(i)	1×1 correctly completed bar at 27%.	(1 mark)
5(a)(ii)	1×1 3%	(1 mark)
5(b)	<p>Level 1 (Basic) 1-2 marks Simple statements without development of ideas. These can be from Figure 9 eg low GNI, rapid population growth, many new roads built (not just quoting the data) or simple statement from own knowledge.</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 Clear suggestions with development of ideas, e.g. <i>people are poor and have to remove forest to grow food/make money. The population is increasing so more forest has to be cleared to get enough food. The roads make it easier to get into the forest. The forest products are worth a lot of money to the country, so they keep cutting trees down, Continued development of one point can access top of level 2 e.g. the very low GNI shows that DRC is a less developed country and they will depend on exporting primary products to earn money. Many people have to grow their own food and slash and burn methods clear large areas of forest for agriculture. Logging roads open up the forest by improving access for large trucks that carry logs out of the forest.</i> Development may be case study examples.</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>	(4 marks)
5(c)	2×1 Loss of animal habitats/species endangered/extinct, disruption of ecosystems, change local climate/less rainfall, increased flooding, less value as a tourist attraction/loss of tourist income, loss of long term income from logging, displaces indigenous population. Accept references to global warming/global climate change/CO ₂ .	(2 marks)
5(d)	<p>Level 1 (Basic) 1-4 marks Simple statements without development of ideas.</p> <p>No: Gives a simple reason against, e.g. costs too much, takes too long for trees to grow back, never grow back properly, or accept ideas that refer to lack of funding for, e.g. not a rich country. Accept ideas that refer to continued deforestation, e.g. They need the income from logging. They sell forest products abroad. They need the jobs.</p>	(6 marks)

	<p>Yes: Gives a simple reason for, e.g. sustainable, relatively cheap to undertake, provides jobs for local people, helps us to find out more about the forest ecosystem etc. Accept general references to reducing CO₂, e.g. trapping carbon helps in the fight against global warming. Accept general references to other valid points, e.g. It will bring in money from tourism 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) 5-6 marks Clear development of ideas.</p> <p>No: Develops the idea to show clear reason against, e.g. takes too long for trees to grow back and a much quicker solution is needed and they never grow back properly and will not support the same wildlife population. Accept clear references to the relative merits of other approaches to manage areas of tropical rainforest (conservation, sustainable use schemes etc.) e.g. they should not waste time on replanting trees that might not recreate the forest and they should use the money to conserve what forest is left, or accept ideas that refer to lack of funding for e.g. costs too much, not a rich country and have other priorities.</p> <p>Development could link to ideas that refer to continued deforestation, e.g. 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.</p> <p>Development might be a reference to the idea that these activities could still continue, but in a way which is more sustainable.</p> <p>Yes: Develops the idea to show clear reason for e.g. sustainable as it provides jobs for local people growing trees in the nursery, and if they have jobs they will have less need to chop down the forest, relatively cheap to undertake as they are a poor country who might not be able to afford more expensive conservation schemes, the research centre helps us to find out more about the forest ecosystem and will help us to preserve the secondary forest etc. Accept general references to reducing CO₂, 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. Accept general references to other valid points, e.g. It will save rare animals as their habitat will be restored and lessens the chance of extinction, etc. It will bring in money from tourism. This money will help to fund the project, 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>	
--	--	--

Question 6

<p>6(a)(i)</p>	<p>2×1 Areas of tundra are found on the edges of land masses (2nd). All of the polar areas are found above the Arctic Circle and below the Antarctic Circle (3rd).</p>	<p>(2 marks)</p>
<p>6(a)(ii)</p>	<p>Level 1 (Basic) 1-3 marks Simple statements without development of ideas. Some simple reference to the effect of latitude, e.g. Sun's rays passing through more of the atmosphere. A larger area of the earth's surface has to be heated. Accept references to altitude, e.g. There is much highland (Antarctica). Accept simple statements about cold winds and lying snow and simple references to continentality (Antarctica). Accept simple statements about high pressure or descending air or little condensation or few clouds, i.e. not linked.</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) 4-5 marks Clear explanation of methods with development of ideas, 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. Accept clear references to altitude, e.g. There is much highland (Antarctica) and with increased height the temperature drops about 1°C per 100 metres. Accept clear statements about frequent cold katabatic winds and snow cover reflecting heat and clear references to effect of continentality (Antarctica).</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>(5 marks)</p>
<p>6(b)(i)</p>	<p>2×1 Increased (1). Use of figures (1) or more rapid increase after 2000 (1). Accept 'more scientists' 'more people are coming to ski/ ice walk. Accept more than 1 point on the same line i.e. max can be reached on either line.</p>	<p>(2 marks)</p>

<p>6(b)(ii)</p>	<p>4×1</p> <p>Problems for Antarctica: mass tourism is increasing sea and coastal pollution. The scale and spread of tourist activities is damaging flora and fauna, disrupting breeding patterns and interfering with sensitive research activities. The scientific community also has dumped waste.</p> <p>Benefits for Antarctica: valuable research helps us understand the fragile Antarctic ecosystems and how best to protect them. Antarctica is a natural laboratory, which enables us to discover how our world works and to counter the effects of global climate change. Road to the South Pole will help prevent environmental damage by stopping the daily flights ferrying supplies and scientists to and from the South Pole.</p> <p>Accept income from tourism funds, other work/tourism.</p>	<p>(4 marks)</p>
<p>6(c)</p>	<p>Level 1 (Basic) 1-3 marks</p> <p>Simple statements without development of ideas. There is an Antarctic Treaty. General statements of benefits, e.g. <i>countries will work together. Other countries will not go against the majority. Agreements help to draw up strict rules. They can help to ban harmful activities.</i> Simple suggestions as to what treaty/treaties entail e.g. <i>nuclear testing is banned, mining is banned, territorial claims are laid aside by member countries, fishing quotas are introduced, tourist numbers/activities are limited etc.</i></p> <p>Knowledge of basic information. Simple understanding. Few links; limited detail; uses a limited range of specialist terms. Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.</p> <p>Level 2 (Clear) 4-5 marks</p> <p>Clear explanation of methods with development of ideas, e.g. <i>46 countries will work together under the Antarctic Treaty. Other countries will not go against the majority as the countries represent 80% of world population. Agreements help to draw up strict rules, e.g. mining is banned for at least the next 50 years. Nuclear testing is banned as the Antarctic is a natural reserve devoted to peace and science, fishing quotas are introduced which means the industry is strictly regulated and once the quota is reached no more fish can be taken, tourist numbers/activities are limited under an agreement by IAATO etc.</i> May be examples of actual internationally agreed schemes, e.g. <i>a permit is needed to enter an ASPA (Antarctic Special Protected Area). Human activities are very closely monitored in an ASMA (Antarctic Special Managed Area). Sites are preserved for the future in an HSM (Historic Sites and Monuments).</i></p> <p>Development may be case study examples from any cold environment.</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>(5 marks)</p>