Write your name here

Surname	Other names

Edexcel GCSE

Centre Number	Candidate Number

Geography B

Unit 1: Dynamic Planet

Foundation Tier

Sample Assessment Material **Time: 1 hour**	Paper Reference **5GB1F/01**

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- In section **A**, answer **ALL** questions.
- In section **B**, answer **either** question **5** or **6**.
- In section **C**, answer **either** question **7** or **8**.
- Answer the questions in the spaces provided – *there may be more space than you need.*

Information

- The total mark for this paper is 53.
- The marks for **each** question are shown in brackets – *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of written communication will be assessed.
- The marks available for spelling, punctuation and grammar are clearly indicated.

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Check your answers if you have time at the end.

Turn over ▶

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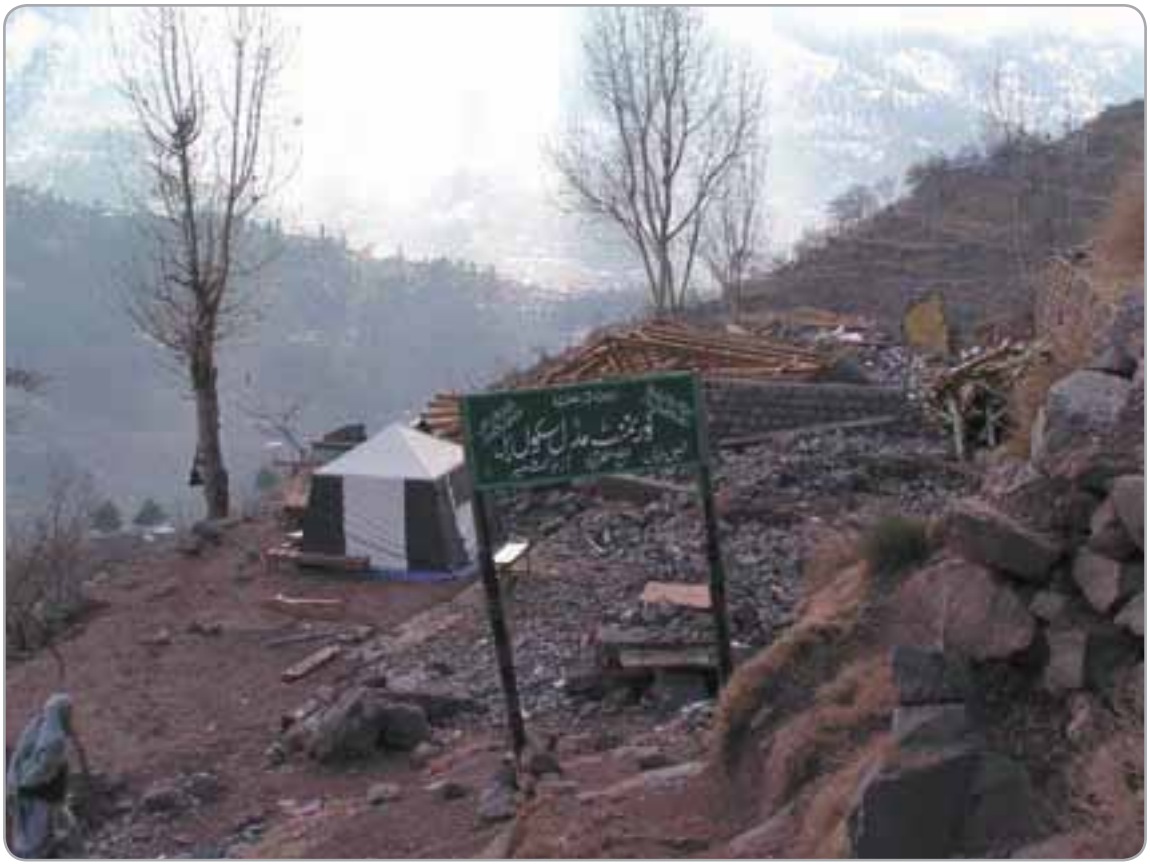
PEARSON

SECTION A – INTRODUCTION TO THE DYNAMIC PLANET

Answer ALL questions in this section.

Topic 1: Restless Earth

1 Figure 1 shows damage to a school caused by the Kashmir earthquake in Pakistan in 2005.



(Source: Professor David Petley (University of Durham))

Figure 1

(a) Study Figure 1.

(i) State **one** material that the damaged school was built from.

(1)

.....

(ii) Give **one** reason why a tent has been put up, next to the damaged school.

(1)

.....

(b) Kashmir is in a **developing** country.

Give **two** reasons why developing countries are very vulnerable to earthquake damage.

(2)

1 .....

.....

2 .....

.....

(c) The 2005 Kashmir earthquake happened on a **destructive** plate margin.

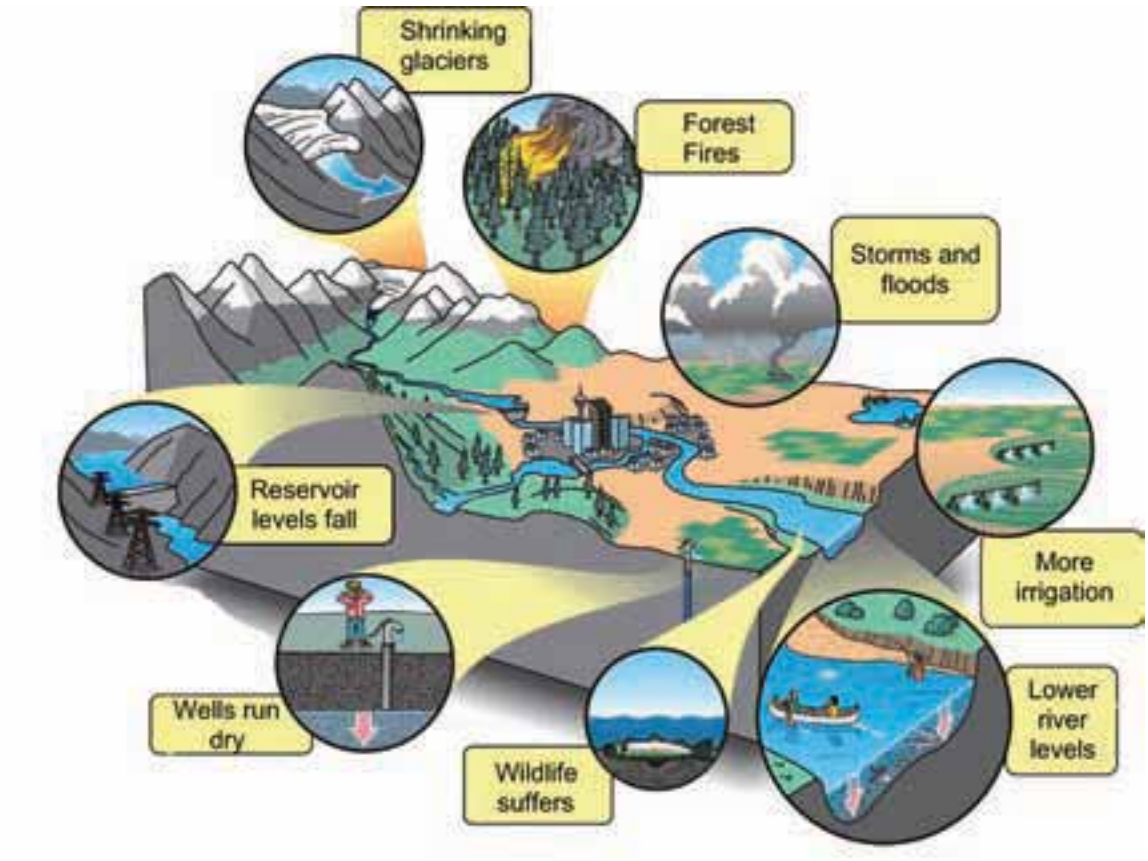
Draw an accurate, labelled diagram of a destructive plate margin.

(4)

(Total for Question 1 = 8 marks)

Topic 2: Climate and Change

2 Figure 2 shows how climate change might affect the water cycle in Canada.



(Source: adapted from Natural Resources Canada website (http://www.nrcan-rncan.gc.ca/com/))

Figure 2

(a) Study Figure 2.

State how climate change is expected to affect precipitation levels in Canada.

(1)

.....

.....

(b) Name one **greenhouse gas** that is thought to be causing global warming.

(1)

.....

.....

(c) Climate change might make some people in Canada poorer.

Suggest **two** ways in which this might happen.

(2)

1 .....

.....

2 .....

.....

(d) Describe **two** ways in which climate change in Canada may put people's lives at risk.

(4)

1 .....

.....

2 .....

.....

(Total for Question 2 = 8 marks)

3 Figure 3 shows the location of areas of tropical forest.

It also shows changes in the area covered by forest between the year 2000 and 2005.

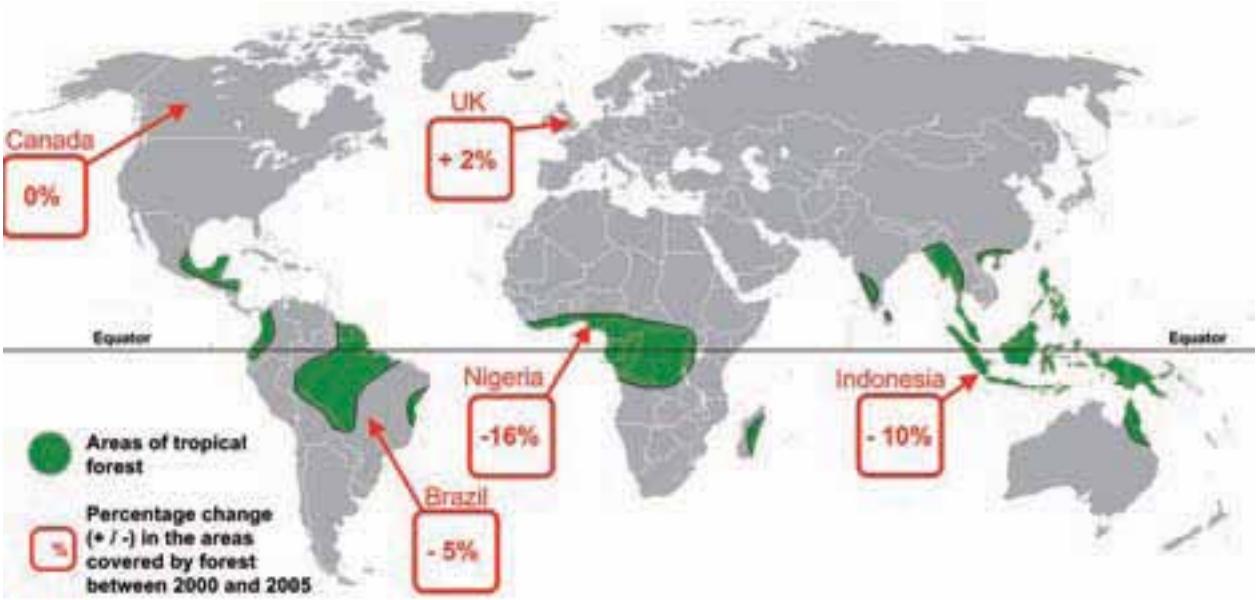


Figure 3

(a) Study Figure 3.

Where are tropical forests mainly found?

(1)

.....

.....

(b) Which country lost the largest percentage of forest?

(1)

.....

(c) Forests are ecosystems. Suggest **two** ways in which humans could protect ecosystems.

(2)

1 .....

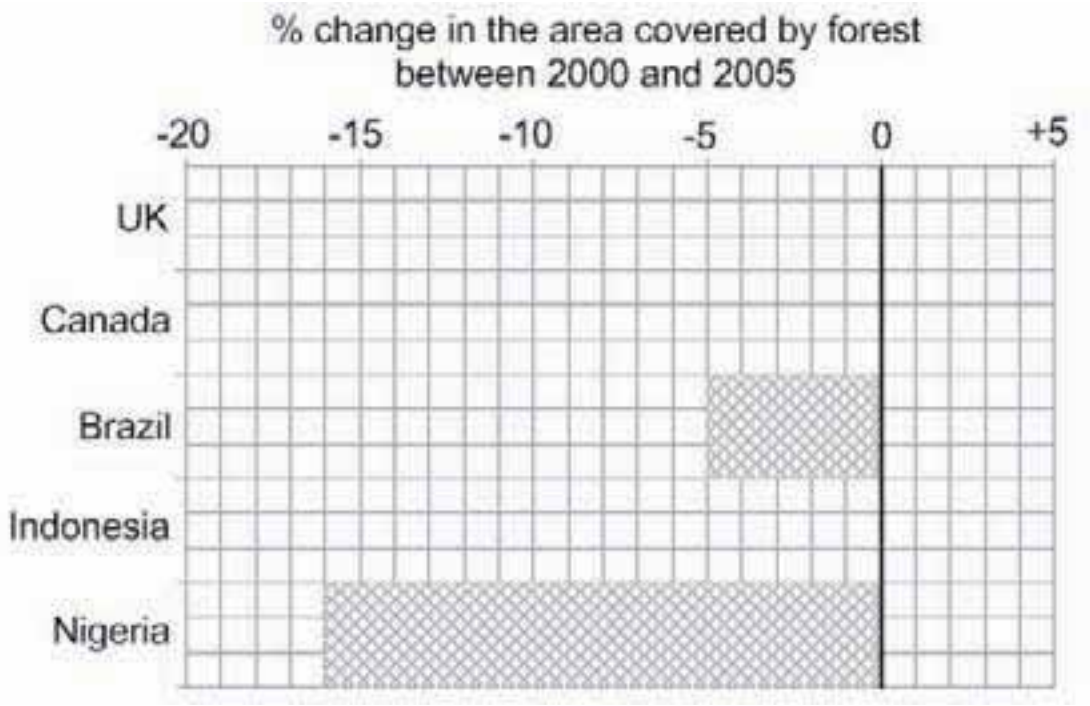
.....

2 .....

.....

(d) (i) Complete the graph below using data on the **UK** and **Indonesia** from **Figure 3**. Some of the graph has been completed to help you.

(2)



(ii) Suggest **two** reasons for the large loss of forest in some countries.

(2)

1 .....

.....

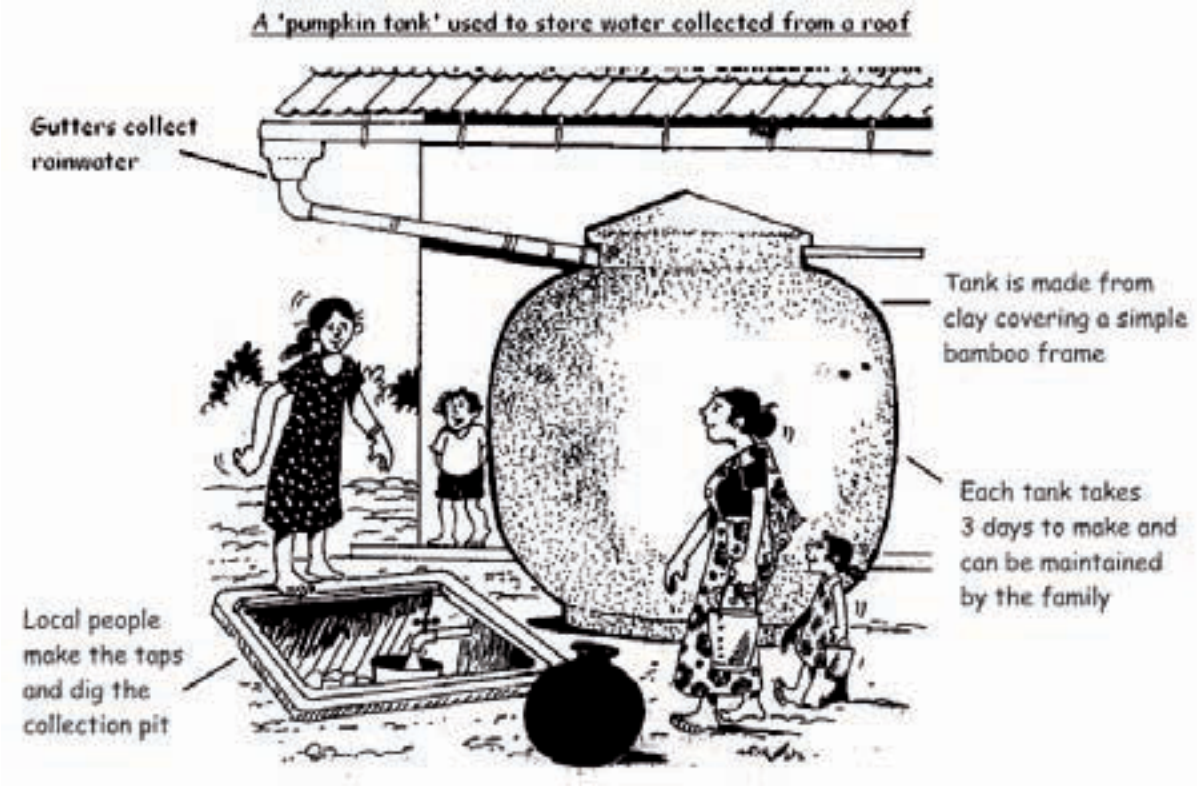
2 .....

.....

(Total for Question 3 = 8 marks)

Topic 4: Water World

4 Figure 4 shows a 'pumpkin tank' used to store water in the **developing** world.



(Source: adapted from 'Rainwater Harvesting', Practical Action)

Figure 4

(a) Study Figure 4.

Suggest **one** human use for the water that the pumpkin tank collects.

(1)

.....

.....

(b) Give **one** reason why the pumpkin tank is suitable for use in the **developing** world.

(1)

.....

.....

(c) Suggest **two** problems the people shown might experience if they have a poor water supply.

(2)

1 .....

.....

2 .....

.....

(d) Describe **two** ways in which human activities can reduce water supplies.

(4)

1 .....

.....

.....

2 .....

.....

.....

(Total for Question 4 = 8 marks)

TOTAL FOR SECTION A = 32 MARKS

SECTION B – SMALL SCALE DYNAMIC PLANET

Answer ONE question in this section.

Topic 5: Coastal Change and Conflict

If you answer Question 5 put a cross in this box ☒.

5 Figure 5 shows coastal management at Hornsea in Yorkshire.

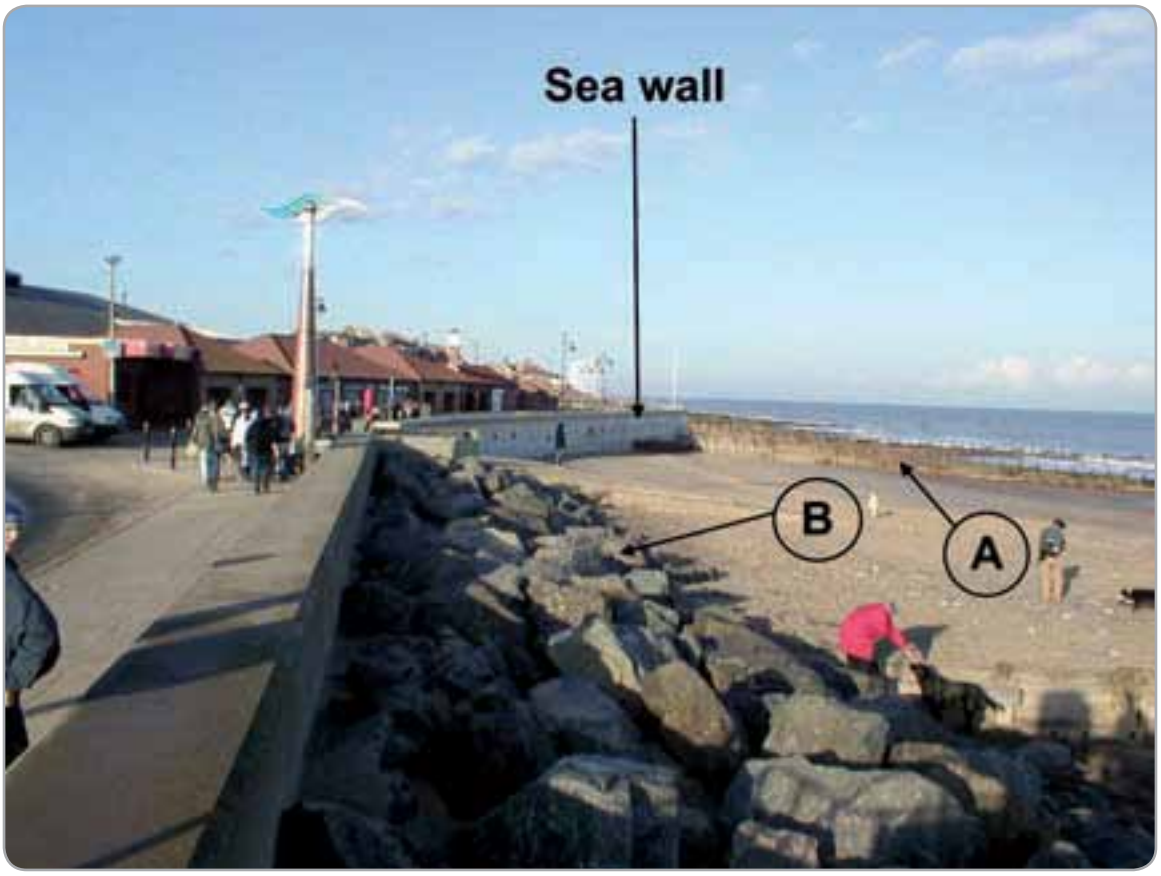


Figure 5

(a) Study Figure 5.

What type of coastal management structure is feature **A**?

(1)

.....

.....

(b) Describe how coastal management feature **B** protects the coastline.

(2)

*(c) Using examples, explain how rapid erosion on coastlines might be managed.

(6)

(Total for Question 5 = 9 marks)

Topic 6: River Processes and Pressures

If you answer Question 6 put a cross in this box ☒.

6 Figure 6 shows two flood hydrographs from different parts of the same river system.

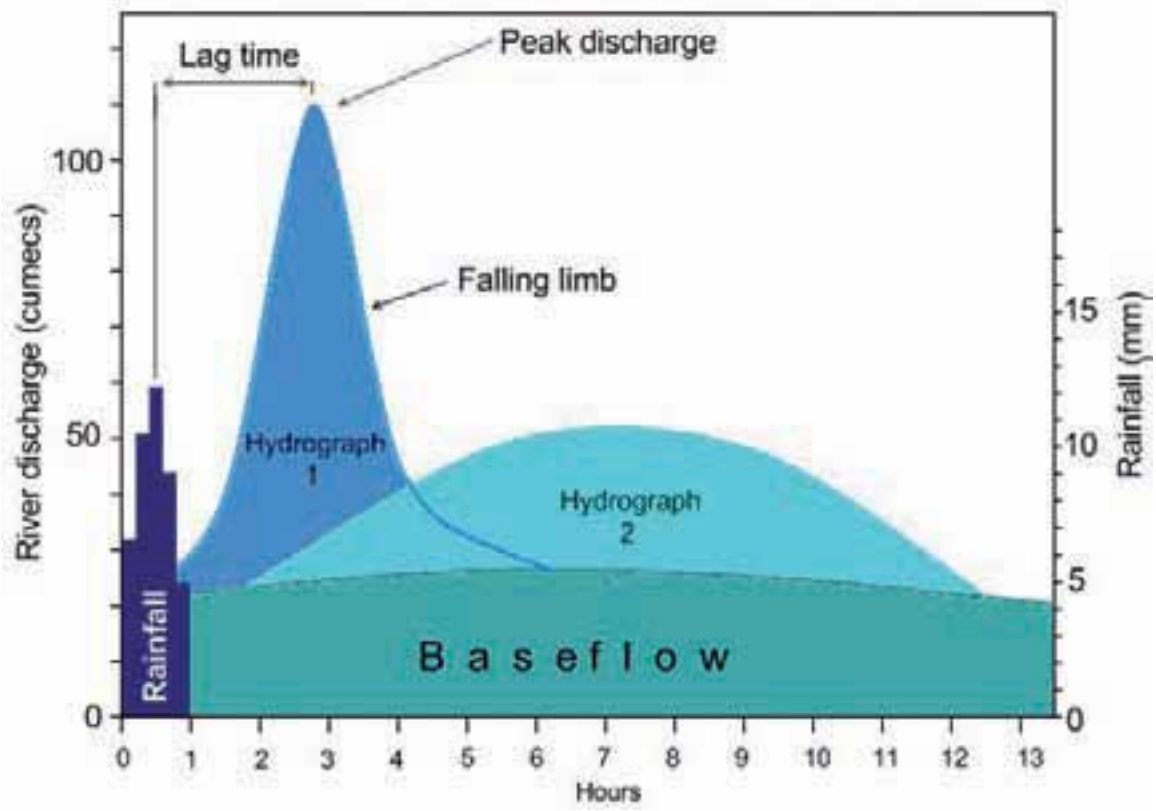


Figure 6

(a) Study Figure 6.

How high was the peak discharge for **hydrograph 1**?

(1)

.....

.....

(b) Describe the shape of **hydrograph 2**.

(2)

.....

.....

.....

.....

***(c)** Explain possible reasons for the shape of **hydrograph 1.**

(6)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

(Total for Question 6 = 9 marks)

TOTAL FOR SECTION B = 9 MARKS

SECTION C – LARGE SCALE DYNAMIC PLANET

Answer ONE question in this section.

Topic 7: Oceans on the Edge

If you answer Question 7 put a cross in this box ☒.

Spelling, punctuation and grammar will be assessed in *(c).

7 Figure 7 shows the collapse of North West Atlantic cod fish stocks between 1960 and 2000.

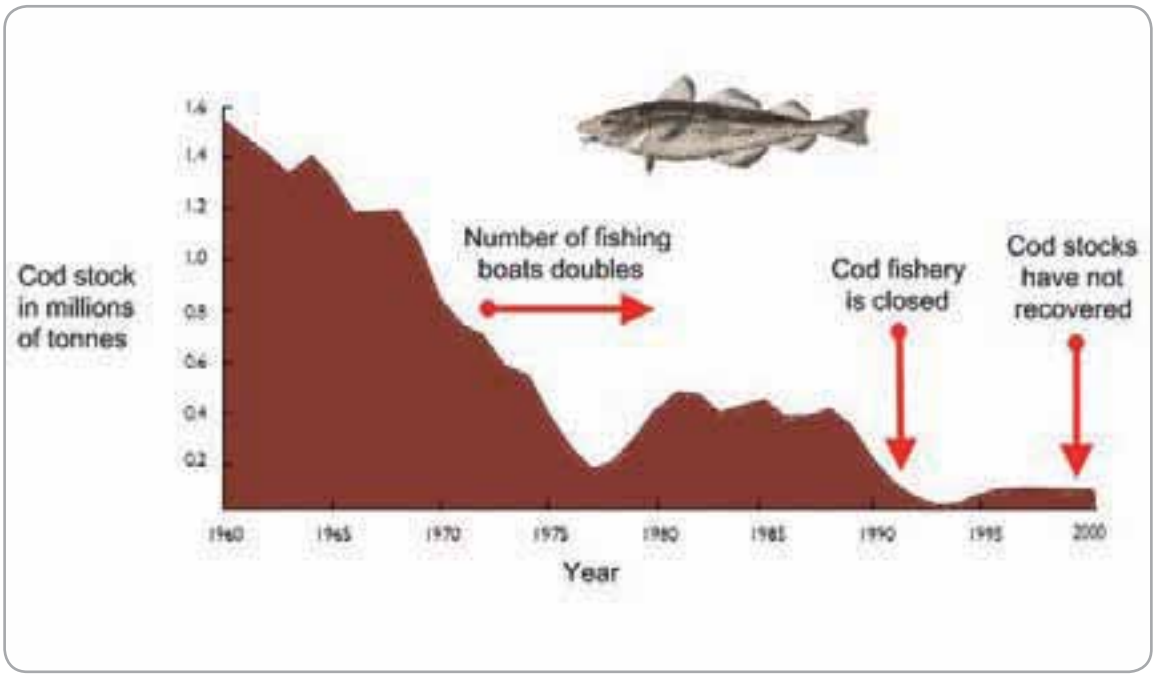


Figure 7

(a) Study Figure 7.

In which year were cod stocks highest?

(1)

.....

(b) Describe how cod stocks changed between 1960 and 2000.

(2)

.....

.....

.....

.....

*(c) Using examples, describe how marine ecosystems can be managed sustainably.

(6)

Spelling, punctuation and grammar.

(3)

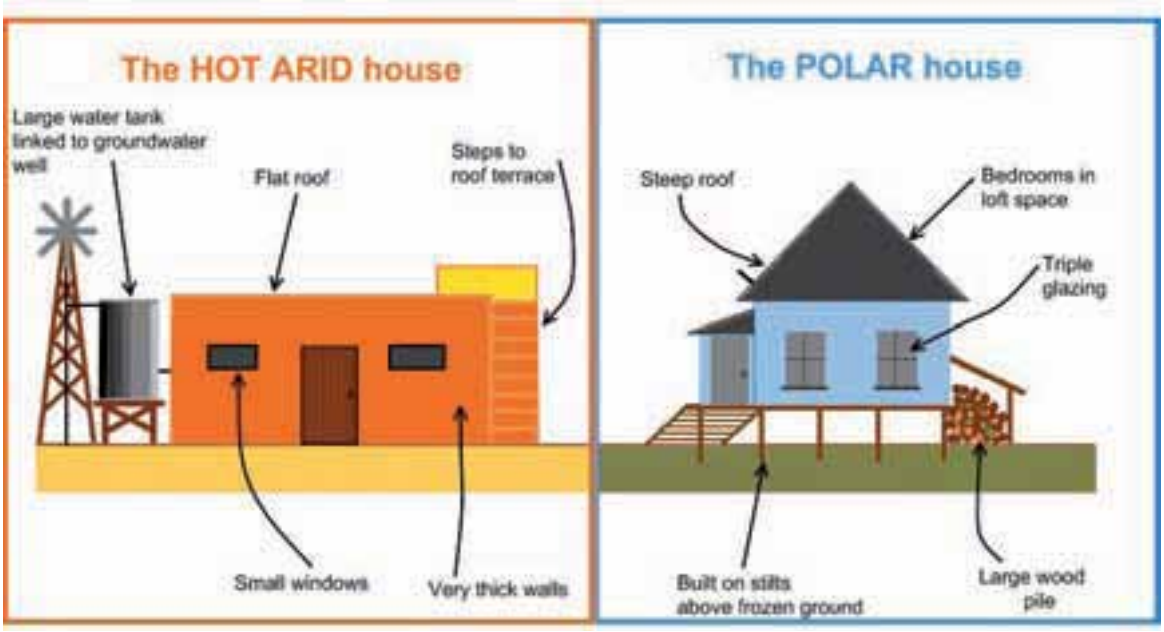
(Total for Question 7 = 12 marks)

Topic 8: Extreme Climates

If you answer Question 8 put a cross in this box ☒.

Spelling, punctuation and grammar will be assessed in *(c).

8 Figure 8 shows how two houses are adapted to extreme climates.



A **B**

Figure 8

(a) Study Figure 8.

For **either** house **A or** house **B**, state **one** feature designed to store natural resources.

(1)

.....

(b) For **either** house **A or** house **B**, describe how the house design allows people inside to survive in an extreme climate.

(2)

.....

.....

.....

.....

*(c) Using examples, describe the key physical characteristics of either polar **or** hot arid areas.

Chosen extreme climate: Polar ☒ **or** Hot arid ☒

(6)

Spelling, punctuation and grammar.

(3)

(Total for Question 8 = 12 marks)

TOTAL FOR SECTION C = 12 MARKS
TOTAL FOR PAPER = 53 MARKS

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Mark Scheme

Sample Assessment Material

GCSE Geography B (5GB1F)
Unit 1: Dynamic Planet

Edexcel and BTEC Qualifications
Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our qualifications website at www.edexcel.com. For information about our BTEC qualifications, please call 0844 576 0026, or visit our website at www.btec.co.uk.

If you have any subject specific questions about this specification that require the help of a subject specialist, you may find our Ask The Expert email service helpful.

Ask The Expert can be accessed online at the following link:

http://www.edexcel.com/Aboutus/contact-us/

Alternatively, you can speak directly to the subject team at Pearson about Edexcel qualifications. Their contact details can be found on this link:

www.edexcel.com/teachingservices

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Placing a mark within a level mark band

- The instructions below tell you how to reward responses within a level. Follow these unless there is an instruction given within a level. However, where a level has specific guidance about how to place an answer within a level**, always** follow that guidance.

- **2 mark bands**
  Start with the presumption that the mark will be the higher of the two.
  An answer which is poorly supported gets the lower mark.

- **3 mark bands**
  Start with a presumption that the mark will be the middle of the three.
  An answer which is poorly supported gets the lower mark.
  An answer which is well supported gets the higher mark.

- **4 mark bands**
  Start with a presumption that the mark will be the upper middle mark of the four.
  An answer which is poorly supported gets a lower mark.
  An answer which is well supported and shows depth or breadth of coverage gets the higher mark.

- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

  i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

  ii) select and use a form and style of writing appropriate to purpose and to complex subject matter

  iii) organise information clearly and coherently, using specialist vocabulary when appropriate.

Spelling, Punctuation and Grammar Marking Guidance

- The spelling, punctuation and grammar assessment criteria are common to GCSE English Literature, GCSE History, GCSE Geography and GCSE Religious Studies.

- All candidates, whichever subject they are being assessed on, must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.

- Spelling, punctuation and grammar marking criteria should be applied positively. Candidates must be rewarded for what they have demonstrated rather than penalised for errors.

- Examiners should mark according to the marking criteria. All marks on the marking criteria should be used appropriately.

- All the marks on the marking criteria are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the marking criteria.

- Examiners should be prepared to award zero marks if the candidate's response is not worthy of credit according to the marking criteria.

- When examiners are in doubt regarding the application of the marking criteria to a candidate's response, the team leader must be consulted.

- Crossed out work should be marked unless the candidate has replaced it with an alternative response.

- Handwriting may make it difficult to see if spelling, punctuation and grammar are correct. Examiners must make every effort to assess spelling, punctuation and grammar fairly and if they genuinely cannot make an assessment, the team leader must be consulted.

- Specialist terms do not always require the use of complex terminology but the vocabulary used should appropriate to the subject and the question.

- Work by candidates with an amanuensis, scribe or typed script should be assessed for spelling, punctuation and grammar.

- Examiners are advised to consider the marking criteria in the following way:
  - How well does the response communicate the meaning?
  - What range of specialist terms is used?
  - How accurate is the spelling, punctuation and grammar?

Sample Mark Scheme

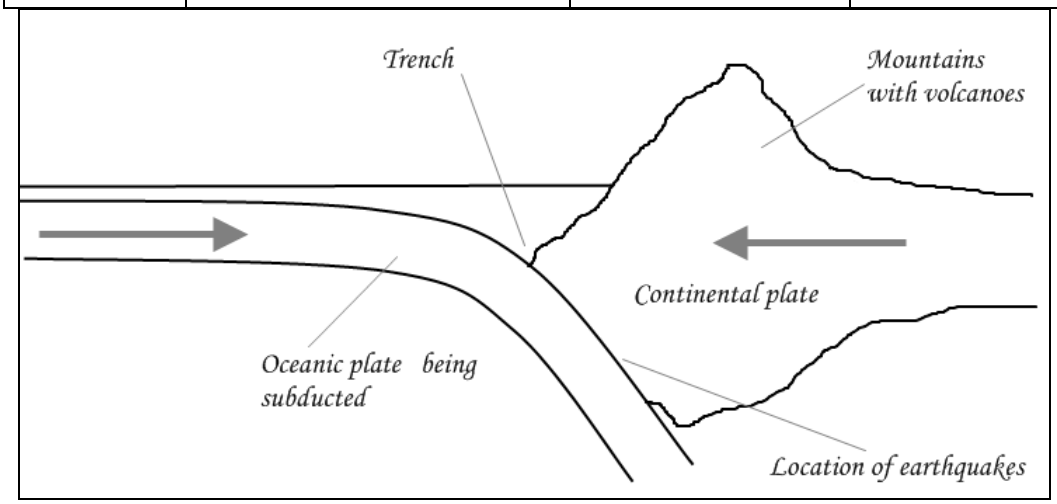
Unit 1F: Dynamic Planet

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
1(a)(i)	• Wood (1) • Brick/Mud brick (1)	• Concrete • Stone	• Tent • Canvas	**1**

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
1(a)(ii)	• Aid has been provided (1) • Relief has been given to the victims (1)	• Need somewhere to live or learn • Put up by an NGO, etc.		**1**

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
1(b)	Any 2 from: • Lack of money/poverty means people have few resources (1) • Unlikely to have been well prepared (1) • May lack emergency services (1) • Buildings may be poorly built due to low incomes (1)	Answers which focus on poverty/lack of money and food	Answers which focus on the magnitude of the earthquake	**2**

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
1(c)	• 1 mark for showing the correct position of the two plates • 1 mark for showing movement, ie together/under/up and over in the case of a collision zone • 1 mark for labelling a subduction zone and/or trench, and/or an area of fold mountains • 1 mark for each additional label, showing eg earthquake and volcano locations The example below shows an answer worth 4 marks:	• Compressional margin • One plate moving under another (OC or OO)	Plates moving apart/extensional or past each other	**4**



Question Number	Correct Answer	Acceptable Answers	Reject	Mark
2(a)	Preciptation will be less/it will fall/go down (1)	It will be drier (1)	• It will rise • Any answer not about precipitation	**1**

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
2(b)	• Carbon dioxide • Methane • CFCs • Nitrogen oxide(s)	• $C0_2$ • CH_4 • $NO/NO_2/NOx$	• Any other answer • Water vapour	**1**

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
2(c)	Any 2 from: • Lower yields/income for farmers (1) • People lose property due to hazard damage (1) • Insurance costs rise (1) • Have to pay more for water supplies (1)	Fishermen lose income as fish die	Comments using physical changes from the resource, not linked to people	**2**

Question Number	Correct Answer	Reject	Mark
2(d)	Definition of risk (1). Extreme weather will become more common (1), eg tornadoes, storms, fires and blizzards (1). Lives might be put at risk through falling food production (1), possibly linked to drought (1) brought on by changing climate norms. Disease risk could increase (1), possibly linked to changing water quality or spreading malaria (1). 1 mark for a basic description of a marking point. 2 marks for a development of the marking point. Maximum of 4 marks.	Answers which argue climate change will improve life.	**4**

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
3(a)	Close to/on the equator (1)	• Between the tropics • In low latitudes	• Named countries • Along the middle, etc.	**1**

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
3(b)	Nigeria		Any other answer	**1**

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
3(c)	Accept any reasonable response, such as: • National parks (1), Nature reserves (1) • Conservation areas (1) • Sustainable management strategies (1) • Limits of taking resources, eg timber (1) • Consumer-based approaches, eg FSC mark on wood (1)	• Pollution reduction • Farming using fewer chemicals	Examples which are about destruction or very poorly linked to ecosystems	**2**

Question Number	Correct Answer	Reject	Mark
2(d)	Definition of risk (1). Extreme weather will become more common (1), eg tornadoes, storms, fires and blizzards (1). Lives might be put at risk through falling food production (1), possibly linked to drought (1) brought on by changing climate norms. Disease risk could increase (1), possibly linked to changing water quality or spreading malaria (1). 1 mark for a basic description of a marking point. 2 marks for a development of the marking point. Maximum of 4 marks.	Answers which argue climate change will improve life.	**4**

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
3(a)	Close to/on the equator (1)	• Between the tropics • In low latitudes	• Named countries • Along the middle, etc.	**1**

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
3(b)	Nigeria		Any other answer	**1**

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
3(c)	Accept any reasonable response, such as: • National parks (1), Nature reserves (1) • Conservation areas (1) • Sustainable management strategies (1) • Limits of taking resources, eg timber (1) • Consumer-based approaches, eg FSC mark on wood (1)	• Pollution reduction • Farming using fewer chemicals	Examples which are about destruction or very poorly linked to ecosystems	**2**

Question Number	Correct Answer	Mark
4(d)	Over-abstraction of groundwater (1) (taking too much, the water table falls), eg the Great Plains (1). Reduction of supply by removing too much from river systems (1), eg Colorado (1). Climate change reducing rainfall or changing rainfall patterns (1). Pollution of water supplies (1) which means they cannot be used safely (1). 1 mark for each appropriately used named example. 1 mark for a basic description of a marking point 2 marks for a development of the marking point. Maximum of 4 marks. (4 x 1)	**4**

	Correct Answer	Acceptable Answers	Reject	Mark
5(a)	Groyne (1)		Any other answer	**1**

	Correct Answer	Acceptable Answers	Reject	Mark
5(b)	Rocks prevent waves damaging the sea wall (1). They dissipate/absorb wave energy/power (1). They trap beach sand (1). 1 mark for a basic description of a marking point. 2 marks for a development of the marking point.		Anything not focused on the rip-rap	**2**

Question Number	Indicative content
5(c) **QWC** **i, ii, iii**	Examples could include any part of the UK coast, or examples from overseas. There are a wide range of possible methods: • Groynes: trap sediment brought in by longshore drift (LSD), build beaches and dissipate wave energy. • Sea walls: physically prevent waves causing erosion by protecting cliffs, and reflect or dissipate wave energy. • Rip-rap/revetments: break up waves; offshore breakwaters cause wave breaking before waves reach the shore. • Beach nourishment: increases beach extent and absorbs wave energy. Accept answers which focus on coastal realignment/managed retreat, etc.

Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	The response attempts to explain a few management methods, but with little accuracy. There are no examples. The response is not well focused on coastal management. Explanations offered are not clear. Basic use of geographical terminology, spelling, punctuation and grammar.
Level 2	3-4	An answer with some structure. The response uses several examples (or one in depth), with some detail. Several management measures are explained and these explanations are broadly correct. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
Level 3	5-6	A structured answer. The response uses several detailed and appropriate examples of coastal management methods. There are a range of explanations used and depth of understanding is shown. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
6(a)	110 cumecs	• 110 • Range is 105-115	Answers beyond the range of 105-115	**1**

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
6(b)	• Rises slowly/steadily (1) • Shallow/flat (1) • Description of time taken to rise/fall (1) • Low peak (1) 1 mark for a basic description of a marking point. 2 marks for a development of the marking point.	Not steep	• Answers clearly describing hydrograph 1 • Very vague answers such as 'curvy', etc.	**2**

Question Number	Indicative content
6(c) **QWC** **i, ii, iii**	• Hydrograph 1 could result from urbanisation. This decreases infiltration and promotes rapid surface runoff hence the shorter lack time and higher peak. Deforestation or changing farm practice could have similar results. • Accept that impermeable rock type (eg clay or granite) could produce a similar shape, as could a small, round drainage basin. Very heavy rainfall/previous wet conditions.

Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	The response attempts to explain the hydrograph, but with little accuracy. The response lacks a clear link to lag time/peak height. Explanations offered are not clear. Basic use of geographical terminology, spelling, punctuation and grammar.
Level 2	3-4	An answer with some structure. Some accurate explanation is given but there are also some links to processes such as urban areas or very steep slopes. Some explanations are clear. The response is clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
Level 3	5-6	A structured answer. The response uses detailed explanations linked to processes such as runoff. There are a range of explanations used and there is depth of understanding present. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
7(a)	1960		Any other answer	**1**

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
7(b)	Cod stocks fell (1), there periods, eg 1980-1988 when stocks were stable or rising (1), there are periods of rapid decline, eg early 1970s, very late 80s (1). 1 mark for a basic description of a marking point. 2 marks for a development of the marking point.	A downwards trend statement supported by accurate data/dates might gain 2 marks.	Upward or stable overall trends. Lift off of text.	**2**

Question Number	Indicative content
7(c) **QWC** **i, ii, iii**	Examples could include St Lucia, Great Barrier Reef and many other coral areas. The choice of location and ecosystem/type is not important but examples in Levels 2 and 3 should be local (not 'the Atlantic') and marine (no rivers or lakes). There should be some link to sustainability, and a range of methods such as zoning, reserves, quotas of fishing, bans on certain activities.

Level	Mark	Descriptor
Level 0	0	No acceptable repsonse.
Level 1	1-2	The response attempts to explain a few ways in which marine areas might be managed, but with no real detail. Scale could be inappropriate. No link to sustainability. Lacks focus and organisation. Basic use of geographical terminology.
Level 2	3-4	An answer with some structure. Explains a range of management methods with implied understanding of sustainability through use of some appropriate examples. Some explanation of chosen examples, although this is variable. Examples are broadly appropriate with some range, methods of management may not all be. Clearly communicated, but with limited use of geographical terminology.
Level 3	5-6	A structured answer. Explains a range of examples at the correct scale, ie small/local and has correct details. There is a very clear link to marine ecosystems. Explicit understanding of sustainability. Well communicated with good use of geographical terminology.
SPaG **Level 0**	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
SPaG **Level 1**	1	*Threshold performance* Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
SPaG **Level 2**	2	*Intermediate performance* Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
SPaG **Level 3**	3	*High performance* Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
8 (a)	**A:** Water tank (1) **B:** Wood pile/shed/lean to (1)		Other options from the figure.	**1**

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
8(b)	**A:** Small windows stop heat getting in/out (1), thick walls keep it cool (1). **B:** Triple glazing keeps it warm (1), bedrooms in loft space for warmth (1). Accept 2 marks from one house. 1 mark for a basic description of a marking point. 2 marks for a development of the marking point.	**A:** Sleep outside on the roof to keep cool (1), water stored during dry periods (1). **B:** Wood store provides winter heat (1), slopping rood sheds snow (1).	Other options from the figure.	**2**

Question Number	Indicative content
8 (c) **QWC** **i, ii, iii**	**Polar** Cold: Details of temperatures, ie below freezing for much of the year. Long winters with intense cold and long nights/no daylight. Short summers with temperatures around 10 °C. Short growing/breeding season for plants. Permafrost present. Low precipitation but this mainly falls as snow. Other features such as glaciers and ice caps might be described, as might sea ice. River regimes (frozen in winter). Accept details of plant and animal adaptations. **Hot Arid** Hot: Details of temperatures and lack of seasonality, perhaps some rains for short time. Generally arid (precipitation levels) all year round. Cold night, intense sunshine during day. Rivers which flow only after rain, accept details of plant and animal adaptations.

Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	Describes a few physical characteristics with no detail; does not move beyond 'very cold' or similar. No significant link to chosen location. Lacks focus and organisation. Basic use of geographical terminology.
Level 2	3-4	An answer with some structure. Describes a range of characteristics with some detail for some areas, and with some use of appropriate examples. Some detailed description of chosen examples although this is variable. Examples are broadly appropriate, with a range generally, or one or two areas more specifically. Clearly communicated, but with limited use of geographical terminology.
Level 3	5-6	A structured answer. Describes a good range of characteristics in some depth with appropriate details/data. Uses examples to illustrate descriptions. Accurate and clear link to chosen extreme environment. Well communicated with good use of geographical terminology.
SPaG Level 0	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
SPaG Level 1	1	*Threshold performance* Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
SPaG Level 2	2	*Intermediate performance* Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
SPaG Level 3	3	*High performance* Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Write your name here

Surname	Other names

Centre Number | Candidate Number

Edexcel GCSE

Geography B

Unit 1: Dynamic Planet

Higher Tier

Sample Assessment Material
Time: 1 hour

Paper Reference
5GB1H/01

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- In Section **A**, answer **ALL** questions.
- In Section **B**, answer **either** question **5** or **6**.
- In Section **C**, answer **either** question **7** or **8**.
- Answer the questions in the spaces provided
  – *there may be more space than you need.*

Information

- The total mark for this paper is 53.
- The marks for **each** question are shown in brackets
  – *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of written communication will be assessed.
- The marks available for spelling, punctuation and grammar are clearly indicated.

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Check your answers if you have time at the end.

Turn over ▶

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PEARSON

SECTION A – INTRODUCTION TO THE DYNAMIC PLANET

Answer ALL questions in this section.

Topic 1: Restless Earth

1 Figure 1 shows damage to a school caused by the Kashmir earthquake in Pakistan in 2005.

(Source: Professor David Petley, University of Durham)

Figure 1

(a) Study Figure 1.

Identify **two** damages caused by the earthquake.

(2)

1 .....

.....

2 .....

.....

(b) Describe how this school was especially vulnerable to earthquake damage.

(2)

(c) The 2005 Kashmir earthquake happened on a **destructive** plate margin.

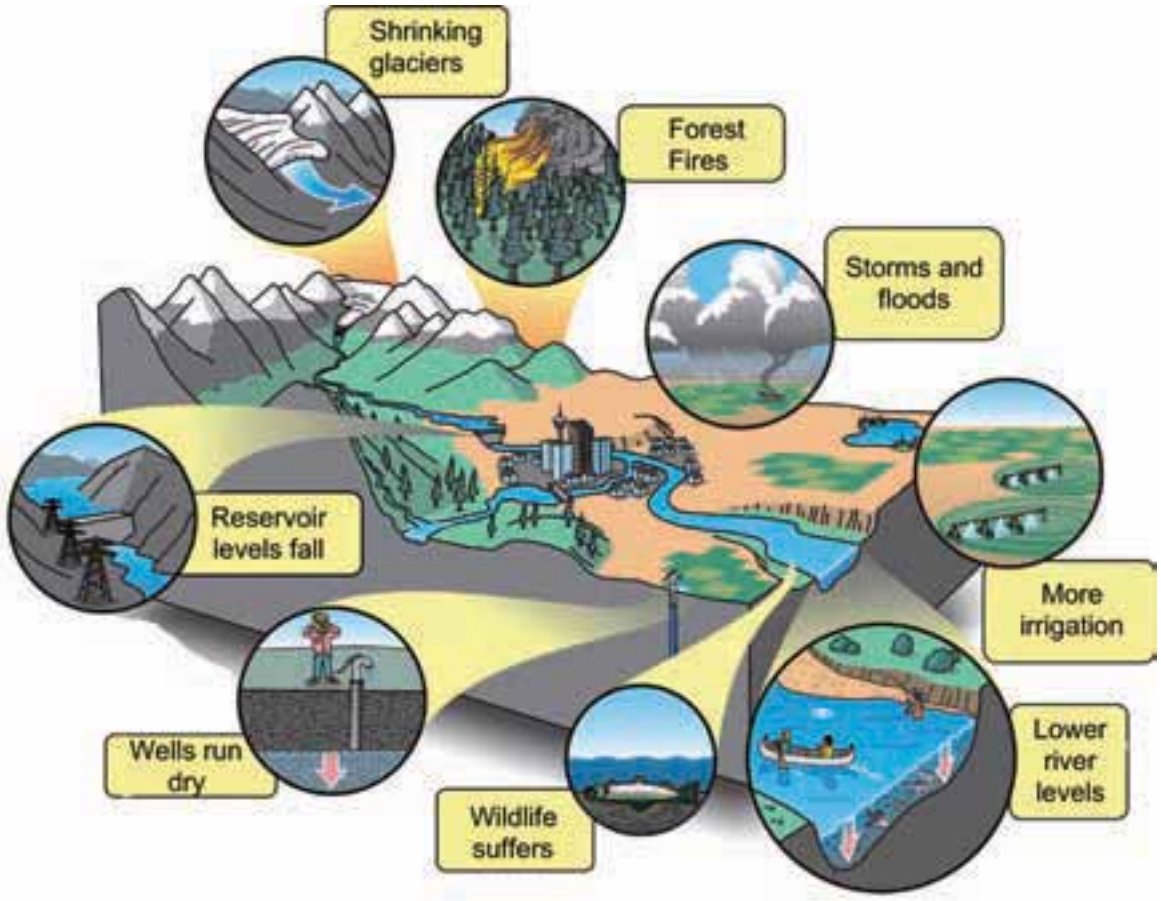
Explain why earthquakes happen on destructive plate margins. You may draw a diagram to help you with your answer.

(4)

(Total for Question 1 = 8 marks)

Topic 2: Climate and Change

2 Figure 2 shows how climate change might affect the hydrological cycle in Canada.



(Source: adapted from Natural Resources Canada website, www.nrcan-rncan.gc.ca/com)

Figure 2

(a) Study Figure 2.

Identify **one economic** impact and **one ecological** impact of climate change from Figure 2.

(2)

Economic impact:

.....

.....

Ecological impact:

.....

.....

(b) Describe **one** way in which climate change could cause the level of water in the river to change.

(2)

(c) Explain how future climate change in Canada may increasingly put people's lives at risk.

(4)

(Total for Question 2 = 8 marks)

Topic 3: Battle for the Biosphere

3 Figure 3 shows the location of areas of tropical forest.
It also shows changes in the area covered by forest between the year 2000 and 2005.

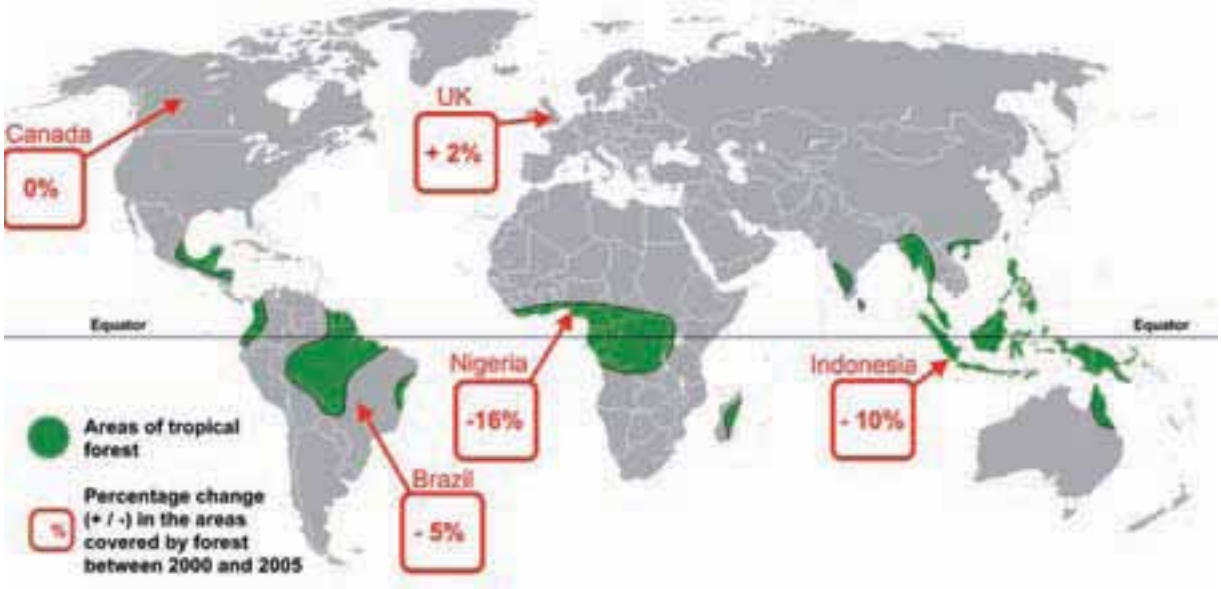


Figure 3

(a) Study Figure 3.

Describe the distribution of tropical forests shown in Figure 3.

(2)

.....

.....

.....

.....

(b) Suggest **two** reasons for this distribution.

(2)

1 .....

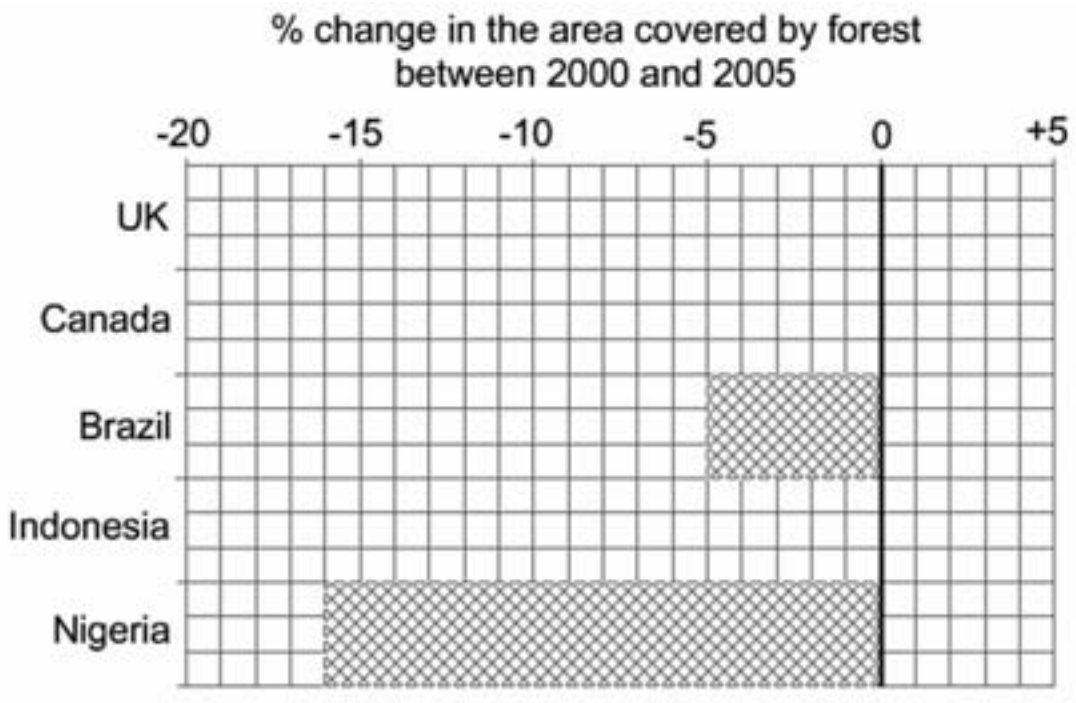
.....

2 .....

.....

(c) (i) Complete the graph below using data on the **UK** and **Indonesia** from **Figure 3.** Some of the graph has been completed to help you.

(2)



(ii) Suggest reasons why some countries have:

(2)

More forest in 2005 compared to 2000:

.....

.....

Less forest in 2005 compared to 2000:

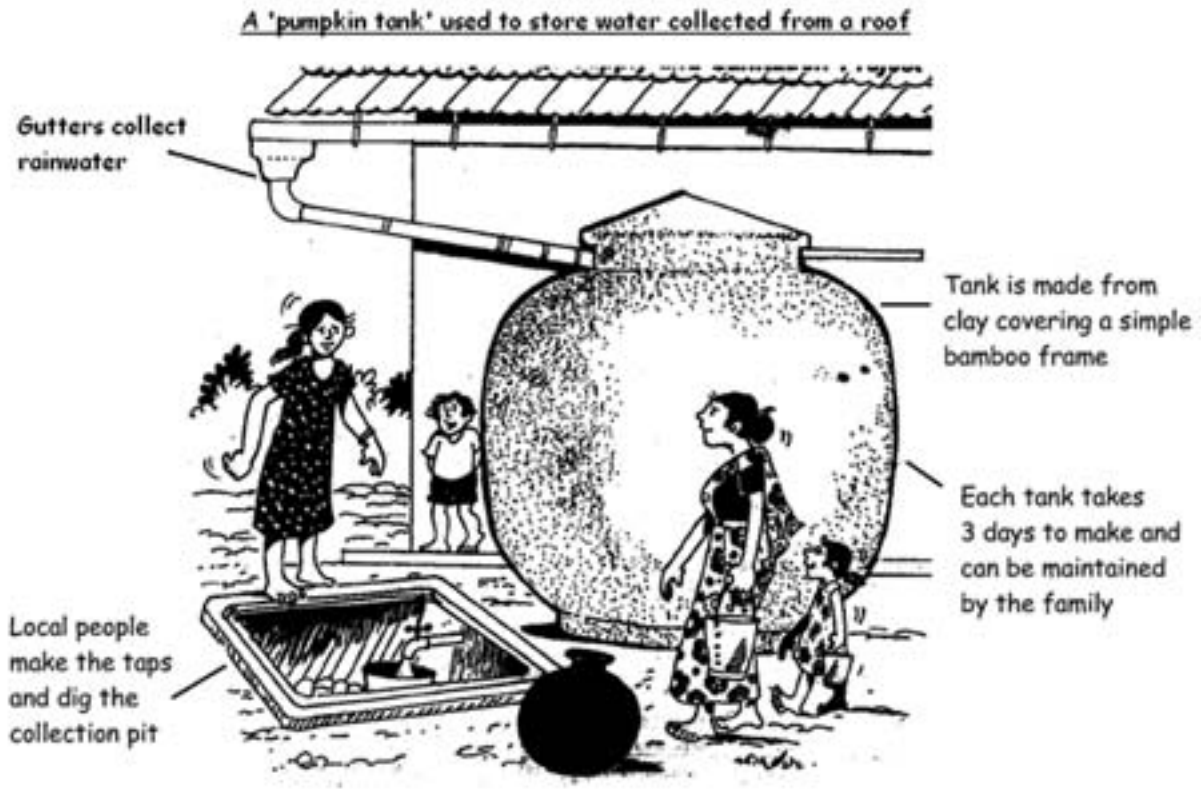
.....

.....

(Total for Question 3 = 8 marks)

Topic 4: Water World

4 Figure 4 shows a 'pumpkin tank' used to store water in the **developing** world.



(Source: adapted from 'Rainwater Harvesting', Practical Action)

Figure 4

(a) Study Figure 4.

Explain how the pumpkin tank is an example of **intermediate technology**.

(2)

.....

.....

.....

.....

(b) Suggest **two** problems the people shown might experience if they have a poor water supply.

(2)

1 .....

.....

2 .....

.....

(c) Using examples, explain how human activity can reduce water supplies.

(4)

.....

.....

.....

.....

.....

.....

.....

.....

(Total for Question 4 = 8 marks)

TOTAL FOR SECTION A = 32 MARKS

SECTION B – SMALL SCALE DYNAMIC PLANET

Answer ONE question in this section.

Topic 5: Coastal Change and Conflict

If you answer Question 5 put a cross in this box ☒ .

5 Figure 5 shows coastal management at Hornsea in Yorkshire.

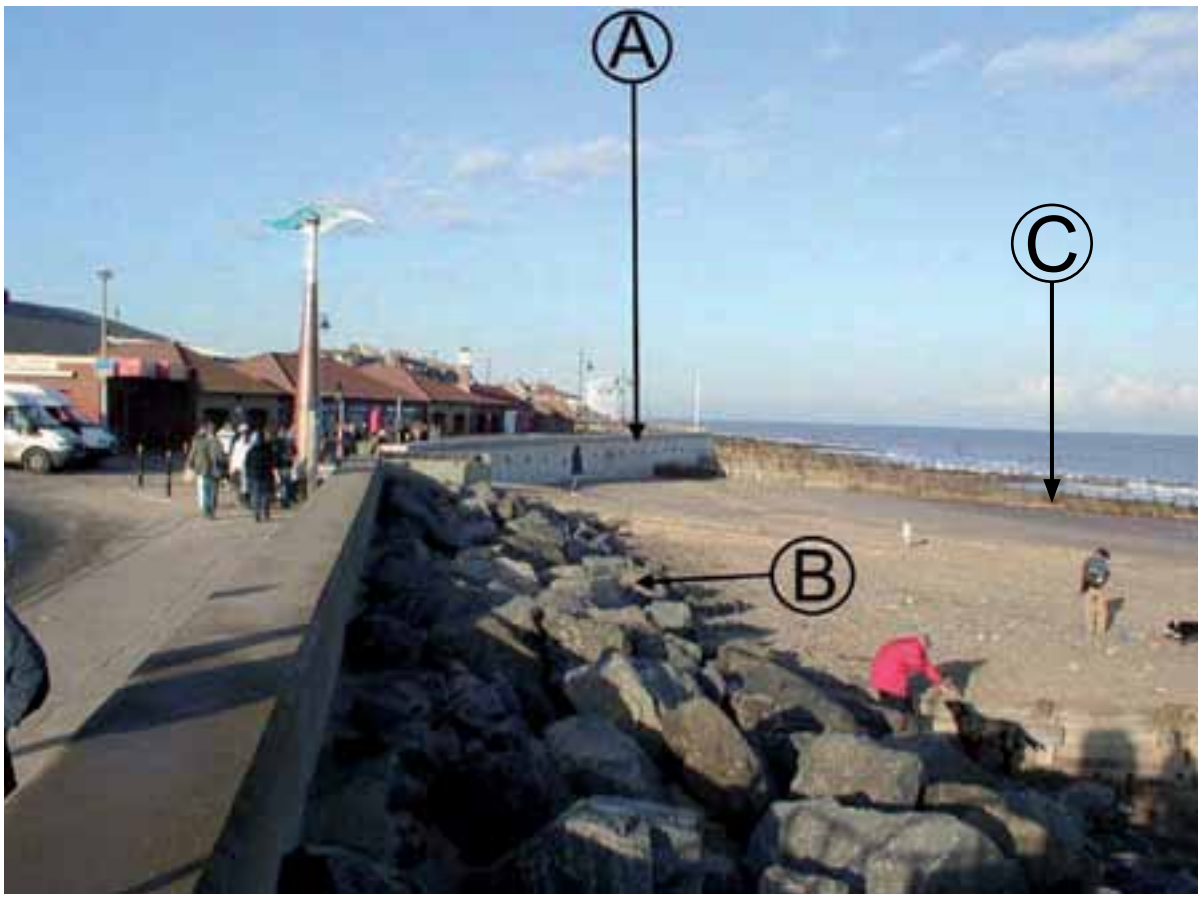


Figure 5

(a) Study Figure 5.

Name coastal management measure **C**.

(1)

.....

.....

(b) Explain why management measure **B** has been placed **in front** of structure **A**.

(2)

*(c) Using named examples, explain how rapid erosion on coastlines can be managed using **traditional** and **more modern** strategies.

(6)

(Total for Question 5 = 9 marks)

Topic 6: River Processes and Pressures

If you answer Question 6 put a cross in this box ☒ .

6 Figure 6 shows two flood hydrographs from different parts of the same river system.

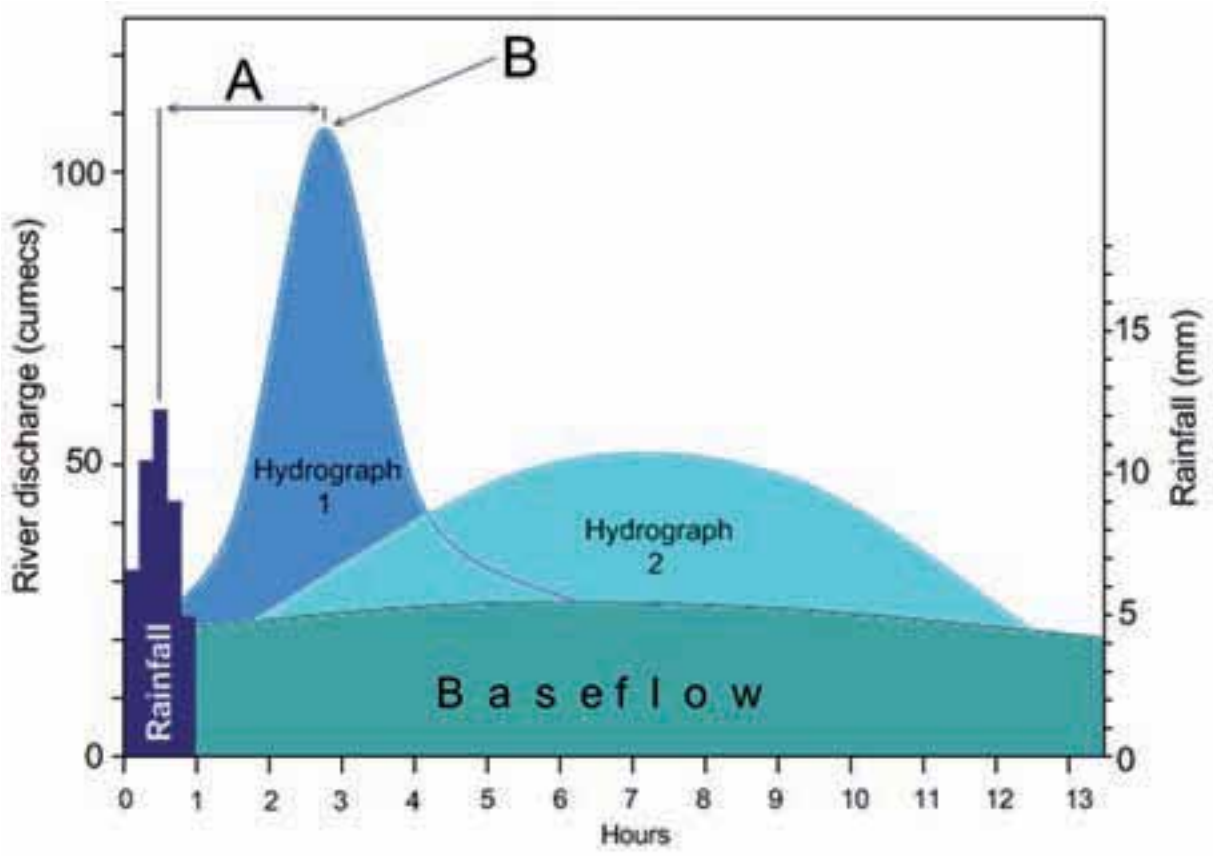


Figure 6

(a) Study Figure 6.

Name the flood hydrograph feature **A**.

(1)

.....

.....

(b) Explain why flood hydrograph 1 is more of a hazard to people compared to hydrograph 2.

(2)

*(c) Explain how the shapes of hydrographs 1 and 2 might be affected by **physical** and **human** factors.

(6)

(Total for Question 6 = 9 marks)

TOTAL FOR SECTION B = 9 MARKS

SECTION C – LARGE SCALE DYNAMIC PLANET

Answer ONE question in this section.

Topic 7: Oceans on the Edge

If you answer Question 7 put a cross in this box ☒ .

Spelling, punctuation and grammar will be assessed in *(c).

7 Figure 7 shows the collapse of North West Atlantic cod fish stocks between 1960 and 2000.

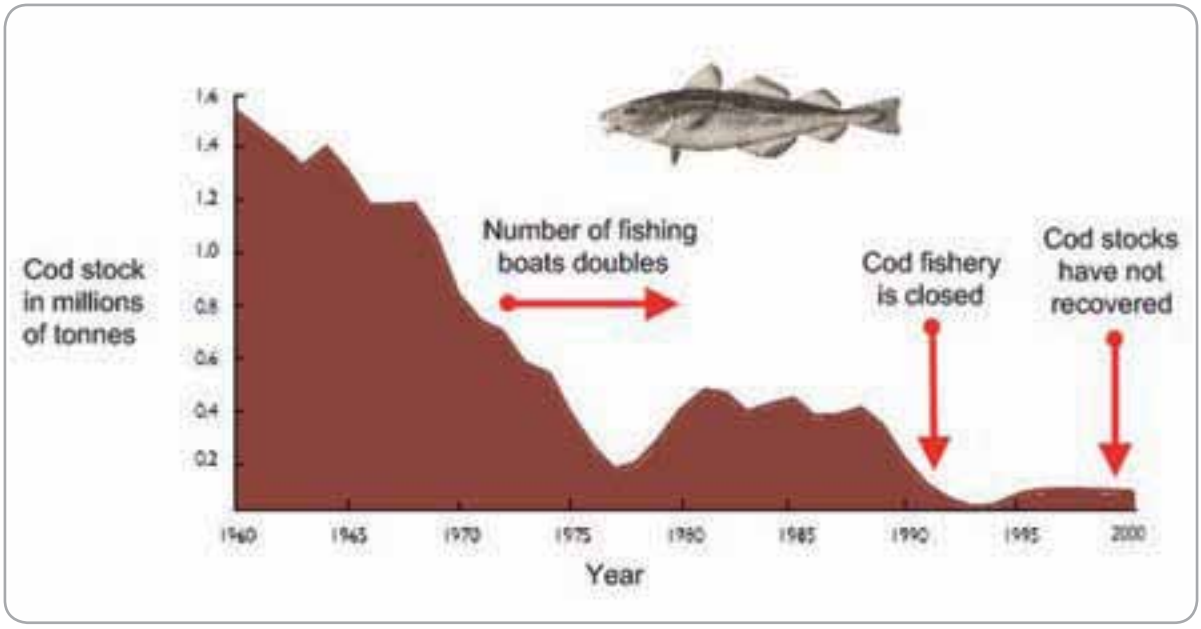


Figure 7

(a) Study Figure 7.

What was the cod stock in millions of tons in 1975?

(1)

.....

(b) Describe the trend of the graph.

(2)

.....

.....

.....

.....

*(c) Using named examples, explain how humans can have both **positive** and **negative** impacts on marine ecosystems.

(6)

Spelling, punctuation and grammar.

(3)

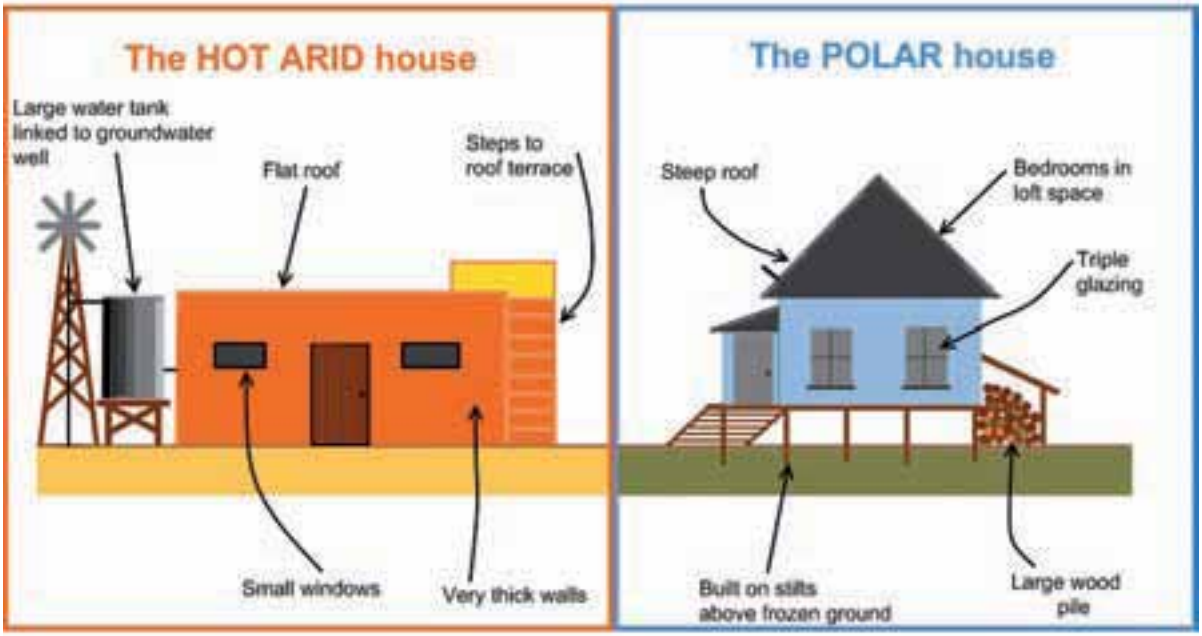
(Total for Question 7 = 12 marks)

Topic 8: Extreme Climates

If you answer Question 8 put a cross in this box ☒ .

Spelling, punctuation and grammar will be assessed in *(c).

8 Figure 8 shows how two houses are adapted to extreme climates.



A **B**

Figure 8

(a) Study Figure 8.

For **either** house **A or** house **B**, give **one** reason for the shape of the roof.

(1)

.....

.....

(b) For **either** house **A or B**, describe how it is adapted to the extreme climate.

(2)

.....

.....

.....

.....

*(c) Using named examples, explain how **local** and **global** actions are helping to ensure the survival of either extreme cold or hot arid environments.

(6)

Spelling, punctuation and grammar.

(3)

Chosen extreme environment: .....

(Total for Question 8 = 12 marks)

TOTAL FOR SECTION C = 12 MARKS
TOTAL FOR PAPER = 53 MARKS

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Mark Scheme

Sample Assessment Material

GCSE Geography B (5GB1H)
Unit 1: Dynamic Planet

Edexcel and BTEC Qualifications
Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our qualifications website at www.edexcel.com. For information about our BTEC qualifications, please call 0844 576 0026, or visit our website at www.btec.co.uk.

If you have any subject specific questions about this specification that require the help of a subject specialist, you may find our Ask The Expert email service helpful.

Ask The Expert can be accessed online at the following link:

http://www.edexcel.com/Aboutus/contact-us/

Alternatively, you can speak directly to the subject team at Pearson about Edexcel qualifications. Their contact details can be found on this link:

www.edexcel.com/teachingservices

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Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Placing a mark within a level mark band

- The instructions below tell you how to reward responses within a level. Follow these unless there is an instruction given within a level. However, where a level has specific guidance about how to place an answer within a level**, always** follow that guidance.

- **2 mark bands**
  Start with the presumption that the mark will be the higher of the two.
  An answer which is poorly supported gets the lower mark.

- **3 mark bands**
  Start with a presumption that the mark will be the middle of the three.
  An answer which is poorly supported gets the lower mark.
  An answer which is well supported gets the higher mark.

- **4 mark bands**
  Start with a presumption that the mark will be the upper middle mark of the four.
  An answer which is poorly supported gets a lower mark.
  An answer which is well supported and shows depth or breadth of coverage gets the higher mark.

- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

  i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

  ii) select and use a form and style of writing appropriate to purpose and to complex subject matter

  iii) organise information clearly and coherently, using specialist vocabulary when appropriate.

Spelling, Punctuation and Grammar Marking Guidance

- The spelling, punctuation and grammar assessment criteria are common to GCSE English Literature, GCSE History, GCSE Geography and GCSE Religious Studies.

- All candidates, whichever subject they are being assessed on, must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.

- Spelling, punctuation and grammar marking criteria should be applied positively. Candidates must be rewarded for what they have demonstrated rather than penalised for errors.

- Examiners should mark according to the marking criteria. All marks on the marking criteria should be used appropriately.

- All the marks on the marking criteria are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the marking criteria.

- Examiners should be prepared to award zero marks if the candidate's response is not worthy of credit according to the marking criteria.

- When examiners are in doubt regarding the application of the marking criteria to a candidate's response, the team leader must be consulted.

- Crossed out work should be marked unless the candidate has replaced it with an alternative response.

- Handwriting may make it difficult to see if spelling, punctuation and grammar are correct. Examiners must make every effort to assess spelling, punctuation and grammar fairly and if they genuinely cannot make an assessment, the team leader must be consulted.

- Specialist terms do not always require the use of complex terminology but the vocabulary used should appropriate to the subject and the question.

- Work by candidates with an amanuensis, scribe or typed script should be assessed for spelling, punctuation and grammar.

- Examiners are advised to consider the marking criteria in the following way:
  - How well does the response communicate the meaning?
  - What range of specialist terms is used?
  - How accurate is the spelling, punctuation and grammar?

Sample Mark Scheme

Unit 1H: Dynamic Planet

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
1(a)	• Collapsed walls (1) • Fallen roof (1) 1 mark for each (2 x 1)	• Tilted sign • Rockfall or similar	Tent	**2**

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
1(b)	Likely to have been poorly built (1), as Kashmir is in a poorer developing country (1). Steep slope behind could have triggered landslide/rock fall onto school (1). 1 mark for a basic description of a marking point. 2 marks for a development of the marking point.	Loose ground could have been prone to intense shaking.	Answers which focus on the magnitude of the earthquake as this cannot be determined from the resource.	**2**

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
1(c)	Destructive margin is where 2 plates collide (1), one plate is subducted (1), friction between the two plates (1), pressure builds and eventually gives way (1), energy release is the earthquake (1). 1 mark for a basic explanation of a marking point. 2 marks for a development of the marking point. Maximum of 4 marks.	• Compressional margin. • One plate moving under another. • If a diagram is drawn: correct position of both plates (1); arrows or similar show movement (1); correct label (1).	Plates moving apart/extensional or past each other.	**4**

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
2(a)	**Economic:** • Water supply (1) • Irrigation (1) **Ecological:** • Forest fires (1) • Wildlife(1) (2 x 1)	Economic damage from weather hazards or similar Recreation activities reduced (1) Decreased HEP (1) Lower water quality (1)	Shrinking glaciers Extreme weather with no further comment	**2**

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
2(b)	It could rise due to increased precipitation (1) and/or snowmelt (rising temperature)(1), leading to greater river discharge (1). It could fall due to decreased precipitation (1), or increased evapotranspiration (1), shrinking glaciers reduce river discharge (1). NB two reasons for rise, or fall, are acceptable. (2 x 1)	Arguments that climate change causes people to use more water from the river, eg fighting forest fires. River becomes more variable.	Dam bursts or similar	**2**

Question Number	Correct Answer	Reject	Mark
2(c)	Definition of risk (1) Extreme weather will become more common, eg tornadoes, storms, fires and blizzards (1). People's lives directly at risk; if climate change increases these events, more people will be affected (1). Lives might be put at risk through falling food production (1), possibly linked to drought (1), brought on by changing climate norms. Disease risk could increase (1), possibly linked to changing water quality or spreading malaria (1). Accept economic arguments that risk could result form loss of jobs linked to climate change (1). (4 x 1) 1 mark for a basic explanation of a marking point. 2 marks for a development of the marking point. Maximum of 4 marks.	Answers which argue climate change will improve life.	**4**

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
3(a)	Along the equator (1), identification of an anomaly such as Mexico or Madagascar (1). (2 x 1)	Close to the equator. In low latitudes. Between the tropics.	Middle of the map or similar A specific country from the map.	**2**

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
3(b)	Reasons include: High Temperatures (27 °C+) (1) High Precipitation (2000 mm+) (1) Altitude could be mentioned (1) linked to eg the Andes. (2 x 1)	Lack of seasonality in these locations. Basic 'hot and wet' answers are acceptable for 1 combined mark.	Do not accept human factors, eg deforestation.	**2**

Question Number	Correct Answer	Mark
3(c)i)	Correct drawing of bar for the UK (1), correct drawing of the bar for Indonesia (1). NB shading is not required if the outline drawn is clear. (2 x 1)	**2**

Question Number	Correct Answer	Mark
3(c)ii)	**More forest:** Conservation and replanting policies or sustainable forestry (1) might increase cover. Accept attitude/value, or work of NGOs/ Pressure groups (1) if clearly stated. **Less forest:** The rising demand for resources (timber, fuel wood, farmland) might be causing deforestation (1). Reasoned statement needed, do not accept a one word response such as 'deforestation' or 'afforestation'. (2 x 1)	**2**

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
4(a)	Affordable, because it uses low cost materials (1),which is necessary in a poorer developing country (1). Easy to build/maintain because it uses simple technology (1) and this fits with an area were training/education may be low (1) Local materials may be used which are cheap (or free) to get (1) therefore keeping costs to levels the people can afford (1). 1 mark for a basic explanation of a marking point. 2 marks for a development of the marking point. (2 x 1)	Answers which explain low inputs, eg no power is needed, or sustainability as the resource (water, and bamboo, mud) is renewable.	Hi tech/low tech or similar Derogatory answers Very basic one word statements such as 'cheap'. Description of the system.	**2**

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
4(b)	• Poor health or similar (1). • Poor farming conditions; food insecurity (1). • Poor hygiene /increased risk of disease (1). (2 x 1)	High costs of buying water.	Positive answers Non-human consequences.	**2**

Question Number	Correct Answer	Mark
4(c)	Reduction in supply due to over-abstraction of groundwater (1), eg Great Plains. Reduction of supply by removing too much from river systems (1), eg Colorado. Climate change reducing rainfall or changing rainfall patterns (1). Pollution of water supplies which mean they cannot be safely used (1). 1 mark for each appropriately used named example. 1 mark for a basic explanation of a marking point. 2 marks for a development of the marking point. A max of 4 marks. (4 x 1)	**4**

Question Number	Acceptable Answers	Mark
5(a)	Groyne(s) (1)	**1**

Question Number	Acceptable Answers	Mark
5(b)	Note: Structure A is a sea wall and B is rip rap. The rip rap protects the sea wall (1) by dissipating (absorbing) wave energy (1) and preventing large waves directly hitting the wall. The wall may have been damaged in the past (1), therefore requiring further defences to be built to protect it (1). Sea level rise or more storms, possibly linked to climate change(1) mean a need for more defences (1). The groynes may have reduced beach size (1), therefore exposing the seawall to erosion, and requiring further defences (1). 1 mark for a basic explanation of a marking point. 2 marks for a development of the marking point.	**2**

Question Number	Indicative content
5(c) **QWC** **i, ii, iii**	Examples could include any part of the UK coast, or examples from overseas. There are a wide range of possible strategies: **Traditional** Groynes: Trap sediment brought in by longshore drift (LSD), build beaches and dissipate wave energy. Sea walls: Physically prevent waves causing erosion by protecting cliffs, reflect or dissipate wave energy. Rip-rap/revetments: Break up waves, offshore breakwaters cause wave breaking before waves reach shore. **More modern** Beach nourishment: Increases beach extent and absorbs wave energy. Coastal realignment/managed retreat, ie taking decisions that some areas are too costly or difficult to protect.

Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	The response attempts an explanation of a few management methods, but the explanation may not be clear. There are no examples used. There is no differentiation between traditional and more modern strategies. Basic use of geographical terminology, spelling, punctuation and grammar.
Level 2	3-4	Some structure. The response uses several examples (or one in depth), with some detail. Several management measures are explained. These are varied. More modern and traditional is implied rather than clealry stated. There is some balance between traditional and modern strategies. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
Level 3	5-6	Structured answer. The response uses several detailed examples. A range of explanations are used and there is depth of understanding and detail present. Both traditional and modern strategies are clearly explained. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Question Number	Acceptable Answers	Mark
6 (a)	Lag time	**1**

Question Number	Acceptable Answers	Mark
6(b)	Following the rainfall event: Hydrograph 1 has a short lag time and reacts very quickly (1), which provides little warming of the flood hazard(1), river levels could rise dramatically very quickly (1). It is more likely to produce a flash flood (1), which is more damaging than gradual flooding (1). Do not expect comment on hydrograph 2, but credit a detailed comparison up to 2 marks. 1 mark for a basic explanation of a marking point. 2 points for a development of a marking point.	**2**

Question Number	Indicative content
6(c) **QCW** **i, ii, iii**	• Hydrograph 1 could result from urbanisation. This decreases infiltration and promotes rapid surface runoff hence the shorter lack time, and higher peak. Deforestation or changing farm practice could have similar results. • Accept impermeable rock type, eg clay or granite could produce a similar shape, as could a small, round drainage basin. Very heavy rainfall/previous wet conditions. • Hydrograph 2 could be in an area of sandstone or limestone, promoting infiltration (permeable/porous) and throughflow, lengthening lag time and reducing peak. • Accept afforestation or other land use change that could result in this.

Level	Mark	Descriptor
Level 0	0	No valid response.
Level 1	1-2	The response contrasts the two hydrographs, but there is little clear explanation. Lacks a link to lag time/peak height. There is no differentiation between physical and human factors. Basic use of geographical terminology, spelling, punctuation and grammar.
Level 2	3-4	Some structure. Some mention of human and physical factors in some detail, with some balance on human and physcial factors. Some explanations of factors linked to processes and mentions both hydrographs. Clearly communicated, but with limited use of geographical terminology, spelling, punctuation and grammar.
Level 3	5-6	Structured answer. Balanced on both human and physical and both hydrographs. Explanations focus on processes. Likely to have details eg of rock type and explain how this effects processes. Uses process terms. Well communicated with good use of geographical terminology, spelling, punctuation and grammar.

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
7(a)	• 0.4		Any other answer	**1**

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
7(b)	The trend is downward (1), there anomalous periods, eg 1980-1988 (stable or rising) (1), there are periods of rapid decline eg early 1970s, very late 80s (1). (2 x 1)	A downwards trend statement supported by accurate data/dates might gain 2 marks.	Upward or stable overall trends. Lift off of text.	**2**

Question Number	Indicative content
7(c) **QCW** **i, ii, iii**	Examples could include St Lucia, Great Barrier Reef and many other coral areas. The choice of location and ecosystem/type is not important but examples in L2/L3 should be local (not 'the Atlantic') and marine (no rivers or lakes). **Positive** There is a wide range of possible impacts including conservation strategies that might involve zoning, creation of nature reserves or similar protected areas, quotas of fishing, bans on certain activates such as dynamite fishing or limiting tourism in particularly sensitive areas. **Negative** Impacts could focus on overfishing and damage to food chains, plus direct damage such as trawling and dynamite fishing, tourism such as taking coral as a souvenir. Also pollution from developments such as hotels on the shore, coral mining and other activities that remove resources, pollution from sea or land based sources such as oil spills and sewage/farm runoff.

Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	Attempts to explain some impacts on marine areas, but explanation may not be clear. The repsonse is unbalanced (most likely negative impacts). There are no named examples and the impacts are generalised/lacking detail. It may be inaccurate. Basic use of geographical terminology.
Level 2	3-4	Some structure. A response with some expalantion. Some examples are used but these lack detail. There are some positive and negative impacts but not in great depth and the response is unbalanced in terms of positive and negative impacts. Clearly communicated, but with limited use of geographical terminology.
Level 3	5-6	Structured answer. Examples are used in detail in a response which is balanced between negative and positive impacts. There is good use of terminology and the response has clear explanations. Well communicated with good use of geographical terminology.
SPaG Level 0	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
SPaG Level 1	1	*Threshold performance* Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
SPaG Level 2	2	*Intermediate performance* Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
SPaG Level 3	3	*High performance* Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
8(a)	Hot Arid – low rainfall/sleeping outside (1). Polar – snow slides off (1).			**1**

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
8(b)	Hot Arid Small windows – keeps heat out (1), thick walls keep inside cool (1). Polar Bedrooms in warmest part(1), triple glazing insulates from cold/keeps heat in (1), stilts prevent permafrost melt (1). (2 x 1)	Water tank if linked to aridity. Wood pile if linked to need for heat	Responses not linked to Figure 8	**2**

Question Number	Indicative content
8(c) **QCW** **i, ii, iii**	Examples could come from a range of locations, eg for polar Alaska, Siberia and other areas within the Arctic circle and for hot arid from the Sahel, USA deserts and the outback. For global actions examples might be of treaties not named places. **Global** Expect discussion of attempts to limit climate change, eg Kyoto, Montreal or similar. These are relevant to both. There might also be mention of other agreements such as the Antarctic Treaty and possibly even CITES or other attempts to protect wildlife and heritage (UNESCO world heritage sites). **Local** At this scale accept examples that might be considered regional, and national. Be flexible with scale interpretation. Common themes will include protected areas (the ANWR), national park and conservation style approached, giving right (land and protection) to indigenous peoples and their traditional lifestyles, limiting resource exploitation.

Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	Attempted an explanation of some actions, but explanation may not be clear. The response is unbalanced between local and global (or unclear). Some generalised strategies may be mentioned but there is no detail or clear examples. Limited link to the chosen extreme environment. Basic use of geographical terminology.
Level 2	3-4	Some structure and explanation. Some balance between local and global actions, the focus is on local or global although both are mentioned or inferred. Some examples are used for some ideas or strategies and there are some details. There is some linkage to the chosen extreme environment. Clearly communicated, but with limited use of geographical terminology.
Level 3	5-6	Well explained and structured answer. There is a balance between local and global actions. Examples are used and there is depth and detail, eg named places and strategies especially at the lcoal scale. There is a clear link to the chosen extreme environment. Well communicated with good use of geographical terminology.
SPaG **Level 0**	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
SPaG **Level 1**	1	*Threshold performance* Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
SPaG **Level 2**	2	*Intermediate performance* Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
SPaG **Level 3**	3	*High performance* Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.