

Geography A

General Certificate of Secondary Education

Unit **A671/02**: Extreme Environments (Higher Tier)

Mark Scheme for June 2011

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Section A				
Question		Expected Answer	Mark	Rationale/Additional Guidance
1		Study Figs 1A to 1C. Fig. 1B is in the Insert.		
	(a)	<p>What is the meaning of the term <i>extreme environment</i>?</p> <p>Ideas such as: An area /environment which is a harsh/challenging/hostile/dangerous/ difficult to live/uninhabitable;</p> <p>Due to its climate/weather/landscape/isolation etc</p> <p>2 @ 1 mark.</p>	[2]	<p>The following answer = 0 marks.</p> <p>Desert/polar/mountain (or definition)</p> <p>NB candidates could illustrate the extreme climate / weather by reference to the above, but do not accept as simple statements. i.e. it has got a cold climate = 0 it is an area that is difficult to live in (1) because it has a cold climate (1).</p>

Question	Expected Answer	Mark	Rationale/Additional Guidance
(b)	<p>Within the UK there are some environments which can be considered extreme. Explain whether you think the environment of Mingulay is extreme. Give reasons for your answer.</p> <p>Levels marking</p> <p>0 marks No evidence submitted or response does not address the question.</p> <p>Level 1 [1 – 2 marks] Demonstrates with simple statements limited understanding or use of evidence to support decision made (or implied) on whether or not Mingulay is an extreme environment. Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 2 [3 – 4 marks] Demonstrates with developed statements an understanding or use of evidence which supports decision made or implied on whether or not Mingulay is an extreme environment. Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 3 [5 – 6 marks] A comprehensive answer which demonstrates with clear and developed statements an excellent understanding and use of evidence which supports decision made on whether or not Mingulay is an extreme environment. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	[6]	<p>Judgement could be either positive or negative or a combination. A good candidate might suggest that the environment of Mingulay is extreme relative to the UK it is not extreme in relation to the Himalayas, etc.</p> <p>Do not credit the following ideas;</p> <p>Sand dunes (only credit if this is related to the encroachment of sand dunes onto agricultural land)</p> <p>Cliffs = 0</p> <p>Accept lifted comments from the text as Level 1.</p>


Question	Expected Answer	Mark	Rationale/Additional Guidance
(c)	<p>Although no one lives on Mingulay today, it is still valued by many people. Explain why it is valued by many people.</p> <p>Ideas such as: Outstanding landscape/beautiful scenery; environments like Mingulay are used for leisure purposes/tourism; eg bird watching / wildlife enthusiasts, etc; or people want a challenge / extreme sports; eg rock climbing etc; environments are valuable for conservation/ of ecological importance / National Trust for Scotland land; there are few wilderness areas left / rare species, etc; grazing sheep; research into Geology/ History/Climate, etc; photography/ art/ films about cliffs/ birds, etc ; 4 @ 1 mark.</p>	[4]	<p>The following answers need development for credit</p> <p>(use  annotation): research photography to see the history grazing animals high cliffs agriculture look at scenery there are birds/kittiwakes, puffins, etc there is wildlife nice views/scenery</p>
	Total	[12]	

Question		Expected Answer	Mark	Rationale/Additional Guidance
2	(a)	<p>Which <u>one</u> of the following best describes the location of hot desert areas? Underline the answer which you choose.</p> <p>On and around the tropics on the western sides of large land masses.</p> <p>1 mark.</p>	[1]	<p>Accept answer in any way e.g. underlined, circled or ticked.</p> <p>If two or more answers chosen = 0</p>
	(b)	<p>Study Figs 2A and 2B, poems written about hot deserts.</p> <p>Which poem better describes the hot desert as an extreme environment? Explain your choice.</p> <p>Poem in Fig. 2B depicts desert as extreme (no mark for choice)</p> <p>Reasoning such as reference to: Wasteland/isolation; The deserts 'curses'; 'we are lost' / hard to travel/navigate / easy to get lost / difficult to move in the sand; fire/blisters on faces/skin falls victim / roasted/ Sun God shows ire/ heat; 'where is the well?'/no oasis/ thirst / lack of water / arid / dry etc; 'nights of ice' / frost / cold at night; 'hearses' / death/ hard to survive/ life threatening/ dangerous;</p> <p>4 @ 1 mark.</p>	[4]	<p>Accept straight lift of evidence from poem or interpretation of evidence (indicated by words/ statements in bold)</p> <p>No marks to be given if the candidate selects Poem 2A.</p> <p>However a candidate can justify choice of 2B by explaining why they have rejected 2A which is an acceptable approach for credit, e.g. In 2A the desert is described as "welcoming".</p> <p>The following answers need development for credit</p> <p>(use  annotation): Extreme weather Camels plod along It makes it look extreme/difficult It shows it is hard to live Star maps fail</p>


Question		Expected Answer	Mark	Rationale/Additional Guidance
	(c)			
	(i)	<p>Identify the landforms shown in Photographs A and B.</p> <p>A = Wadi B = Rock pedestal / Mushroom Rock</p> <p>2 @ 1 mark.</p>	[2]	<p>The following answers = 0 marks.</p> <p>Dry valley Canyon Dried up river bed Zeugen</p>

Question	Expected Answer	Mark	Rationale/Additional Guidance
	<p>(ii) Choose the landform shown in one of the photographs or another hot desert landform which you have studied. Explain how physical processes have created this landform.</p> <p>Levels marking</p> <p>0 marks No evidence submitted or response does not address the question.</p> <p>Level 1 [1 – 2 marks] Demonstrates using simple statements, limited knowledge and understanding of the processes and landform formation. Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinders communication.</p> <p>Level 2 [3 – 4 marks] Demonstrates using developed statements, or the names of processes, a sound knowledge and understanding of the processes and landform formation. Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 3 [5 – 6 marks] Demonstrates using developed statements, and including the names of processes, a detailed knowledge and understanding of the processes and landform formation. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	[6]	<p>Candidates can choose any landform including wadis and rock pedestals as in the photographs. Landforms can be depositional e.g. sand dunes or formed by erosion.</p> <p>If candidate incorrectly names the feature full Level 3 credit can be given providing the explanation merits it.</p>
	Total	[13]	
	Section A Total	[25]	

Section B			
Question	Expected Answer	Mark	Rationale/Additional Guidance
3 (a)	<p>Study Figs 3A and 3B in the separate Insert. These are paintings of extreme environments.</p> <p>Choose <u>one</u> of the paintings in Figs 3A or 3B. Describe <u>three</u> features of the extreme environment which the painting shows.</p> <p>Ideas such as:</p> <p>Fig. 3A: Cold/ covered with ice/snow/frozen sea;</p> <p>Polar bears/ seals;</p> <p>Hunters (hunting)/inuit/ eskimo;</p> <p>Use of traditional weapon/spear;</p> <p>Sledge/ huskies etc.</p> <p>Fig. 3B: Mountain/high/tall/peaks;</p> <p>Steep/ cliffs;</p> <p>Bare/ jagged rock/ rocky;</p> <p>Snow/ ice/ cold/ glacier;</p> <p>Arete/ corrie (accept name or description);</p> <p>Pyramidal peak (accept name or description);</p> <p>Nunatak (accept name or description).</p> <p>3 @ 1 mark.</p>	[3]	<p>No credit for negative statements e.g . no houses people cannot travel around</p> <p>The following answers = 0 marks.</p> <p>Fig 3A: Dark Icebergs Nunatak Mountains Permafrost Extreme weather Dangerous Barren Wild animals / polar fauna Dogs Slippery Man in warm clothes / indigenous person</p> <p>Fig 3B: Landslides / rockfalls Permafrost Extreme weather Avalanche Scree Lack of oxygen</p>

Question	Expected Answer	Mark	Rationale/Additional Guidance
(b)	<p>Suggest reasons why polar or mountain environments are often represented in media such as paintings, music, literature and film.</p> <p>Ideas such as: extreme environments can be beautiful/scenic/spectacular settings for films/ amazing views/ attractive to paint/awe and wonder/ wilderness; it is very different from their own areas/unusual/unique; unspoilt/untouched settings for artists etc; soothing/calm/relaxing/inspiring/spiritual/ religious/ magical/mysterious setting for musical compositions/creative work; harsh environments so adventurous/exciting settings/ films can be made about adventurous activities for films/books e.g. extreme sports; lots of danger which can be described in books/hard to survive for characters in films/scope for disaster movies; anxiety/ suspense/ fear can be generated in literature/films; audience can be informed/ documentaries can be made about nature/ scenery/ conservation/ wildlife/ etc; no-one around to interfere with film makers; don't have to use artificial snow/ scenery/ can film in the natural environment; does not get dark for a very long time (polar only); clear light for filming; to use in advertising to encourage people to visit the areas.</p> <p>4 @ 1 mark.</p>	[4]	<p>The following answers = 0 marks. There is lots of space It is a challenge to make the film, etc It is nice It is cold / high</p> <p>The following answers need development for credit</p> <p>(use  annotation): It is dangerous Polar bears Skiing Interesting Unspoilt / untouched</p> <p>NB: No credit for names/ titles of films/books/ music, etc or what can be filmed, drawn or written about (emphasis must be placed on the advantages of the environment for the media. e.g. there are polar bears = 0 documentaries can be made about polar bear = 1 mark</p>

Question	Expected Answer	Mark	Rationale/Additional Guidance
(c)	<p>Name an area of polar or mountain environment you have studied. What would be your feelings about staying there? Explain your views, using specific information about the area.</p> <p>Levels marking</p> <p>0 marks No evidence submitted or response does not address the question.</p> <p>Level 1 [1 – 2 marks] Demonstrates limited understanding relating to how candidate feels about his/her chosen area backed up by simple reasoning. Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 2 [3 – 4 marks] Demonstrates an understanding relating to how candidate feels about his/her chosen area backed up by developed reasoning. Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 3 [5 – 6 marks] Demonstrates an excellent understanding relating to how candidate feels about his/her chosen area backed up by developed reasoning including place specific information. Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated very clearly.</p>	[6]	<p>NB Accept positives and negatives.</p> <p>Max 3 marks if no named example</p> <p>Place specific could include factual information, names, and statistics. In order to achieve Level 3 candidate must have written developed statements (as Level 2) rather than just names and statistics.</p>
	Total	[13]	

Question		Expected Answer	Mark	Rationale/Additional Guidance
4	(a)	<p>Study Fig. 4.</p> <p>Polar and mountain areas are challenging for people. Identify <u>three</u> challenges faced by people in this expedition.</p> <p>Ideas such as: rain/sleet;</p> <p>deep/wet/soft snow/ up to knees in snow/ sinking in snow;</p> <p>avalanche/rockfalls;</p> <p>hard to cross streams/ streams slow them down;</p> <p>changeable/ unpredictable weather;</p> <p>glacier/crevasses</p> <p>3 @ 1 mark.</p>	[3]	<p>The following answers need development for credit</p> <p>(use  annotation):</p> <p>Difficult terrain Harsh weather Snow Snow makes transport difficult (needs 'deep/soft/wet/sink in' or similar) Sheer drops Streams Blow up boat Crossed by streams</p> <p>The following answer = 0 marks. oxygen</p>

Question		Expected Answer	Mark	Rationale/Additional Guidance
	(b)	For a named polar or mountain area which you have studied:		
	(i)	<p>describe how it is used by people and explain why it is used in that way.</p> <p>Levels marking</p> <p>0 marks No evidence submitted or response does not address the question.</p> <p>Level 1 [1 – 2 marks] Demonstrates limited knowledge and understanding of the issue. Simple statements identifying one or more uses of named area given with little or no reasoning. Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinders communication.</p> <p>Level 2 [3 – 4 marks] Demonstrates sound knowledge and understanding of the issue. Developed statements identifying one or more uses of named area with appropriate reasoning. Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 3 [5 – 6 marks] A comprehensive and place specific answer which demonstrates good knowledge and understanding of the issue. One or more uses of named area with appropriate reasoning developed fully. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	[6]	<p>Within Level 1 Uses but no reasoning = 1 mark Uses with a little/simple reasoning = 1 mark</p> <p>Max 3 marks if no named example</p>

Question		Expected Answer	Mark	Rationale/Additional Guidance
	(ii)	<p>to what extent is the use of this area threatening to <u>either</u> indigenous cultures <u>or</u> the natural environment?</p> <p>Answer will clearly depend on area named in (i) however one mark should be reserved for 'to what extent'</p> <p>eg Nepal/Himalayas. cultures are being 'westernised' (1) as local people want to copy customs/of visitors (1) by wearing jeans rather than local clothing (1). However some customs are preserved as visitors pay to visit 'traditional' villages (1) or watch traditional dances/see people in their traditional garments (1).</p> <p>3 @ 1 mark.</p>	[3]	<p>If candidate writes about both indigenous cultures and the natural environment credit the better example of the two.</p> <p>Candidates should not be given credit for writing about the use of other areas which threatens cultures and natural environments in their chosen area. e.g. the use of fossil fuels causes global warming thus resulting in melting of ice = 0</p>
		Total	[12]	
		Section B Total	[25]	
		Paper Total	[50]	

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