

Geography A

General Certificate of Secondary Education

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

Mark Scheme for June 2012

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All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

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Annotations

Annotation	Meaning
	Correct response (use only to credit in point marked questions).
	Incorrect response (use only to indicate incorrect in point marked questions).
	Information omitted.
	Unclear.
	Irrelevant (this can also be used to indicate unused additional pages).
	Development.
	Two statements are linked.
	To indicate the full extent of a statement which is credited.
	Highlighting an issue e.g. irrelevant paragraph. Use in conjunction with another stamp e.g.  or 
	Benefit of doubt given.
	Level one.
	Level two.
	Level three.

Question		Answer	Marks	Guidance
1	(a)	<p>Ideas such as:</p> <ul style="list-style-type: none"> • between 51 and 99 mm rainfall/dry/lack of rainfall/arid; • between 33 and 37 degrees C/hot. <p>Need to have degrees C and mm to gain the marks. Will accept any figure within the ranges given.</p>	2	<p>2 @ 1 mark.</p> <p>The following answers = 0 marks: No rainfall. Warm/warmer. 32 degrees C. 38 degrees C. 50 mm. 100 mm. 32 – 38 mm. 50 – 100 mm.</p>
	(b)	<p>Ideas such as:</p> <ul style="list-style-type: none"> • long distance from oceans; • wind blows overland; • winds have no moisture by the time they reach deserts/by the time the wind reaches the desert the rain has already fallen; • high pressure; • cold ocean currents; • air is descending/air is not rising; • air mass is heating up/air mass is not cooling; • rain shadow; • rain falls on the mountains/hills before reaching the desert; • not much evaporation/transpiration etc. 	4	<p>4 @ 1 mark.</p> <p>The following answers = 0 marks: Reference to Equatorial processes.</p> <p>The following answers need further development for credit (use  annotation): Hadley Cell. Trade Winds. On the Tropics. Deserts are hot. Winds are dry. There are no clouds. There is no moisture in the air. There is no vegetation.</p>


Question			Answer	Marks	Guidance
	(c)		<p>Ideas such as:</p> <ul style="list-style-type: none"> • (overall) reduction in rainfall; • fluctuation (during whole period or stated time span)/rises and falls; • above average between 1900 and 1967 (or similar); • below average between 1970 and present day/2007; • any period of years where all the figures are either above average (1950 - 1967) or below average (1975 - 1987) or similar. 	3	<p>3 @ 1 mark.</p> <p>Tolerance of + or - 1 for years and figures. Need to have mm to gain the marks.</p> <p>1 MARK RESERVED for two dates and two accurate figures to go with them.</p>


Question	Answer	Marks	Guidance
(d)	<p>Levels marking.</p> <p>Level 3 [5-6 marks] Comprehensive answer which demonstrates detailed knowledge and understanding of the problems created by desertification. Problems for people and natural environment both fully explained using developed statements including reference to named place. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 2 [3-4 marks] Demonstrates sound knowledge and understanding of the problems created by desertification. Problems for people or natural environment explained using developed statements. Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 [1-2 marks] Demonstrates limited knowledge and understanding of the problems created by desertification. Problems for people and/or natural environment briefly described in simple terms. Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinders communication.</p> <p>0 marks Response does not address the question.</p>	6	<p>Use [] and [] for developed ideas and highlighting for place reference. Place the L1/L2 or L3 at the end to summarise an overall level.</p> <p>Do not credit Mali for place reference (already given in question).</p> <p>For full L3, candidates need, in addition to a developed statement about people and a developed statement about environment, at least one place reference to gain six marks. For five marks candidates need, a developed statement about people and a developed statement about environment.</p> <p>Points made must be about the problems of desertification NOT the causes.</p>

Question		Answer	Marks	Guidance
2	(a)	<p>Ideas such as:</p> <ul style="list-style-type: none"> • pasture/grazing land; • for their herds of camels/goats (dev); • they keep/use camels/goats; • for milk/meat/blood/subsistence use/carry goods/for shelter/make clothes (dev); • trade supplies across the desert; • commodities such as salt (dev) etc; • they make their homes/live in the desert; • they have a nomadic lifestyle/use animals skins to make their homes (dev); • they collect water supplies; • by using wells or oases (dev); • they provide for tourists; • giving camel rides/transport people on camels/acts as guides/provide shelter/ (dev) etc. 	4	<p>Single point marking or credit development.</p> <p>4 @ 1 or 2 x 2 marks or combination.</p> <p>The following answers = 0 marks: Growing crops. Cattle.</p> <p>The following answers need further development for credit (use  annotation): Farming. Move from place to place. Animals/livestock. Survival techniques. Travel through deserts. Find food. Resources.</p>

Question	Answer	Marks	Guidance
(b)	<p>Levels marking.</p> <p>Level 3 [5-6 marks] Demonstrates good knowledge and understanding of the issue. Ways in which other users of hot deserts conflict with the lifestyles of indigenous tribes by using developed statements. Conflicts are described clearly and for full marks 'to what extent' needs to be addressed and reference to named place/indigenous group included (e.g. Bedouin, Dubai). Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 2 [3-4 marks] Demonstrates sound knowledge and understanding of the issue. One or more ways in which other users of hot deserts conflict with the lifestyles of indigenous tribes by using developed statements. Conflicts are described clearly. Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 [1-2 marks] Demonstrates limited knowledge and understanding of the issue. One or more ways in which other users of hot deserts conflict with the lifestyles of indigenous tribes by using simple statements. Conflicts are identified/described in basic terms. Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinders communication.</p> <p>0 marks Response does not address the question.</p>	6	<p>Use [] and [1]-[4] for developed ideas and highlighting for place reference. Place the L1/L2 or L3 at the end to summarise an overall level.</p> <p>For full L3, candidates need, in addition to developed statements about conflicts, at least one reference to a place/indigenous tribe and evaluation to gain six marks. For five marks candidates need, developed statements about conflicts and either a place/indigenous tribe reference or evaluation.</p> <p>The focus of this question is on conflict rather than a description of how the desert is used.</p>

Question	Answer	Marks	Guidance
3 (a)	<p>Levels marking.</p> <p>Level 3 [7-8 marks] Demonstrates good descriptive skills and good knowledge and understanding of the issue. Comprehensive description of features of chosen photograph and developed reasons why it is considered extreme with reference to people. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 2 [4-6 marks] Demonstrates sound descriptive skills and sound knowledge and understanding of the issue. Simple description of features of chosen photograph and reasons why it is considered extreme with reference to people. Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 [1-3 marks] Demonstrates descriptive skill only and limited knowledge and understanding of the issue. Simple description of features of chosen photograph or basic reasons why it is considered extreme. Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinders communication.</p> <p>0 marks Response does not address the question.</p>	8	<p>Use [] and [Dev] for developed ideas and [3] for description. Place the L1/L2 or L3 at the end to summarise an overall level.</p> <p>Reference to people is essential for answer to be credited at L2 and beyond (explanation of why the area is extreme will relate the characteristics of the area to people).</p> <p>L3 8 marks – 4 developed reasons with good description. 7 marks – 3 developed reasons with good description.</p> <p>L2 6 marks – 2 or more developed reasons with some description. 5 marks – 1 developed reason with some description. 4 marks – either detailed description on its own or developed reasons without description.</p> <p>L1 3 marks – 3 simple descriptive points or reasons. 2 marks – 2 simple descriptive points or reasons. 1 mark – 1 simple descriptive point or reason.</p> <p>NB No photograph identified then MAX L2 (4 marks) for explanation only if appropriate. No description marks are to be awarded.</p>

Question	Answer	Marks	Guidance
(b) (i)	<p>Uses such as:</p> <ul style="list-style-type: none"> • water supply (from glaciers); • climbing/hiking/trekking/mountain biking/paragliding; • painting/photography/literature/film making/documentaries; • expeditions/exploration; • scientific investigation; • skiing/winter sports; • (indigenous tribes) catch fish/hunt etc; • mining/extraction of minerals; • raising animals/grazing; • growing crops; • hydro-electric power; • tourism/sight-seeing etc. 	3	<p>3 @ 1 mark.</p> <p>NB MAX 2 marks if no named area or inappropriate named area.</p> <p>The focus is on natural environment not built environment. Candidates are not expected to explain answers.</p> <p>The answers need to be appropriate for the named area:</p> <ul style="list-style-type: none"> • DO NOT accept location – it must be a named area e.g. The Andes. • DO NOT accept the name of a continent EXCEPT Antarctica. • DO NOT accept a country unless the majority of the country is mountainous. • Accept a named mountain or mountain range at any scale. UK examples are acceptable. <p>The following answers = 0 marks: To live there. Examples of features in the area without qualification e.g. Mount Everest; Macchu Pichu.</p> <p>The following answers need further development for credit (use  annotation): Farming. Extreme sports/adventure activities. Resources.</p>

Question	Answer	Marks	Guidance
	<p>(ii) Ideas such as:</p> <ul style="list-style-type: none"> • melting ice prevents skiing/winter sports/tourism; • reduction of snow or ice cover may put off tourists/area may become less spectacular/becomes unsafe for exploration; • destruction of habitat of fauna therefore less attractive to tourists/scientists; • reduced tourism causes loss of income/jobs; • destruction of habitat of fauna therefore less food for hunting; • change in water temperature may reduce fish/food stocks etc; • glacier melts so reduced (drinking) water supply; • temperature increase means less crops will grow/reduced food supply; • melting ice/increased local rainfall causes flooding; • avalanches and/or landslides damages settlements/kills people/makes it unsafe for winter sports. 	4	<p>4 @ 1 mark.</p> <p>Climate change could include reference to temperature or rainfall.</p> <p>Do not credit ideas which are obviously at a global scale.</p> <p>The answers need to be appropriate for the named area given in 3 (b)(i). For example, if the candidate chooses Antarctica then damage to houses would not be appropriate. If candidates have made reference to the other extreme environment, credit generic points only.</p> <p>The following answers = 0 marks: Heatstroke. Drought in Sahel. Kills vegetation.</p> <p>The following answers need further development for credit (use  annotation): The mountain is more difficult to climb. Houses are damaged. Loss of income. Melts the ice.</p>

Question		Answer	Marks	Guidance
4	(a)	<p>Examples such as:</p> <ul style="list-style-type: none"> corrie, scree, arête, pyramidal peak, nunatak, glacier, ice sheet, iceberg etc. <p>Credit one mark (reserve) for name of landform/feature.</p> <p>Further three marks for appropriate descriptive points (in text or as labels on diagram but do not double credit).</p>	4	<p>4 @ 1 mark.</p> <p>If the name of the landform or feature does not fit with the description, then credit the description to MAX 3.</p> <p>Do not credit diagrams without labelling.</p> <p>Any reference to desert landforms/physical features does not earn any credit.</p>

Question	Answer	Marks	Guidance
(b)	<p>Levels marking.</p> <p>Level 3 [5-6 marks] Comprehensive answer which demonstrates detailed knowledge and understanding of the process and how it shapes physical features. Physical process clearly linked with landform formation, described and explained using developed statements. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 2 [3-4 marks] Demonstrates sound knowledge and understanding of the process. Process named and described using developed statements. Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 [1-2 marks] Demonstrates limited knowledge and understanding of the process. Process named and/or described using simple statements. Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinders communication.</p> <p>0 marks Response does not address the question.</p>	6	<p>Use [] and [] for developed ideas. Place the L1/L2 or L3 at the end to summarise an overall level.</p> <p>Any reference to desert processes does not earn any credit. Accept tectonic processes.</p> <p>For full L3, candidates need to give developed statements to describe the process and to explain how it shapes the landforms. For five marks candidates need to give developed statements to describe the process with a simple reference to how it shapes landforms.</p> <p>Be prepared to accept any appropriate polar or mountain process (NOT desert processes). Examples include:</p> <ul style="list-style-type: none"> • freeze thaw; • plucking; • abrasion; • calving; • landslide/avalanche; • collision and folding; • subduction; etc. <p>If no named process is stated award MAX bottom of appropriate level e.g. if the candidate has good developed ideas about the processes but does not name that process, they would earn 3 marks. The exception is L1 where a candidate can score up to 2 marks for describing the process using simple statements without naming the process.</p>

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