

**Geography A**

General Certificate of Secondary Education

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

**Mark Scheme for June 2013**

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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.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.


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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.
	Development.
	Two statements are linked.
	To indicate the full extent of a statement which is credited.
	Benefit of doubt given.
	Level one.
	Level two.
	Level three.
	Highlighting an issue eg irrelevant paragraph. Use in conjunction with another stamp eg  or 


All answers and pages with a response must have at least one annotation to show that they have been seen.

Question		Answer	Marks	Guidance	
				Content	Levels of response
1	(a)	<p>Ideas such as: On/close/around the Tropics (or named example);</p> <p>Between 10-30 degrees N or S of the Equator (accept any figure within range);</p> <p>West/centre of land masses /continents or on western coasts;</p> <p>All continents except Europe or Antarctica or at least 3 named continents or deserts are located in 5 of the 7 continents.</p>	3	<p>3 @ 1 mark.</p> <p><b>The following ideas need further development for credit</b></p> <p>(use  annotation):</p> <ul style="list-style-type: none"> <li>• in tropical areas</li> <li>• coastal</li> <li>• near the coast</li> <li>• near/on the Equator</li> <li>• between the Topics</li> <li>• above, below, left, right...</li> <li>• N or S of the Equator</li> <li>• where it is dry</li> <li>• where it is hot</li> <li>• all continents</li> <li>• all over the world</li> <li>• western side of countries</li> </ul> <p><b>The following ideas = 0 marks:</b></p> <ul style="list-style-type: none"> <li>• there are none in....</li> <li>• named deserts</li> </ul>	
	(b)	<p>Annual average precipitation of less than 250mm.</p> <p>High temperatures in the day and low temperatures at night.</p> <p>Vegetation is sparse.</p>	3	<p>3 @ 1 mark.</p> <p><b>NB:</b> If a candidate has ticked more than 3 responses then the following should apply: 4 responses = MAX 2 5 responses = MAX 1 6 responses = 0 marks</p>	

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(c)	<p>Ideas such as:  <u>Long distance</u> from ocean/water body/they are a <u>long way</u> inland/they are 250km or more from the coast;</p> <p>High pressure/descending air;</p> <p>Rainshadow/<u>all</u> the rain falls on the mountain/they are on the leeward side of the mountain range.</p>	3	<p>3 @ 1 mark.</p> <p><b>The following ideas need further development for credit</b></p> <p>(use  annotation):</p> <ul style="list-style-type: none"> <li>• relief rainfall</li> <li>• near the Tropic of Capricorn</li> <li>• they are inland</li> <li>• there are mountains in the way/mountains block the winds</li> <li>• there are no rain clouds</li> <li>• winds do not carry any rain</li> <li>• not much precipitation left when they reach the desert</li> <li>• air is dry by the time it reaches the desert</li> <li>• Hadley Cell</li> </ul> <p><b>The following ideas = 0 marks:</b></p> <ul style="list-style-type: none"> <li>• low pressure</li> <li>• impacts</li> <li>• it is hot</li> <li>• cold ocean current</li> </ul> <p><b>NB:</b> Use  for partial answers. Partial answers are not wrong so therefore do not count as first of list of three.</p>	


Question		Answer	Marks	Guidance	
				Content	Levels of response
	(d)	<p>Resources such as:</p> <ul style="list-style-type: none"> <li>• internet/website;</li> <li>• guide books/tourist guides;</li> <li>• DVD/video;</li> <li>• map;</li> <li>• atlas;</li> <li>• race guide/leaflet produced by race organisers;</li> <li>• local people;</li> <li>• satellite image;</li> <li>• Google Earth;</li> <li>• weather forecast;</li> <li>• photographs</li> <li>• documentary</li> </ul> <p>Reasoning such as:</p> <ul style="list-style-type: none"> <li>• it may help them find a place to watch the race;</li> <li>• to help them decide what clothing to wear;</li> <li>• as it contains details of what the temperatures may be like;</li> <li>• so they know where they can stay over night;</li> <li>• so they know what equipment to take;</li> <li>• so they know how much water/food to take;</li> <li>• to know what to be prepared for; etc.</li> <li>• to know what the terrain is like.</li> </ul> <p>Development must relate to spectator not the motorbiker.</p>	4	<p>1 mark RESERVE for the resource. 3 marks for how they might use it. 1+1+1+1 <b>OR</b> 1+1+DEV+1 <b>OR</b> 1+1+DEV + DEV.</p> <p><b>The following ideas need further development for credit</b></p> <p>(use  annotation):</p> <ul style="list-style-type: none"> <li>• leaflet</li> <li>• book</li> <li>• Fig. 3</li> <li>• Photo A</li> </ul> <p><b>The following ideas = 0 marks:</b></p> <ul style="list-style-type: none"> <li>• binoculars or any equipment needed</li> </ul> <p><b>The following ideas for reasoning would need further development for credit</b></p> <p>(use  annotation):</p> <ul style="list-style-type: none"> <li>• useful for research on environment</li> </ul> <p><b>NB:</b> If a candidate gives a resource that requires further development (eg a leaflet) they can still gain three marks for reasoning provided it is relevant to the idea of the resource provided. However, if a resource is provided that = 0 then the reasoning should also = 0.</p>	

Question		Answer	Marks	Guidance	
				Content	Levels of response
2	(a)	<p>Any example of desert landform such as:</p> <ul style="list-style-type: none"> <li>• Sand dune;</li> <li>• Alluvial fan;</li> <li>• Rock pedestal/mushroom rock;</li> <li>• Wadi;</li> <li>• Mesa;</li> <li>• Butte;</li> <li>• Yardang;</li> <li>• Zeugen;</li> <li>• Desert Arch etc.</li> </ul> <p>Description as appropriate to chosen landform.</p> <p><u>Example:</u> Wadi: Steep sides/cliffs; Wide floor; Dried up river bed/water course; Stones/pebbles/braided; Fills with water in flash floods etc;</p> <p><u>Example:</u> Sand Dune: Mound of sand; Steep; Unstable; Crescent Shaped;</p> <p><u>Example:</u> Rock Pedestal: Thin base; Wider at the top/top heavy; Mushroom shaped; Bare rock; Weathered Hard rock at top and soft rock at bottom etc.</p>	4	<p>4 @ 1 mark.</p> <p>1 mark for name. 3 marks for description.</p> <p><b>The following named examples would need more development for credit for the example mark:</b></p> <ul style="list-style-type: none"> <li>• hill</li> <li>• mountain</li> <li>• valley</li> <li>• cliff</li> <li>• plateaux</li> </ul> <p><b>The following description would need more development for credit:</b></p> <ul style="list-style-type: none"> <li>• large</li> </ul> <p>These answers can then go on to gain the description marks to MAX 3.</p> <p><b>The following ideas = 0:</b></p> <ul style="list-style-type: none"> <li>• any landform that is clearly not found in a desert – for example, corrie; ox bow lake etc.</li> </ul> <p>These answers cannot go on to gain the description marks.</p> <p><b>NB:</b> The focus of this question is on description not explanation. There are no marks for naming an example.</p>	

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(b)		8	<p><b>NB:</b> If the landform named in 2(a) = 0 then 2(b) also = 0.</p> <p>If the landform in 2(a) is  then 2(b) can gain appropriate credit.</p> <p>If the answer is different in 2(b) to 2(a) = 0.</p> <p>MAX L2 (4 marks) if there is no diagram or the diagram does not support the explanation.</p> <p>If the candidate describes a process that shapes rather than forms a feature then award L1 (3 marks) MAX.</p>	<p><b>Level 3 (7–8 marks)</b> <u>Comprehensive</u> answer which demonstrates detailed knowledge and understanding of the <u>processes</u> and landform formation and includes a <u>fully labelled diagram</u> which supports explanation. <u>Physical processes clearly linked with landform formation</u> and explained using <u>developed</u> statements. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p><b>Level 2 (4–6 marks)</b> Demonstrates sound knowledge and understanding of the processes and landform formation and includes simple diagram which supports explanation. Physical processes/landform formation explained using one or more developed statements. Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>




Question			Answer	Marks	Guidance	
					Content	Levels of response
						<p><b>Level 1 (1–3 marks)</b>                      Demonstrates limited knowledge and understanding of the processes and landform formation.                      Physical processes/landform formation briefly explained with no development.                      Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinders communication.</p> <p><b>0 marks</b>                      No evidence submitted or response does not address the question.</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
3	(a)	(i)	<p><b>Polar:</b> High latitudes;</p> <p>North of Arctic/South of Antarctic Circles/65-90 degrees N or S (accept any range);</p> <p>Named part of a continent;</p> <p>Near North <u>and</u> South poles/in Arctic <u>and</u> Antarctica;</p> <p><b>Mountain:</b> Boundaries of tectonic plates;</p> <p>Particularly ones which are moving towards each other/subduction zones/collision zones or appropriate description;</p> <p>Named part of a continent;</p> <p>In belts/long thin bands.</p>	2	<p>2 @ 1 mark.</p> <p><b>The following ideas need further development for credit</b> (use  annotation):</p> <ul style="list-style-type: none"> <li>• Northern/Southern hemisphere</li> <li>• near the coast</li> <li>• N/S of the world or globe</li> <li>• latitude reference for mountains</li> <li>• near tectonic plates</li> </ul> <p><b>The following ideas = 0 marks:</b></p> <ul style="list-style-type: none"> <li>• above/below/right/left.....</li> <li>• a continent on its own</li> <li>• a country on its own</li> <li>• everywhere in the world</li> <li>• found in all 7 continents</li> <li>• West of continents</li> </ul> <p>If the environment is not circled then = 0 unless the environment is clearly indicated in their answer.</p>	


Question			Answer	Marks	Guidance	
					Content	Levels of response
		(ii)	Area to be named and located.	1	<p>1 mark.</p> <p>Location must fit with the type of extreme environment named in 3(a)(i).</p> <p><b>NB:</b> The answer must match environment chosen in 3(a)(i). If it does not = 0.</p> <p>If 2 or more examples are shown on the map and one or more is inaccurate = 0.</p> <p><b>The following example would need more development for credit:</b></p> <ul style="list-style-type: none"> <li>Arctic</li> </ul>	
	(b)	(i)		6	<p><b>NB:</b> The answer must relate to a polar or mountain environment. If an appropriate example has not been identified then credit to L1 (2 marks). Arctic not an appropriate example so credit to L1 (2 marks).</p> <p>Development needs to be of the description.</p>	<p><b>Level 3 (5–6 marks)</b> A <u>comprehensive</u> answer with appropriate <u>place specific examples</u> which demonstrates good knowledge and understanding of the issue. <u>Developed</u> statements describing <u>two or more uses</u> of named area. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
						<p><b>Level 2 (3–4 marks)</b>                      Demonstrates sound knowledge and understanding of the issue.                      Developed statement(s) describing one or more use(s) of named area.                      Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 1 (1–2 marks)</b>                      Demonstrates limited knowledge and understanding of the issue.                      Basic statement(s) identifying one or more use(s) of named area given.                      Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinders communication.</p> <p><b>0 marks</b>                      No evidence submitted or response does not address the question.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(ii)		6	<p><b>NB:</b> The answer must relate to a polar or mountain environment. If a clear example has not been identified then credit to L1 (2 marks). Arctic not an appropriate example so credit to L1 (2 marks).</p>	<p><b>Level 3 (5–6 marks)</b> Demonstrates good knowledge and understanding of the issue. Explanation of how one <u>physical</u> and one <u>climatic</u> challenge is overcome using <u>developed statements</u> with <u>evaluation</u>. Details are included of how <u>different groups</u> of people overcome them. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p><b>Level 2 (3–4 marks)</b> Demonstrates sound knowledge and understanding of the issue. Uses developed statement(s) to explain and/or evaluate how one or more physical <b>or</b> climatic challenge(s) is overcome. Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
						<p><b>Level 1 (1–2 marks)</b>            Demonstrates limited knowledge and understanding of the issue.            Uses simple statement(s) to describe and/or evaluate how one or more physical <b>or</b> climatic challenge(s) is overcome.            Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinders communication.</p> <p><b>0 marks</b>            No evidence submitted or response does not address the question.</p>
			Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 19.	3		

Question		Answer	Marks	Guidance	
				Content	Levels of response
4	(a)		6	<p>Accept any realistic change that is happening or the candidate speculates could change.</p> <p><b>NB:</b> Answer must link to type of environment given before in 3(a)(i). For a Level 3 needs to relate to the chosen environment named in 3(a)(ii).</p>	<p><b>Level 3 (5–6 marks)</b> Demonstrates good knowledge and understanding of the issue. Describes <u>change</u> <b>and</b> uses <u>developed statements</u> to <u>explain impacts</u> of that change <u>on people and the natural environment in chosen polar or mountain environment</u>. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p><b>Level 2 (3–4 marks)</b> Demonstrates sound knowledge and understanding of the issue. Describes change <b>and</b> uses developed statements to explain impacts of that change on people <b>or</b> the natural environment in polar or mountain environments. Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 1 (1–2 marks)</b> Demonstrates limited knowledge and understanding of the issue. One change <b>and/or</b> impacts of that change on people <b>and/or</b> the natural environment is described using simple statements.</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
						<p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinders communication.</p> <p><b>0 marks</b> No evidence submitted or response does not address the question.</p>
			Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 19.	3		
	<b>(b)</b>		<p>Explanation needs to link with one valid impact given in 4(a). (eg footpath erosion from tourists). Numbers of tourists should be limited;</p> <p>By only allowing one tour operator to bring tourists into the area (DEV);</p> <p>Footpaths should be closed for several months during the year;</p> <p>To allow regeneration of vegetation (DEV), etc.</p>	4	<p>4 @ 1 mark or 2 @ 2 marks. Credit development of the strategy.</p> <p><b>NB:</b> The strategies need to be realistic. They can deal with the cause or impact. If previous question is irrelevant this answer = 0. If impact given in 4(b) has not been written about in 4(a) or if the candidate repeats the cause = 0.</p>	



## APPENDIX 1

## Spelling, punctuation and grammar (SPaG) assessment grid

<b><i>High performance 3 marks</i></b>
Candidates spell, punctuate and use 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.
<b><i>Intermediate performance 2 marks</i></b>
Candidates spell, punctuate and use 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.
<b><i>Threshold performance 1 mark</i></b>
Candidates spell, punctuate and use 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.

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