

Mark Scheme (Results)

Summer 2014

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

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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 be 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?

Question Number	Correct Answer	Reject	Mark
1(a) (i)	B West	All other answers	(1)

Question Number	Correct Answer	Reject	Mark
1(a) (ii)	B Lahars	All other answers	(1)

Question Number	Correct Answer	Reject	Mark
1 (b)	<p>1 mark for each valid secondary effect:</p> <p>Likely answers to include:</p> <ul style="list-style-type: none"> • Fires from broken gas pipes • Climate change • Food shortages • Contaminated water supplies • Transport connections closed • Businesses affected • Homelessness • Health issues, e.g. Breathing problems. 	<p>(a) Primary effects:</p> <ul style="list-style-type: none"> • Lava flows • Volcanic Bombs • Ash Clouds • Pyroclastic flows • Lahars • Etc... <p>(b) Responses</p>	<p>(2)</p> <p>(1+1)</p>

Question Number	Correct Answer	Reject	Mark
1(c)	<p>1 mark for identifying an appropriate relief effort. Additional mark(s) awarded for extending statements.</p> <p>e.g. Medical assistance may be provided (1) to help injured survivors (1) and to prevent the spread of disease (1).</p> <p>e.g. Tent cities may be established (1), giving shelter to the homeless (1) and providing food and water (1).</p> <p>Common answers likely to include:</p> <ul style="list-style-type: none"> • Search and rescue activities • Emergency services mobilised • Armed forces sent to assist • Field hospital established • Rations of food and water circulated • Essentials, such as blankets, distributed • Tent cities established • Evacuation of affected region and injured. <p>NB: No named location - maximum mark 3.</p> <p>NB: No development - maximum mark 2.</p>	<p>Long term responses.</p> <p>Impacts</p>	<p>(4)</p> <p>(2+2)</p> <p>(3+1)</p>

Question Number	Correct Answer	Mark
1(d)	<p>1 mark for each appropriate statement. Additional mark(s) awarded for extending statements.</p> <p><u>Response must link convection currents to plate movements for full marks.</u></p> <p>e.g. In the mantle (1) the magma circulates in huge convection currents (1). These currents are driven by the heat of the core (1). They tug, push and pull the plates causing them to move (1).</p> <p>e.g. Magma from within the mantle (1) is heated by radioactive decay (1). The hot magma rises (1) and pushes against the plates of the crust causing them to move (1).</p> <p>NB: Answer could be written, diagrammatic or combination of both.</p> <p>NB: No additional marks to be awarded for information repeated in the sketch / written description.</p>	(4)

Question Number	Correct Answer	Reject	Mark
2(a) (i)	C It varied		(1)

Question Number	Correct Answer	Reject	Mark
2(a) (ii)	B An increase in solar output		(1)

Question Number	Correct Answer	Reject	Mark
2(a) (iii)	<p>1 mark for each valid impact.</p> <p>Common answers likely to include:</p> <ul style="list-style-type: none"> • Water supplies affected • Habitats destroyed • Animals forced to migrate • Population decline amongst some animal groups (possible extinction) • Ecosystem shifts • Changing vegetation affects food supply • Food web issues. <p>NB: The Little Ice Age is only a suggestion. Credit alternative periods of short term change, e.g. medieval warm period.</p>	<p>Impacts which relate to people, e.g. farming related comments such as 'crop failure'.</p>	<p>(2)</p> <p>(1+1)</p>

Question Number	Correct Answer	Reject	Mark
2(b)	<p>1 mark for identifying an appropriate economic impact. Additional mark(s) awarded for extending statements.</p> <p>e.g. Crops will be destroyed (1) by increased flooding (1) leading to higher food prices (1)</p> <p>e.g. Higher temperatures could lead to less snow (1) causing ski resorts to close (1) and job loss (1).</p> <p>Common answers likely to refer to:</p> <ul style="list-style-type: none"> • Farming decline • Changes to farming - new crops etc... • Impacts on tourism - both positive and negative depending on chosen example. • Cost of protective measures, such as coastal defences. • Potential health implications and costs to health care provision. • Impact on household bills - reduced need for heating, increased demand for air conditioning. <p>NB: As the command word is 'describe', listed responses which include no extension - max 2.</p>	Environmental and social impacts.	<p>(4)</p> <p>(2+2)</p> <p>(3+1)</p>

Question Number	Correct Answer	Reject	Mark
2(c)	<p>1 mark for identifying an appropriate reason. Additional mark(s) awarded for extending statements.</p> <p>e.g. Britain's climate might change because of the greenhouse effect (1). High levels of carbon dioxide (1), released from burning fossil fuels (1), are causing the climate to warm up (1).</p> <p>e.g. A volcanic eruption (1) could cause the British climate to cool (1) as the ash blocks out the sun's energy (1).</p> <p>e.g. Climate change (1) could cause the jet stream to 'migrate' southward (1), bringing more depressions to the UK (1), resulting in higher rainfall (1).</p> <p>Common answers likely to focus on:</p> <ul style="list-style-type: none"> • Man-made greenhouse effect • Volcanic activity • Changes in solar output (sunspots & flares) • Orbital shifts • Wobbles in tilt • Changes in polar ice coverage impacting on levels of surface reflection. • Climate Change • Migrating jet stream <p>NB: Answer may be focused on a single cause of climate change or could refer to several.</p> <p>NB: As the command word is 'explain', listed responses which include no development - max 2.</p>	<p>Attempts to explain past periods of climate change.</p> <p>Statements which outline the likely impact of climate change.</p> <p>Ozone Related responses.</p>	<p>(4)</p> <p>(2+2)</p> <p>(3+1)</p> <p>(4)</p>

Question Number	Correct Answer	Reject	Mark
3(a) (i)	B: Cattle ranching	All other answers	(1)

Question Number	Correct Answer	Reject	Mark
3(a) (ii)	C: 20%	All other answers	(1)

Question Number	Correct Answer	Reject	Mark
3(b)	<p>1 mark for stating that biomes cover a large area.</p> <p>1 mark for stating that biomes are a type of ecosystem</p> <p>1 mark for an appropriate example - e.g. Temperate forest, tropical rainforest, desert etc...</p>	Examples without an accompanying definition.	(2) (1+1)

Question Number	Correct Answer	Reject	Mark
3(c)	<p>1 mark for identifying an appropriate good. Additional mark(s) awarded for developing statements which outline their use.</p> <p>e.g. The biosphere provides timber (1) which is used in the construction industry (1).</p> <p>e.g. The biosphere provides a wide range of fruits (1), which form an important part of peoples diets (1).</p> <p>e.g. Some plants can be made into medicines (1) such as the herbs / periwinkle which is used to fight cancer (1).</p> <p>Common responses likely to include:</p> <ul style="list-style-type: none"> • Timber for construction / furniture / paper • Foods - fruits / nuts / meats • Gene pool - medicines • Fibres - Cotton / Silk • Biomass for energy • Rubber - tyres etc... 	<p>Answers which refer to services rather than goods.</p> <p>Overly simplistic statements without any extension, such as 'food' or 'trees'.</p>	(4) (2+2) (3+1)

Question Number	Correct Answer	Reject	Mark
3(d)	<p>1 mark for identifying an appropriate management measure. Additional mark(s) awarded for extending statements.</p> <p>e.g. National parks (1) are protected by laws (1) preventing deforestation (1) which destroys habitats (1).</p> <p>e.g. Fishing quotas (1) prevent over fishing (1) by restricting the catch size (1), ensuring no species goes extinct (1).</p> <p>Common answers likely to refer to:</p> <ul style="list-style-type: none"> • National Parks • Reserves (both land and marine) • International Agreements - such as RAMSAR (Wetlands) and CITES (Endangered Animals). • Biodiversity Action Plans (BAPs) • SSSIs • Sustainable fishing • Community Forests • World Heritage Sites • Eco-tourism • Sustainable forestry <p>NB: Management measure may be small or large scale.</p> <p>NB: As the command word is 'explain', listed responses with no development - max 2.</p>		<p>(4)</p> <p>(2+2)</p> <p>(3+1)</p>

Question Number	Correct Answer	Reject	Mark
4(a) (i)	B: Burkina Faso	All other answers	(1)

Question Number	Correct Answer	Reject	Mark
4(a) (ii)	C: 75%	All other answers	(1)

Question Number	Correct Answer	Reject	Mark
4(b)	1 mark - The transfer of water from the atmosphere to the land. 1 mark - Appropriate example (e.g. Rain, Snow, Sleet, Hail, Dew).	Statements which refer to other stages in the hydrological cycle.	(2) (1+1)

Question Number	Correct Answer	Reject	Mark
4(c)	1 mark for identifying an appropriate benefit. Additional mark(s) awarded for extending statements. e.g. Dams can generate HEP (1), providing cheap electricity (1) and attracting industry (1). e.g. Dams can control the flow of the river (1). Making the river more navigable (1), increasing tourism (1). Common answers likely to include: <ul style="list-style-type: none"> • Flood control • Generation of HEP • More reliable water supply • Reservoir for fishing • Dam / reservoir tourist attraction • Regulated flow benefits river transport • Water supply promotes irrigation and agricultural development • Can benefit a lot of people • Construction / maintenance jobs • Possible tourist attraction NB: As the command word is 'describe', listed responses which include no extension - max 2.	References to small scale schemes, such as pumpkin tanks and wells.	(4) (2+2) (3+1)

Question Number	Correct Answer	Reject	Mark
4(d)	<p>1 mark for identifying an appropriate reason. Additional mark(s) awarded for extending statements.</p> <p>e.g. Pesticides (1) can be washed into rivers by surface runoff (1) making the water toxic (1).</p> <p>e.g. Fertilizers can end up in rivers (1) causing algae blooms (1) which can deplete the water of oxygen (1) in a process known as eutrophication (1).</p> <p>Common answers likely to include:</p> <ul style="list-style-type: none"> • Excessive extraction for irrigation leading to pollution concentration. • Fertilisers (eutrophication) • Pesticides (water poisoning) • Slurry leaks • Milk spills • Washland drainage removes natural pollution sink. <p>NB: As the command word is 'explain', listed responses which include no development - max 2.</p>	Answers which refer to quantity rather than quality.	<p>(4)</p> <p>(2+2)</p> <p>(3+1)</p> <p>(4)</p>

Question Number	Correct Answer	Reject	Mark
5(a) (i)	B: Groyne	All other answers	(1)

Question Number	Correct Answer	Reject	Mark
5(a) (ii)	A: Beach Replenishment	All other answers	(1)

Question Number	Correct Answer	Reject	Mark
5(b)	<p>1 mark for a valid reason. Additional mark for an extending statement.</p> <p>e.g. Soft rocks / weaker rocks / boulder clays (1) are eroded faster(1).</p> <p>e.g. Some rocks contain many cracks (1) which can be enlarged through erosion/sub-aerial processes (1).</p> <p>Common answers likely to include:</p> <ul style="list-style-type: none"> • Resistance of rock • Whether the rock is faulted • Sequence of rocks, e.g. weaker at base • Porous - Absorption of water can increase weight leading to mass movement. • Chemical composition - some rocks react with rain / sea water. 		<p>(2)</p> <p>(1+1)</p> <p>(2)</p>

Question Number	Correct Answer	Reject	Mark
5(c)	<p>1 mark for identifying a valid affect. Additional mark for an extending statement.</p> <p>Common answers likely to include:</p> <ul style="list-style-type: none"> • Cliff collapse can lead to homes being lost. • Nearby properties may lose value or be impossible to insure. • Valuable farmland maybe eroded. • Transport connections (and vital amenities) may be damaged or lost. • Cliff collapse can discourage tourists, affecting local businesses. • Landslides may make beach access difficult. • Collapsing cliffs may present a safety risk. 	Responses which focus on coastal flooding rather than retreat.	(2)

Question Number	Indicative content	
*5(d) QWC i-ii-iii	<ul style="list-style-type: none"> • Waves cause erosion of the cliff face through abrasion, solution and hydraulic action. • Weaknesses in the rock are enlarged. • Cracks turn into caves and then become arches. • Sub-aerial processes further weakness the cliff top. • Eventually, the arch collapses due to a lack of support. • Leaving a pillar of rock no longer attached to the coastline. <p>NB: There is no requirement to include a diagram. Candidates can receive full marks with a written response.</p> <p>NB: No additional marks to be awarded for information repeated in the sketch / written description.</p>	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	Landform stages identified. Processes named. Little, if any, development. Limited structure to answer, basic use of geographical terminology.
Level 2	3-4	Stack formation has been linked to at least one process. Response includes some explanation. Description of sequence includes extended statements. Sequence maybe confused or incomplete. Some structure, clearly communicated but with limited use of geographical terms.
Level 3	5-6	Stack formation has been accurately explained. Links between processes and landforms are clearly identified. Sequence is correct and complete. Clear structure, well communicated with mostly sound use of geographical terms.
SPaG Level 0	0	Errors severely hinder the meaning of the response or candidate does not spell, punctuate or use the rules of grammar within the context of the demands of the question.
SPaG Level 1	1	Threshold performance Candidate spells, punctuates and uses 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 Candidate spells, punctuates and uses 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 Candidate spells, punctuates and uses 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	Reject	Mark
6(a) (i)	A: Levee	All other answers	(1)

Question Number	Correct Answer	Reject	Mark
6(a) (ii)	C: Washland	All other answers	(1)

Question Number	Correct Answer	Reject	Mark
6(b)	<p>1 mark for an appropriate reason. Additional mark for an extending statement.</p> <p>Common answers likely to include:</p> <ul style="list-style-type: none"> • Persistent rainfall can lead to soil saturation and increase surface runoff. • Torrential rainfall can result in the river receiving high volumes of water over a very short period of time. Flash flood. • When heavy snowfall melts there will be a sudden increase in river levels. 	Other causes of flooding, e.g. urbanisation or deforestation.	<p>(2)</p> <p>(1+1)</p> <p>(2)</p>

Question Number	Correct Answer	Reject	Mark
6(c)	<p>1 mark for identifying a valid effect. Additional mark for an extending statement.</p> <p>Common answers likely to include:</p> <ul style="list-style-type: none"> • Houses could become inhabitable. • Affected properties may lose value or be impossible to insure. • Crops may be lost, increasing food prices. • Transport connections (and vital amenities) may be closed or damaged. • Local businesses may be affected, either directly (e.g. loss of stock) or indirectly (e.g. through cancelled bookings). • River flooding may present a safety risk. 	Environmental impacts.	(2)

Question Number	Indicative content	
*6(d) QWC i-ii-iii	<ul style="list-style-type: none"> • Rivers can erode their channel through abrasion, solution and hydraulic action. • Soft rocks are eroded at a faster rate than hard rocks. • Where hard and soft rocks meet, this erosion can lead to the development of a plunge pool and the overlying hard rock becoming undercut. • Eventually the hard rock will collapse due to a lack of support. • A vertical drop in the river's course is created known as a waterfall. <p>NB: There is no requirement to include a diagram. Candidates can receive full marks with a written response.</p> <p>NB: No additional marks to be awarded for information repeated in the sketch / written description.</p>	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	Waterfall feature identified. Processes named. Little, if any, development. Limited structure to answer, basic use of geographical terminology.
Level 2	3-4	Waterfall formation has been linked to at least one process. Response includes some explanation. Description of sequence includes extended statements. Sequence maybe confused or incomplete. Some structure, clearly communicated but with limited use of geographical terms.
Level 3	5-6	Waterfall formation has been accurately explained. Links between processes and landforms are clearly identified. Sequence is correct and complete. Clear structure, well communicated with mostly sound use of geographical terms.
SPaG Level 0	0	Errors severely hinder the meaning of the response or candidate does not spell, punctuate or use the rules of grammar within the context of the demands of the question.
SPaG Level 1	1	Threshold performance Candidate spells, punctuates and uses 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 Candidate spells, punctuates and uses 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 Candidate spells, punctuates and uses 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	Reject	Mark
7(a) (i)	D: Reunion	All other answers	(1)

Question Number	Correct Answer	Reject	Mark
7(a) (ii)	C: 600 km	All other answers	(1)

Question Number	Correct Answer	Reject	Mark
7(b)	<p>1 mark for each valid local action:</p> <p>Common responses likely to include:</p> <ul style="list-style-type: none"> • Nature reserves • Zoning Schemes • Diving bans • Strict rules on coastline activities • Laws to prevent destructive fishing techniques • No-Access areas 	<p>Global / international actions:</p> <ul style="list-style-type: none"> • IWC • EU Quotas • UN Laws of the Sea • Etc... 	<p>(2)</p> <p>(1+1)</p>

Question Number	Correct Answer	Reject	Mark
7(c)	<p>1 mark for identifying an appropriate global action. Additional mark for providing an extending statement.</p> <p>Common responses likely to include:</p> <ul style="list-style-type: none"> • The Law of the Sea, established to prevent individual countries from taking more than their fair share of the ocean's resources. • International Seabed Authority established to safeguard resources and environments. • International laws ratified to prevent the dumping of pollution or radioactive waste into the sea. • Global Marine Species Assessment is an internationally managed programme designed to study marine ecosystems. • MARPOL - International convention for the prevention of pollution from ships. • IWC - International Whaling Commission set up to conserve whale stocks. • CITES - prevents the trade in endangered marine animals. • RAMSAR - global effort to protect wetlands include mangrove regions. <p>NB: Answers must identify / refer to the international element of scheme.</p>	<p>Local actions e.g.</p> <ul style="list-style-type: none"> • national laws, • Marine reserves, • Etc... 	(2)

Question Number	Indicative content	
* 7 (d) QWC i-ii-iii	<p>Marine eco-systems are under threat due to a range of human actions:</p> <ul style="list-style-type: none"> • Industrial development and transport systems are contributing to climate change, leading to the destruction of coral reefs and changing water acidity and temperature. • Destructive fishing techniques, such as trawling and dynamite fishing, are causing habitat loss. • Over-fishing is pushing certain marine species towards extinction and causing food web imbalances. • Pollution from coastal activities and international shipping is poisoning the water and leaving some marine regions 'dead'. • Man-made climate change is threatening marine environments by effecting water acidity, salinity and depth. Climate change could also impact on currents (which circulate nutrients) and lead to increase storm activity. 	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	At least one damaging human activity has been identified. Little, if any, development. Limited structure to answer, basic use of geographical terminology.
Level 2	3-4	A marine eco-system has been identified (can be a specific region e.g. the North Sea, or a type of ecosystem e.g. coral reef). At least one threat resulting from human actions has been briefly explained. Some structure, clearly communicated but with limited use of geographical terms.
Level 3	5-6	Clear explanation of two or more threats caused by human actions. Answer is clearly focused on a specific marine eco-system. Clear structure, well communicated with mostly sound use of geographical terms.
SPaG Level 0	0	Errors severely hinder the meaning of the response or candidate does not spell, punctuate or use the rules of grammar within the context of the demands of the question.
SPaG Level 1	1	Threshold performance Candidate spells, punctuates and uses 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 Candidate spells, punctuates and uses 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 Candidate spells, punctuates and uses 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	Reject	Mark
8(a) (i)	C: Cook Inlet	All other answers	(1)

Question Number	Correct Answer	Reject	Mark
8(a) (ii)	C: 75%	All other	(1)

Question Number	Correct Answer	Reject	Mark
8(b)	<p>1 mark for each valid adaptation.</p> <p>Common responses likely to include:</p> <ul style="list-style-type: none"> • Store water in their stems • Few leaves • Spikes to stop animals stealing their water • Waxy skin to reduce moisture lose • Seeds remain dormant until rains • Flowers only bloom after rain • Long roots to reach water table • Wide surface root system to collect maximum rainfall 	<p>Animal adaptations</p> <p>Plant adaptations associated with other ecosystems.</p>	(2)

Question Number	Correct Answer	Reject	Mark
8(c)	<p>1 mark for identifying an appropriate global action. Additional mark for providing an extending statement.</p> <ul style="list-style-type: none"> • Kyoto Treaty - international agreement to reduce carbon emissions. • Antarctic Treaty - Signed by all parties which claim land, agreement not to exploit the region's natural resources. • Protocol on Environment Protection - No action to taken until the environmental impact has been assessed. • International Year of the Desert - Series of global events aimed at raising the awareness of the importance of desert environments and potential future threats. • CITES - prevents the trade of endangered animals, including species associated with polar and hot-arid regions. • RAMSAR - International convection aimed at protecting wetlands, including Tundra marshes. • WWF- protects endangered wildlife and their habitats. 	<p>Local Actions e.g. National Parks</p> <p>Rainforest focused responses.</p>	(2)

Question Number	Indicative content	
*8(d) QWC i-ii-iii	<p>Extreme environments are under threat from climate change due to range of factors:</p> <ul style="list-style-type: none"> • Changing temperatures leading to desertification and polar ice cap melt. • Increases/decreases in rainfall, resulting in prolonged droughts and extreme flooding. • As these ecosystems are extremely fragile a small change in climate can have a dramatic impact on the biome. • Changes in climate are damaging habitats. • Wildlife forced to migration or threatened by extinction. Food webs collapse with knock-on impacts for all species. • Climate changes affecting local activities e.g. hunting. • Migration of local population due to reduced opportunities. 	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	At least one threat associated with climate change has been identified. Little, if any, development. Limited structure to answer, basic use of geographical terminology.
Level 2	3-4	At least one threat has been briefly explained. Likely to refer to specific locations. Some structure, clearly communicated but with limited use of geographical terms.
Level 3	5-6	Clear explanation of two or more climate change related threats. Answer likely to include specific information on at least one chosen location. Clear structure, well communicated with mostly sound use of geographical terms.
SPaG Level 0	0	Errors severely hinder the meaning of the response or candidate does not spell, punctuate or use the rules of grammar within the context of the demands of the question.
SPaG Level 1	1	Threshold performance Candidate spells, punctuates and uses 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 Candidate spells, punctuates and uses 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 Candidate spells, punctuates and uses 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.

