



**General Certificate of Secondary Education  
June 2011**

**Geography**

**40352F**

**Full Course**

***Specification B***

**Unit 2 – Hostile World  
Foundation Tier**

**Post-Standardisation**

***Mark Scheme***

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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**General Certificate of Secondary Education**

**AQA GEOGRAPHY B**

**FOUNDATION TIER MARKING SCHEME**

**UNIT 2 (40352F)**

**GENERAL GUIDANCE FOR GCSE GEOGRAPHY ASSISTANT EXAMINERS**

**Quality of Written Communication**

Where candidates are required to produce extended written material in English, they will be assessed on the quality of written communication.

Candidates will be required to:

- present relevant information in a form and style that suits its purpose;
- ensure that text is legible and that spelling, punctuation and grammar are accurate
- use specialist vocabulary where appropriate.

**Levels Marking – General Criteria**

Where answers are assessed using a level of response marking system the following general criteria should be used.

**Level 1: Basic**

Knowledge of basic information

Simple understanding

Little organisation; few links; little or no detail; uses a limited range of specialist terms

Reasonable accuracy in the use of spelling, punctuation and grammar

Text is legible.

**Level 2: Clear**

Knowledge of accurate information

Clear understanding

Organised answers, with some linkages, occasional detail/exemplar; has a good range of specialist terms where appropriate

Considerable accuracy in spelling, punctuation and grammar

Text is legible.

N.B. Only Level 1 and 2 descriptors will appear on Foundation marking schemes (front covers)

### Annotation of Scripts

- One tick equals one mark, except where answers are levels marked (where no ticks should be used). Each tick should be positioned in the part of the answer which is thought to be credit-worthy.
- Where an answer is levels marked the examiner should provide evidence of the level achieved by means of annotating 'L1' or 'L2' in the left-hand margin.
- Ticks must not be used where an answer is levels marked.
- Examiners should add their own brief justification for the mark awarded, eg *Just L2, reasonably accurate knowledge or some clear understanding.*
- Where an answer fails to achieve Level 1, zero marks should be given.

### General Advice

It is important to recognise that many of the answers shown within this marking scheme are only exemplars. Where possible, the range of accepted responses is indicated, but because many questions are open-ended in their nature, alternative answers may be equally credit-worthy. The degree of acceptability is clarified through the Standardisation Process and subsequently by telephone with the Team Leader as necessary.

Diagrams are legitimate responses to many questions and should be credited as appropriate. However contents which duplicate written material or vice versa should not be credited.

Quality of Written Communication (QWC) is part of the award of marks in levels marked answers only. In levels marked answers the quality of the geography is assessed and a level and mark awarded according to the geography. As is sometimes the case, the geography may be sound at a particular level but the examiner may not be sure as to whether there is quite enough to raise the mark within that level. In this case the examiner should consider the QWC of the answer. QWC that fulfils the criteria for the level should lead to the rise in the mark but where the QWC does not fulfil the criteria, the answer should remain at the mark first thought appropriate. In cases where QWC has been used in the award of marks, the examiner should indicate this with QWC and arrows that indicate either an upward or downward trend according to its impact on the final award of the mark.

**SECTION A – LIVING WITH NATURAL HAZARDS**

1(a)(i)	2×1 Most areas with a low risk of wildfires are found in the east of the United States. Many areas with a very high risk of wildfires are found in the west of the United States.	2 marks
1(a)(ii)	3×1 north east, south west, south east.	3 marks
1(a)(iii)	1×1 California.	1 mark
1(b)	<p><b>Level 1 Basic (1–2 marks)</b>                      Gives a basic idea of plate movement. Elaboration is very limited.  <i>E.g. plates moving towards each other. One plate pushed below another. As plates move there are shock waves.</i>                      Knowledge of basic information.                      Simple understanding.                      Few links; limited detail; uses a limited range of specialist terms.                      Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.</p> <p><b>Level 2 Clear (3–4 marks)</b>                      Gives clear indication of process, linking statements.  <i>E.g. one plate subducted beneath another. As plates move, they snag and tension builds up. A sudden movement sends out shock waves, which causes earthquakes.</i>                      Destructive, constructive, conservative, collision, convergent, divergent – correct use of = L2                      Knowledge of accurate information.                      Clear understanding.                      Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate.                      Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.</p>	4 marks
2(a)(i)	3×1 Washington, 50, east.	3 marks
2(a)(ii)	2×1 Timber was recovered (1)/timber was later used for building (1), ash removed from land (1), 18m trees planted (1), 44000 ha set aside (1). Also acceptable are: Ash used to make pottery/glass (1). Mount St Helens Volcanic Area preserved for scientists and tourists (1). New highway (1) or made more accessible (1). Accept 'to attract tourists' e.g. 'visitor centres were built'.	2 marks

<p>2(b)</p>	<p><b>Level 1 Basic (1–2 marks)</b>                  Lifts information from Figure 2 or makes simple, undeveloped statement. <i>E.g. locals can make money from tourists. People can work in gift shops/visitor centres/hotels etc.</i> Accept advantages not on Figure 2 such as references to fertile soils, geothermal energy i.e. any volcanic area. Reject 'house prices cheaper'.                  Knowledge of basic information.                  Simple understanding.                  Few links; limited detail; uses a limited range of specialist terms.                  Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.</p> <p><b>Level 2 Clear (3–4 marks)</b>                  Goes beyond Figure 2 and backs up with own knowledge or makes developed linked statements. <i>E.g. locals can be employed in the tourist industry; this brings money into the local economy and has a multiplier effect. GeoThermal power, which is renewable/cheap/clean energy. Volcanic areas are ones of outstanding natural beauty and attract many tourists which creates jobs for locals</i> (linkage of ideas).                  Knowledge of accurate information.                  Clear understanding.                  Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate.                  Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.</p>	<p>4 marks</p>
<p>3(a)(i)</p>	<p>2x1 correctly positioned line at 14°C, correctly positioned bar at 70mm. Bar does not have to be shaded, line does not have to run to RH axis.</p>	<p>2 marks</p>
<p>3(a)(ii)</p>	<p>4x1                  January, 22, 4, 392.</p>	<p>4 marks</p>
<p>3(b)</p>	<p>2x1+1 <i>E.g. they are caused by drought (1) as vegetation dries out due to lack of rain (1). They are caused by high temperatures leading to spontaneous heating (1) 60-100 kph/strong/dry winds make the fires spread quickly. Winds spread the flames = 1 mark</i>                  (Accept references to global warming/climate change. Accept 'sun reflects off glass' (1) tourists come in hot/summer months (1) and have lots of BBQs (1). Reject 'the temperature is 'warm' or 'quite hot'. Accept 'rain early in the year means vegetation will grow and provide fuel for the fires.'                  Must be two discrete points, each of which is developed for max mark. 'It is hot and dry' will only gain one mark if written on the same line.                  Dry out/easily set alight as a development of a point should be credited <u>once only</u></p>	<p>4 marks</p>

3(c)	<p><b>Level 1 Basic (1–3 marks)</b>                  Simple statements with limited elaboration of ideas. No credit for straight lifts from Figure 4. E.g. <i>have wildfire prevention rules/emergency plan/protect homes from wildfires.</i>                  E.g. <i>they could have wildfire awareness/education programmes/teach people about the dangers of campfires etc. They could develop household evacuation plans/listen to the radio/check the internet for wildfire reports etc. They could move firewood/thin trees/clear leaves from near houses etc. They could build roofs from fire retardant materials etc. They could douse fires/have airdrops/have trained fire fighting teams etc.</i>                  Ideas need not come directly from Figure 4 e.g. <i>spark arrester, water supply near house, keep grass short, fire breaks, back burning etc.</i>                  Knowledge of basic information.                  Simple understanding.                  Few links; limited detail; uses a limited range of specialist terms.                  Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.</p> <p><b>Level 2 Clear (4–5 marks)</b>                  Clear explanation of methods with development of ideas.                  E.g. <i>they could have airdrops to douse fires and dampen unburned areas to stop fire spreading/can drop water in areas inaccessible to ground fire-fighters. They could mow grass/move firewood/thin trees/clear leaves to ensure that there is less fuel to feed the fire. They could cut back branches to stop them falling onto house if do ignite and have fire retardant roof materials to stop house burning if sparks do land on it.</i>                  Development could be case study examples.                  Knowledge of accurate information.                  Clear understanding.                  Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate.                  Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.</p>	5 marks
4(a)(i)	1x1 1993	1 mark
4(a)(ii)	2x1 reference to fluctuating/ high-low-high/cyclical/use of figures/dates.	2 marks
4(a)(iii)	1x1 2001	1 mark
4(b)(i)	2x1 West box: Typhoon Ketsana loses strength. East box: Typhoon Ketsana forms over the ocean.	2 marks
4(b)(ii)	2x1+1 (for developed points) References to storm surges, flooding, structural damage (once only), loss of crops, loss of income, transport links severed, death/injury, trauma/stress, water borne diseases, looting, dependency on aid etc – plus a development of the point e.g. destroy homes (1), making people homeless (1). Look for a development in a list of effects.	4 marks
4(c)	<p><b>Level 1 Basic (1–4 marks)</b>                  Simple statements without development of ideas.</p>	6 marks

	<p><b>Yes:</b> <i>E.g. poorer country/lower GNI have less money, poor communications/fewer people with TV, fewer people can read warnings, fewer people can be taught about what to do in a tropical storm as fewer go to school.</i>          Accept ideas beyond Figure 8. E.g. as many people live in poorly built shacks in shanty towns/ houses in villages easily damaged.          Or deals with the opposite effects in developed countries.</p> <p><b>No:</b> <i>E.g. In less developed countries they could strengthen buildings to make them storm proof just by boarding up windows or having shutters. They could build simple storm shelters. Those who can read/have TV could teach/inform the population what to do if a tropical storm strikes. They could ring a bell to tell people to evacuate the area i.e. some idea of even though they are poor there is always something they <b>could</b> do.</i>          Credit simple ideas why stated schemes/methods are effective.          Or deals with the uncertainty of forecasting etc even in developed countries. Accept simple ideas about never being able to beat the forces of nature no matter how rich you are.          Knowledge of basic information.          Simple understanding.          Few links; limited detail; uses a limited range of specialist terms.          Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.</p> <p><b>Level 2 Clear (5–6 marks)</b>          Clear description of methods with development of ideas.</p> <p><b>Yes:</b> <i>E.g. Able to afford the expensive satellite technology to forecast storm paths/expensive building design using materials tested in storm simulators etc. Most people go to school and are able to read and receive school lessons on drawing up a family evacuation/preparedness plan; this is done during a dedicated week.</i>          Development may be case study examples e.g. <i>they can afford to set up agencies such as The National Hurricane centre to monitor tropical storms.</i>          Or deals with the opposite effects in developing countries.</p> <p><b>No:</b> <i>E.g. In less developed countries they could build simple yet effective concrete shelters on stilts. They could have village meetings where women in Bangladesh are taught not to wear saris in case they have to swim, i.e. clear idea of even though they are poor there is always something they <b>could</b> do.</i>          Credit clear ideas why stated schemes/methods are effective.          Accept clear ideas with examples about never being able to beat the forces of nature no matter how rich you are.          Knowledge of accurate information.          Clear understanding.          Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate.          Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.</p>	
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**SECTION B – THE CHALLENGE OF EXTREME ENVIRONMENTS**

5(a)(i)	2×1 No areas of hot desert on the Equator. Many areas of hot desert are located on the Tropics.	2 marks
5(a)(ii)	3×1 higher, edges, Equatorial.	3 marks
5(a)(iii)	1×1 B	1 mark
5(b)	<p>If desertification is explained, then L1 can be awarded (max 2) for causes of desertification (over-population, over-cultivation, over-grazing etc). If the physical processes leading to soil erosion and degradation are explained, then L2 can be awarded (max 4).</p> <p><b>Level 1 Basic (1–2 marks)</b>            Simple statements without development of ideas.            Polar environment: some simple reference to the effect of latitude  <i>E.g. sun’s rays passing through more of the atmosphere. A larger area of the earth’s surface has to be heated.</i>            Accept references to altitude e.g. <i>There is much highland (Antarctica).</i>            Accept simple statements about cold winds and lying snow and simple references to continentality (Antarctica).            Hot desert environment: some simple reference to the effect of latitude  <i>E.g. sun’s rays passing through less of the atmosphere. A smaller area of the earth’s surface has to be heated.</i>            Accept simple statements about high pressure or descending air or little condensation or few clouds i.e. not linked.            A simple explanation (not description) of the vegetation type can be credited.            Knowledge of basic information. Simple understanding.            Few links; limited detail; uses a limited range of specialist terms.            Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.</p> <p><b>Level 2 Clear (3–4 marks)</b>            Clear reasons for the formation with development of ideas.            Polar environment: <i>E.g. sun’s rays passing through more of the atmosphere and therefore lose heat. A larger area of the earth’s surface has to be heated due to the curvature of the earth.</i>            Accept clear references to altitude, e.g. <i>There is much highland (Antarctica) and with increased height the temperature drops about 1 degrees C per 100 metres.</i>            Accept clear statements about frequent cold katabatic winds and snow cover reflecting heat and clear references to effect of continentality (Antarctica).            Hot desert environment: clear reference to the effect of latitude  <i>e.g. sun’s rays passing through less of the atmosphere and therefore lose less heat. A smaller area of the earth’s surface has to be heated due to the lesser curvature of the earth.</i>            Accept clear statements about high pressure or descending air leading to little condensation and few clouds i.e. linked.            A clear explanation (not description) of the vegetation type can be credited.</p>	4 marks

	<p>Knowledge of accurate information. Clear understanding.                  Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate.                  Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.</p>	
6(a)(i)	3×1 smaller, 4.5, open	3 marks
6(a)(ii)	<p>2×1 or 1+1                  Climate change (1) as a result of global warming (1) or other qualification of global warming e.g. more CO<sup>2</sup>/greenhouse gases (1) part of natural cycle (1) of retreat and advance (1).</p>	2 marks
6(b)	<p><b>Level 1 Basic (1–2 marks)</b>                  Simple problems without development of ideas.  <i>E.g. It will be easier to drill for oil and this can lead to oil spills/water pollution. People can get to the area easier, plus a simple environmental effect. They could build roads into the area plus simple environmental effect. Ships will be able to sail to the area plus a simple environmental effect. Sea level rise.</i>                  Accept simple references to threats to wildlife and damage to ecosystems  <i>E.g. Animal habitats are being altered.</i>                  Knowledge of basic information.                  Simple understanding.                  Few links; limited detail; uses a limited range of specialist terms.                  Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.</p> <p><b>Level 2 Clear (3–4 marks)</b>                  Clear problems with development of ideas.  <i>E.g. It will be easier to drill for oil offshore as equipment and supplies can be brought in easier by boat. With more drilling there is a greater chance of oil spills and diesel from boats, noise pollution etc. (Linkage of ideas).</i>                  Development may be case study examples e.g. <i>the Beaufort sea off Alaska will be more accessible and it will be easier to drill for oil there.</i>                  Accept clear references to threats to wildlife and changes to ecosystems  <i>E.g. Animal habitats are being altered and this has knock on effects along the food chain and threatens the existence of some species.</i>                  Knowledge of accurate information.                  Clear understanding.                  Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate.                  Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.</p>	4 marks
7(a)(i)	1×1 750 million hectares	1 mark
7(a)(ii)	1×1 51%	1 mark
7(a)(iii)	<p>2×1 Amount greater in Africa/less in S America (or states figures – must include units (millions of hectares)). Proportion of strong/extreme greater in Africa/less in S America (or states figures). More light/moderate desertification in South America (or states figures).</p>	2 marks

7(b)(i)	2×1 (Gully caused by flash floods) (Ground baked hard by sun.) Accept 'gully', reject 'flash flood'. Accept 'ground baked', 'ground baked hard', 'baked hard'. Reject 'sun'.	2 marks
7(b)(ii)	2×1+1 ( <i>E.g. the protective cover of vegetation is removed (1) the soil dries out (1) and is then blown away by strong winds (1).</i> <b>Or</b> <i>there are no trees to intercept rainfall/surface runoff is increased (1). The water flows over the land washing the soil away (1).</i> Need to go beyond the labels on the sketch. Do not credit 'lack of rainfall', 'high temperatures' without the effects of these e.g. 'ground dries up'.	4 marks
7(c)	<p><b>Level 1 Basic (1–3 marks)</b> Simple statements without development of ideas. <i>E.g. the stone lines trap rain water. Animal husbandry means fewer animals can be kept on the land. Planting trees means less rainwater reaches the ground. Earth bunds catch soil flowing down the hill. Terraces make the land level so you can grow crops.</i> Knowledge of basic information. Simple understanding. Few links; limited detail; uses a limited range of specialist terms. Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.</p> <p><b>Level 2 Clear (4–5 marks)</b> Clear explanation of methods with development of ideas plus own knowledge. <i>E.g. the stone lines trap rain water which reduces surface run-off across the land. Animal husbandry means fewer animals can be kept on the land as those which are kept will be healthy and produce more meat; therefore all the grass cover is not removed. Planting trees means more rainwater is intercepted and overland flow is reduced. Earth bunds catch soil flowing down the hill and stop the soil from drying out so less is blown away etc.</i> Knowledge of accurate information. Clear understanding. Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate. Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.</p>	5 marks
8(a)(i)	2×1 correctly positioned line at 26 degrees C (line does not have to continue to RH side of graph), correctly positioned bar at 90mm (top of bar should not touch 100mm line or drop below 90mm line).	2 marks
8(a)(ii)	4×1 5, 12, 2, 2770	4 marks
8(b)	2×1+1 continuous growing season (1) give evergreen appearance (1) or dense vegetation. Layers develop (1) trees have to grow rapidly to reach sunlight (1). Any adaption of vegetation (1) description of adaptation (1). Accept – wide variety of plant species.	4 marks
8(c)	<b>Level 1 Basic (1–4 marks)</b>	6 marks

	<p>Simple statements without development of ideas.</p> <p><b>No:</b> Gives a simple reason for continued deforestation/recognises arguments 'against' from resource e.g. <i>not a rich country. They need the income from logging. They sell forest products abroad. They need the jobs.</i></p> <p><b>Yes:</b> Gives a simple reason for ending deforestation/recognises arguments 'for' from resource e.g. <i>trapping carbon helps in the fight against global warming. It will save rare animals. It will bring in money from tourism etc.</i></p> <p>Knowledge of basic information. Simple understanding. Few links; limited detail; uses a limited range of specialist terms. Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.</p> <p><b>Level 2 Clear (5–6 marks)</b></p> <p><b>No:</b> Develops the idea to show clear reason for continued deforestation/recognises arguments 'against' from resource and develops them further. <i>E.g. they have few alternative sources of earning money; the developed countries removed their forests to earn money, so why not the developing countries? E.g. the rainforest is a valuable source of raw materials which can be exported. The forest will have to be removed to access the valuable mineral reserves in the ground beneath them so that the country can develop its economy.</i></p> <p>Development might be a reference to the idea that these activities could still continue, but in a way which is more sustainable.</p> <p><b>Yes:</b> Develops the idea to show clear reason for ending deforestation/recognises arguments 'for' from resource and develops them further e.g. <i>trapping carbon helps in the fight against global warming the forest acts as a carbon sink and also adds oxygen to the atmosphere. It will save rare animals as their habitat will not be destroyed and lessens the chance of extinction etc. Might develop to show that 'on balance' the case for 'yes' outweighs the case for 'no'.</i></p> <p>Knowledge of accurate information. Clear understanding. Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate. Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.</p>	
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