



**General Certificate of Secondary  
Education**

*Geography*  
*(Specification B)*

**Foundation Paper**

**Unit 2: Hostile World**

**Specimen Mark Scheme**

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the first operational examinations.

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## **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.

Where an answer fails to achieve Level 1, zero marks should be given.

#### **Level 1: Basic**

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.

#### **Level 2: Clear**

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.

## **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.

The consequent mark within this level should appear in the right-hand margin.

Ticks must **not** be used where an answer is levels marked.

Examiners should add their own brief justification for the mark awarded e.g. *Just L2, reasonably accurate knowledge or some clear understanding.*

## **General Advice**

Marks for each sub-section should be added in the right-hand margin next to the maximum mark available, which is shown in brackets. All marks should then be totalled in the box at the end of each question in the right-hand margin. The totals should then be transferred to the boxes on the front cover of the question paper. These should be totalled. The grand total should be added to the top right-hand corner of the front cover. No half marks should be used.

It is important to recognise that many of the answers shown within this mark 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 creditworthy. The degree of acceptability is clarified through the Standardisation Meeting 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****Question 1**

- 1(a)(i) 1 x 1  
Violent **1 mark**
- 1(a)(ii) 1 x 1  
Away from epicentre, less shaking, shock waves lost energy. **1 mark**
- 1(b) 1 x 1  
The Pacific Plate is sliding past the North American Plate. **1 mark**
- 1(c) Crops are ruined as they become covered in dust and ash, loss of life as people cannot escape from fast moving lava flows / walk on semi-cooled lava, damage to buildings as roof collapses from weight of ash / demolished by force of lava flow, animals habitats are destroyed as vegetation is burnt by red hot lava / lava gets into lakes and turns them acidic etc. **3 marks**
- 1(d)(i) 1x1  
Pompeii, Herculanium **1 mark**
- 1(d)(ii) 3 x 1  
Good for farming as lava weathers into fertile soil, cheap geothermal energy, industries are attracted to volcanic areas because of the many mineral deposits, tourism brings in money. **3 marks**
- 1(e) **Level 1 (Basic) 0-4 marks**  
Simplistic 'they should' statements without development of ideas, e.g. *they should monitor volcanoes carefully, they should evacuate the area, they should build earthquake-proof buildings.*  
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.
- Level 2 (Clear) 5-6 marks**  
Clear description of methods, linking of statements, e.g. *they should monitor volcanoes carefully using satellites to detect any bulges in the mountain; they should build earthquake-proof buildings with X structures to prevent twisting.*  
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. **6 marks**

**Total Marks for Question 1: 16**

**Question 2**

- 2(a)(i) 1 x 1  
Oceans **1 mark**
- 2(a)(ii) 1 x 1  
Tropic of Capricorn **1 mark**
- 2(b)(i) 2 x 1  
West, 14<sup>th</sup> **2 marks**
- 2(b)(ii) 2 x 1  
Hit land / no longer over ocean (1) loses source of energy (1). **2 marks**
- 2(c)(i) 2 x 1  
A, C **2 marks**
- 2(c)(ii) 1 x 1  
Increased **1 mark**
- 2(c)(iii) 1 + 1  
Reference to global warming/climate change + effect (1) e.g. *rises in sea-surface temperatures, more storms go on to become major hurricanes.* **2 marks**
- 2(d) **Level 1 (Basic) 0-3 marks**  
A simple statement about the poorer countries not being able to afford mitigation programmes e.g. less money to invest in technology. Lifts from Figure 7 e.g. Myanmar has only 0.4% of its population with a mobile phone, or only 0.6% of its people use the internet. (Or, accept the USA being able to afford mitigation programmes etc).  
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.
- Level 2 (Clear) 4-5 marks**  
Links lack of wealth (or wealth) clearly to an effect e.g. it is a poor country which has many problems to deal with and defence against tropical storms may not be a priority. Or, accept references to Figure 7 with a clear development of their effect e.g. there are very few (0.6%) internet users in Myanmar, therefore people will have less access to information on how to prepare for a tropical storm. Can infer from the data e.g. Myanmar has a low GDP per person, therefore fewer people will own TV's and radios and may not be aware of storm warnings (accept visa versa for USA).  
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. **5 marks**

- 2(e) 2 x (1 + 1)  
1 mark for method/strategy/naming scheme. The second is for development of the point i.e. a clear explanation of method, linking of statements, e.g. the National Hurricane Centre (1) monitors storms with satellites and can warn countries of their arrival in advance (1), Hurricane straps made from strengthened materials (1) can be used to secure roofs (1), light but very strong hurricane shutters (1) can be placed over windows to stop them being blown in (1).

**4 marks**

**Total marks for Question 2: 20**

**Question 3**

- 3(a)(i) 2 x 1  
Killed 51 people, smoke blocked out the summer sun, people were treated for burns and breathing problems, houses were destroyed. **2 marks**
- 3(a)(ii) 2 x 1  
Government declared state of emergency, three fire fighting planes and two helicopters were used to try to put out the fires, people fled in panic from villages, authorities evacuated hundreds of people, 12 countries sent fire fighters and six water-dropping planes from France and Italy joined the operations. **2 marks**
- 3(b)(i) 1 x 1  
Y **1 mark**
- 3(b)(ii) **Level 1 (Basic) 0-5 marks**  
Agrees or disagrees with the statement.  
*e.g. They are caused by a period of hot, dry weather, strong winds, lightning strikes, spontaneous combustion, people being careless (campfires/cigarettes) i.e. natural, arson and downed power lines- i.e. human.*  
Refers to a resource, straight lifts e.g. caused by high summer temps.  
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.
- Level 2 (Clear) 6-7marks**  
States cause(s) and makes a decision (with clear reasons) as to whether natural and/or human factors are more important, e.g. *they are caused by people being careless as they do not put out campfires properly or discard cigarette ends which are still smouldering.*  
Links together natural and/or human factors, e.g. *they are caused by people being careless but will spread quickly if the grass is dry after a period of hot, dry weather.*  
Responses that focus on why the fire spreads rapidly are acceptable, but the link must be clear. (Accept references to the effect of topography, lack of windbreaks, fuelling from built-up areas etc)  
Develops own knowledge from a resource.  
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. **7 marks**
- 3(c) 2 x 1  
Reference to climate change (increased temperature/less rainfall).  
Reference to more people living/using a semi-arid area. **2 marks**

**Total marks for Question 3: 14**

**SECTION B – The Challenge of Extreme Environments****Question 4**

- 4(a)(i) 1 x 1  
No hot desert regions lie on the equator. **1 mark**
- 4(a)(ii) 1 x 1  
Dry winds from Asia bring no moisture. **1 mark**
- 4(b)(i) 1 x 1  
Mali, Niger, Burkina, Chad, Sudan, Mauritania. **1 mark**
- 4(b)(ii) 1 + 1  
The risk of desertification increases as the average annual rainfall decreases (1). It decreases from 800mm per year to 200mm per year as you go northwards. **2 marks**
- 4(b)(iii) 2 x 1  
Temperatures will increase/rainfall will decrease/vegetation will die off/it will become more like a hot desert. **2 marks**
- 4(c) 3 x 1  
They need to grow more food/grow too many crops, they keep too many animals, they need more firewood etc. **3 marks**
- 4(d)(i) **Level 1 (Basic) 1–2 marks**  
Simplistic ‘they should’ statements with tentative development of ideas, e.g. *they should plough across hillsides so the water doesn’t run down hill, they should replant trees to soak up water, they should irrigate the land to stop it drying out, they should use ‘magic stones’ to trap water etc.*  
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.
- Level 2 (Clear) 3–4 marks**  
Clear description of methods, linking of statements, e.g. *they should use ‘magic stones’ or build small earth bunds, which trap water behind them and allow it to soak into the ground so that plants grow.*  
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. **4 marks**
- 4 (d)(ii) 1 + 1 or 2 x 1  
It is cheaper to run. It is sustainable. It does not require hi-technology to operate etc. **2 marks**

**Total marks for Question 4: 16**

**Question 5**

- 5(a)(i) 1 x 1  
Four **1 mark**
- 5(a)(ii) 1 x 1  
Equator **1 mark**
- 5(b)(i) 2 x 1  
27, 265 **2 marks**
- 5(b)(ii) 2 x 1  
Hot and wet all year round (1), plants/trees grow quickly / all year round (1). Accept references to 'like a greenhouse' and link between temperature and convectional rainfall (1). **2 marks**
- 5(c) 2 x 1  
A, B **2 marks**
- 5(d)(i) 1 x 1  
Decreased **1 mark**
- 5(d)(ii) 1 + 1  
Brazil not a rich country (1) needs income from logging/mineral extraction/agriculture etc (1) or an activity and consequence, e.g. *river dammed for HEP projects, forest cleared and flooded.* **2 marks**
- 5(e) **Level 1 (Basic) 0-3 marks**  
Simplistic statements without development of ideas, e.g. *they should replant a tree for every one cut down, they should have protected areas, they put the soil back after mining etc.*  
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.
- Level 2 (Clear) 4-5 marks**  
Clear description of methods, linking of statements, e.g. *they should log selectively and not move all the trees to get the ones they want and then they should replant a tree for every one they cut down.*  
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. **5 marks**
- 5(f) 2 x 1 + 1  
Conserve animal species (1) habitats (1). Protect indigenous people (1) from diseases etc (1) or loss of culture/land (1). Maintain global climate/slow down global warming (1) trees take in CO<sub>2</sub> (1). Conserve plants (1), which may provide valuable medicines (1). **4 marks**

**Total marks for Question 5: 20**

**Question 6**

- 6(a)(i) 2 x 1  
Affect migration routes of caribou, damage the grasses and plants, could run into a lake affecting the wildlife, dangerous fumes were released into the air. **2 marks**
- 6(a)(ii) 2 x 1  
Aircraft fitted with an infrared detection device flew over the site in order to find the source of the leak, pipeline shut down, workers used a vacuum truck to recover some of the oil. **2 marks**
- 6(b)(i) 1 x 1  
Fishing, cruising, pollution from research base. **1 mark**
- 6(b)(ii) **Level 1 (Basic) 0-4 marks**  
Simple reference to a problem/benefit, e.g. *mining will endanger the wild animals that live in Antarctica, we need more oil supplies*. There is no judgement as to whether environmental or economic gain is more important.  
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.
- Level 2 (Clear) 5-7 marks**  
States problem/benefit(s) and makes a judgement (with clear reasons) as to whether environmental or economic gain is more important, e.g. *mining will endanger the wild animals that live in the area, we need more oil supplies but Antarctica is the last remaining unspoilt area, so we should look elsewhere and leave it alone*.  
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. **7 marks**
- 6(c) 2 x 1  
Reference to promotes co-operation between countries, to aid conservation/agree on methods of conservation. Prevents development in isolation. Sets in place clear rules, which all countries must follow. (Accept 'mining is not allowed' from Figure 20). **2 marks**

**Total marks for Question 6: 14**