

OXFORD

INTERNATIONAL
AQA EXAMINATIONS

INTERNATIONAL GCSE GEOGRAPHY

(9230)

Mark scheme

Paper 1: Living with the physical environment

Specimen 2018

Mark schemes are prepared by the lead assessment writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the lead assessment writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' 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.

International GCSE Geography mark scheme

How to mark

Aims

When you are marking your allocation of scripts your main aims should be to:

- recognise and identify the achievements of students
- place students in the appropriate mark band and in the appropriate part of that mark band (high, low, middle) for **each** Assessment Objective
- record your judgements with brief notes, annotations and comments that are relevant to the mark scheme and make it clear to other examiners how you have arrived at the numerical mark awarded for each Assessment Objective
- ensure comparability of assessment for all students, regardless of question or examiner.

Approach

It is important to be **open-minded** and **positive** when marking scripts.

The specification recognises the variety of experiences and knowledge that students will have. It encourages them to study geography in a way that is relevant to them. The questions have been designed to give them opportunities to discuss what they have found out about geography. It is important to assess the quality of **what the student offers**.

Do not mark scripts as though they were the answer **you** would have written. The mark schemes have been composed to assess **quality of response** and not to identify expected items of knowledge.

Assessment Objectives

This component requires students to:

AO1	Demonstrate knowledge of locations, places, processes, environments and different scales.
AO2	Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes.
AO3	Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements.
AO4	Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.

Annotating scripts

You should write a summative comment at the end for each Assessment Objective and indicate the marks for each Assessment Objective being tested at the end of the answer in the margin in sequence. It is vital that the way you arrive at a mark should be recorded on the script. This will help you with making accurate judgements and it will help any subsequent markers to identify how you are thinking. Please do not write negative comments about students' work or their alleged aptitudes.

The following mark scheme is used to assess both Question 1 and Question 2.

Section A – The challenge of natural hazards

Total for this section: 30 marks

Question	Part	Marking guidance	Total marks									
01	1	<p>Identify two factors that affect the hazard risk.</p> <p>Any valid factor such as poverty, level of development, population density, urbanisation, proximity to the sea etc.</p> <p>2 x 1 for each factor.</p>	<p>2</p> <p>AO1=2</p>									
01	2	<p>Study Figure 1, a map showing the level of shaking in the Sichuan, China earthquake in 2008.</p> <p>What is the epicentre?</p> <p>The epicentre is the point on the Earth’s surface /above the focus where the earthquake begins.</p> <p>1 mark for either element of the answer.</p>	<p>1</p> <p>AO3=1</p>									
01	3	<p>Describe the pattern of the ground shaking.</p> <p>The intensity is highest near the epicentre; area extends in a south west to north east line. Then reduces in successive areas from this. Strongest in places such as Beichuan City; just north of the Longmenshan fault line.</p>	<p>2</p> <p>AO4=2</p>									
01	4	<p>Study Figure 2, a map showing a conservative plate margin in western USA.</p> <p>Explain why earthquakes occur at conservative plate margins as in Figure 2.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 15%;">Level 2 (clear)</td> <td style="width: 15%;">3–4 marks</td> <td> AO2 Shows sound understanding of the processes that lead to earthquakes at conservative plate margins. AO3 Demonstrates reasonable application of knowledge and understanding to a specific plate boundary. </td> </tr> <tr> <td>Level 1 (basic)</td> <td>1–2 marks</td> <td> AO2 Shows limited understanding of the processes that lead to earthquakes at conservative plate margins. AO3 Demonstrates limited application of knowledge and understanding to a specific plate boundary. </td> </tr> <tr> <td></td> <td>0</td> <td>No relevant content.</td> </tr> </tbody> </table> <p>Indicative content Earthquakes occur at conservative plate boundaries as the plates are aligned parallel to each other. They move at different speeds and due to friction, they stick, rather than move gradually and over time, pressure builds up at the boundary. A critical point is reached where the pressure is released – the resulting jerking movements are the earthquake.</p>	Level 2 (clear)	3–4 marks	AO2 Shows sound understanding of the processes that lead to earthquakes at conservative plate margins. AO3 Demonstrates reasonable application of knowledge and understanding to a specific plate boundary.	Level 1 (basic)	1–2 marks	AO2 Shows limited understanding of the processes that lead to earthquakes at conservative plate margins. AO3 Demonstrates limited application of knowledge and understanding to a specific plate boundary.		0	No relevant content.	<p>4</p> <p>AO2=2</p> <p>AO3=2</p>
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Question	Part	Marking guidance	Total marks												
01	5	<p>Study Figure 3, a photograph showing rescue efforts in Nepal after the earthquake in 2015.</p> <p>Use Figure 3 and your own knowledge to describe the immediate and long-term responses to an earthquake.</p> <table border="1" data-bbox="370 398 1273 1375"> <tr> <td data-bbox="370 398 517 752">Level 3 (detailed)</td> <td data-bbox="521 398 660 752">5–6 marks</td> <td data-bbox="665 398 1273 752"> AO3 Applies knowledge and understanding to interpret the immediate responses to an earthquake shown on the photograph. AO1 Shows accurate knowledge to distinguish between immediate and long-term responses to earthquakes. AO4 Makes detailed, specific use of the photograph. </td> </tr> <tr> <td data-bbox="370 759 517 1037">Level 2 (clear)</td> <td data-bbox="521 759 660 1037">3–4 marks</td> <td data-bbox="665 759 1273 1037"> AO3 Applies some knowledge and/or understanding in a simple way – if present. AO1 Shows some accurate knowledge of concepts of immediate and long-term responses. AO4 Makes clear use of the photograph </td> </tr> <tr> <td data-bbox="370 1043 517 1321">Level 1 (basic)</td> <td data-bbox="521 1043 660 1321">1–2 marks</td> <td data-bbox="665 1043 1273 1321"> AO3 Applies very limited knowledge and/or understanding may be absent. AO1 Shows limited knowledge of concepts of immediate and long-term responses to earthquakes. AO4 Makes limited use of photograph. </td> </tr> <tr> <td data-bbox="370 1328 517 1375"></td> <td data-bbox="521 1328 660 1375">0</td> <td data-bbox="665 1328 1273 1375">No relevant content.</td> </tr> </table> <p>Indicative content The answer should focus on responses (not causes or effects which are irrelevant.)</p> <p>The answer should distinguish between immediate and long-term responses to reach Level 2.</p> <p>Immediate responses shown on the photograph are the people moving debris brick by brick from ruined buildings to find survivors. This is done carefully to avoid collapse and due to the absence of more technology. They are wearing face masks to prevent breathing in dust or to reduce the spread of disease.</p> <p>Other immediate responses include the need to provide shelter in the form of tents, clean water or water purification tablets, food and medical supplies.</p> <p>Long-term responses are not visible but include the need to mend roads, railways, bridges; rebuild hospitals and other public buildings; repair homes; use more modern techniques which are more likely to</p>	Level 3 (detailed)	5–6 marks	AO3 Applies knowledge and understanding to interpret the immediate responses to an earthquake shown on the photograph. AO1 Shows accurate knowledge to distinguish between immediate and long-term responses to earthquakes. AO4 Makes detailed, specific use of the photograph.	Level 2 (clear)	3–4 marks	AO3 Applies some knowledge and/or understanding in a simple way – if present. AO1 Shows some accurate knowledge of concepts of immediate and long-term responses. AO4 Makes clear use of the photograph	Level 1 (basic)	1–2 marks	AO3 Applies very limited knowledge and/or understanding may be absent. AO1 Shows limited knowledge of concepts of immediate and long-term responses to earthquakes. AO4 Makes limited use of photograph.		0	No relevant content.	<p>6</p> <p>AO1=2 AO3=2 AO4=2</p>
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Question	Part	Marking guidance	Total marks						
		withstand earthquakes, having stricter building codes.							
01	6	<p>Study Figure 4, a map showing the track of Typhoon Haiyan in November 2013.</p> <p>Use Figure 4 to complete the sentences below.</p> <p>The typhoon was moving in a north west direction.</p> <p>The typhoon was at its strongest west of the Philippines/on 9 Nov at 6 00 GMT/over the sea.</p>	<p>2</p> <p>AO4=2</p>						
01	7	<p>Explain why tropical storms do not form within 5 degrees north and south of the Equator.</p> <p>Tropical storms do not form within five degrees of the Equator as there is not a strong enough Coriolis effect (the deflection of the wind due to the Earth's rotation) to enable spinning to develop.</p> <p>1 mark for identifying a basic reason and the second mark for developing the point.</p>	<p>2</p> <p>AO2=2</p>						
01	8	<p>Explain why tropical storms form over tropical seas.</p> <p>Tropical storms form over tropical seas with a temperature of 27 degrees Celsius and a depth of 60 – 70m to provide the heat and moisture that lead to rapid rising air and the subsequent release of latent heat which powers the storm. Latent heat is that released by condensation, having been stored during evaporation process.</p> <p>1 mark for identifying a basic reason and the second mark for developing the point.</p>	<p>2</p> <p>AO2=2</p>						
01	9	<p>The primary effects of a tropical storm are more severe than the secondary effects.</p> <p>Use a named example of a tropical storm to discuss this statement.</p> <table border="1"> <tbody> <tr> <td>Level 3 (detailed)</td> <td>7–9 marks</td> <td> <p>AO1 Shows accurate knowledge of primary and secondary effects of a tropical storm.</p> <p>AO2 Shows thorough geographical understanding of interrelationships between places, environments and processes – makes effective use of a named example.</p> <p>AO3 Demonstrates detailed and clear application of knowledge and understanding in discussing this statement – puts forward a coherent case.</p> </td> </tr> <tr> <td>Level 2 (clear)</td> <td>4–6 marks</td> <td> <p>AO1 Shows clear knowledge of primary and secondary effects of a tropical storm.</p> <p>AO2 Shows some geographical understanding of interrelationships</p> </td> </tr> </tbody> </table>	Level 3 (detailed)	7–9 marks	<p>AO1 Shows accurate knowledge of primary and secondary effects of a tropical storm.</p> <p>AO2 Shows thorough geographical understanding of interrelationships between places, environments and processes – makes effective use of a named example.</p> <p>AO3 Demonstrates detailed and clear application of knowledge and understanding in discussing this statement – puts forward a coherent case.</p>	Level 2 (clear)	4–6 marks	<p>AO1 Shows clear knowledge of primary and secondary effects of a tropical storm.</p> <p>AO2 Shows some geographical understanding of interrelationships</p>	<p>9</p> <p>AO1=3</p> <p>AO2=3</p> <p>AO3=3</p>
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Question	Part	Marking guidance		Total marks
			<p>between places, environments and processes – makes some use of a named example.</p> <p>AO3 Demonstrates reasonable application of knowledge and understanding in discussing this statement.</p>	
	Level 1 (basic)	1–3 marks	<p>AO1 Shows limited knowledge of primary and secondary effects of a tropical storm.</p> <p>AO2 Shows limited geographical understanding of interrelationships between places, environments and processes – may be entirely generic.</p> <p>AO3 Demonstrates limited application of knowledge and understanding in discussing this statement.</p>	
		0	No relevant content.	
<p>Indicative content</p> <p>There should be discussion relating to both primary and secondary effects and which are more severe, larger scale, more long-lasting. The question suggests primary effects are more severe, but an alternative opinion can be given if the example warrants it.</p> <p>Primary effects are strong winds, torrential rain and storm surges. Secondary effects relate to flooding, landslides, homelessness, lack of clean water and spread of disease.</p> <p>The actual response will depend on the example used.</p>				

Section B – The Living World

Total for this section: 20 marks

Question	Part	Marking guidance	Total marks												
02	1	<p>Study Figure 5, a diagram showing the structure of an ecosystem.</p> <p>What is a producer?</p> <p>A producer is a plant that makes its own food. Energy is converted for use via photosynthesis. A producer supports the rest of the ecosystem.</p> <p>Any valid point such as those above.</p>	<p>1</p> <p>AO1=1</p>												
02	2	<p>Describe one link between the different parts of the ecosystem.</p> <p>Any link such as producers at the bottom of the food chain – plants are eaten by herbivores. Leaves fall from trees and are broken down by bacteria and recycled.</p> <p>1 mark for a basic idea, 1 + 1 for a developed idea.</p>	<p>2</p> <p>AO4=2</p>												
02	3	<p>Study Figure 6, a climate graph of Muscat, Oman, a hot desert area.</p> <p>What is the temperature range?</p> <p>15 degrees Celsius.</p>	<p>1</p> <p>AO4=1</p>												
02	4	<p>What is the total amount of precipitation in January?</p> <p>22 mm</p>	<p>1</p> <p>AO4=1</p>												
02	5	<table border="1"> <tr> <td>Level 3 (detailed)</td> <td>5–6 marks</td> <td> <p>AO2 Shows some detailed understanding of interrelationships between vegetation and animals and climate.</p> <p>AO3 Applies detailed knowledge to interpret the table – linking the feature to the reason.</p> </td> </tr> <tr> <td>Level 2 (clear)</td> <td>3–4 marks</td> <td> <p>AO2 Shows some clear understanding of interrelationships between vegetation and animals and climate.</p> <p>AO3 Applies some knowledge to interpret the table.</p> </td> </tr> <tr> <td>Level 1 (basic)</td> <td>1–2 marks</td> <td> <p>AO2 Shows limited understanding of interrelationships between vegetation and/or animals and climate.</p> <p>AO3 Applies limited knowledge to interpret the photograph.</p> </td> </tr> <tr> <td></td> <td>0</td> <td>No relevant content.</td> </tr> </table>	Level 3 (detailed)	5–6 marks	<p>AO2 Shows some detailed understanding of interrelationships between vegetation and animals and climate.</p> <p>AO3 Applies detailed knowledge to interpret the table – linking the feature to the reason.</p>	Level 2 (clear)	3–4 marks	<p>AO2 Shows some clear understanding of interrelationships between vegetation and animals and climate.</p> <p>AO3 Applies some knowledge to interpret the table.</p>	Level 1 (basic)	1–2 marks	<p>AO2 Shows limited understanding of interrelationships between vegetation and/or animals and climate.</p> <p>AO3 Applies limited knowledge to interpret the photograph.</p>		0	No relevant content.	<p>6</p> <p>AO2=3</p> <p>AO3=3</p>
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		<p>Indicative content</p> <p>The answer should focus on explaining the presence of plants that avoid dry periods, with seeds only germinating when it rains; plants that store water like cacti and can withstand drought; plants that have long roots to search for limited water or shallow roots to make use of rain; some plants have small leaves or waxy leaves to reduce water loss and so conserve limited supplies.</p> <p>Animals may store water like camels and are less reliant on rainfall; some have a waterproof skin like snakes and so retain water or come out at night like rodents and stay underground in the heat of the day.</p>										
02	6	<p>Tropical rainforests need to be managed to be sustainable.</p> <p>To what extent are strategies of ecotourism and debt reduction in tropical rainforests sustainable?</p> <table border="1" data-bbox="395 840 1289 2085"> <tbody> <tr> <td data-bbox="395 840 544 1323">Level 3 (detailed)</td> <td data-bbox="544 840 687 1323">7–9 marks</td> <td data-bbox="687 840 1289 1323"> <p>AO1 Shows accurate knowledge of processes, places and environments with regard to management strategies of ecotourism and debt reduction.</p> <p>AO2 Shows thorough geographical understanding of interrelationships between places, environments and processes.</p> <p>AO3 Demonstrates detailed and clear application of knowledge and understanding in assessing to what extent both strategies are sustainable in different ways – puts forward a coherent case.</p> </td> </tr> <tr> <td data-bbox="395 1323 544 1807">Level 2 (clear)</td> <td data-bbox="544 1323 687 1807">4–6 marks</td> <td data-bbox="687 1323 1289 1807"> <p>AO1 Shows clear knowledge of processes, places and environments with regard to management strategies of ecotourism and debt reduction.</p> <p>AO2 Shows some geographical understanding of interrelationships between places, environments and processes.</p> <p>AO3 Demonstrates reasonable application of knowledge and understanding in assessing to what extent both strategies are sustainable in different ways - may be imbalance here.</p> </td> </tr> <tr> <td data-bbox="395 1807 544 2085">Level 1 (basic)</td> <td data-bbox="544 1807 687 2085">1–3 marks</td> <td data-bbox="687 1807 1289 2085"> <p>AO1 Shows limited knowledge of processes, places and environments with regard to causes of desertification.</p> <p>AO2 Shows limited geographical understanding of interrelationships between places, environments and processes.</p> </td> </tr> </tbody> </table>	Level 3 (detailed)	7–9 marks	<p>AO1 Shows accurate knowledge of processes, places and environments with regard to management strategies of ecotourism and debt reduction.</p> <p>AO2 Shows thorough geographical understanding of interrelationships between places, environments and processes.</p> <p>AO3 Demonstrates detailed and clear application of knowledge and understanding in assessing to what extent both strategies are sustainable in different ways – puts forward a coherent case.</p>	Level 2 (clear)	4–6 marks	<p>AO1 Shows clear knowledge of processes, places and environments with regard to management strategies of ecotourism and debt reduction.</p> <p>AO2 Shows some geographical understanding of interrelationships between places, environments and processes.</p> <p>AO3 Demonstrates reasonable application of knowledge and understanding in assessing to what extent both strategies are sustainable in different ways - may be imbalance here.</p>	Level 1 (basic)	1–3 marks	<p>AO1 Shows limited knowledge of processes, places and environments with regard to causes of desertification.</p> <p>AO2 Shows limited geographical understanding of interrelationships between places, environments and processes.</p>	<p>9</p> <p>AO1=3 AO2=3 AO3=3</p>
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			AO3 Demonstrates limited application of knowledge and understanding in assessing to what extent one strategy/both strategies are sustainable.	
		0	No relevant content.	
<p>Indicative content The command is 'to what extent' and so there should be discussion relating to the extent to which ecotourism and debt reduction are sustainable. They are very different strategies with ecotourism developing green tourism, using local resources, generating local jobs such as guides with an intimate knowledge of the forest, encouraging a caring approach. In contrast, debt reduction swaps money owed in return for not cutting down any more forest rather than making use of what there is. They both encourage sustainability in different ways – ecotourism is more diverse in its approach and smaller-scale potentially. There may be reference to examples used; but there must be a link to sustainability for Level 2.</p>				

Section C – Physical Landscapes – Coastal landscapes

Total for this section: 15 marks

03	1	<p>Study Figure 7, a diagram showing two types of mass movement – sliding and slumping on the coastline.</p> <p>Use Figure 7 to describe the difference(s) between sliding and slumping.</p> <p>Sliding removes a section from the cliff face which moves parallel down the slope, without changing as it moves, while slumping moves material in a curve and changes in its structure.</p> <p>1 mark for each correct statement 2 x 1.</p>	<p>2</p> <p>AO4=2</p>									
03	2	<p>Explain how weathering can make the coast more likely to be affected by sliding and slumping.</p> <p>Weathering weakens rock by breaking it down/causing it to decay. This makes the material loose and less connected to the base rock and more likely to move via slides or slumps down the cliff face.</p> <p>1 mark for each correct statement 2 x 1.</p>	<p>2</p> <p>AO1=1</p> <p>AO3=1</p>									
03	3	<p>Study Figure 8, an extract from an Ordnance Survey map of the coast at Holderness. Identify the landform at X on the map.</p> <p>Sand spit, beach</p>	<p>1</p> <p>AO4=1</p>									
03	4	<p>Explain the formation of the sand spit shown in Figure 8.</p> <table border="1" data-bbox="395 1137 1289 2087"> <tr> <td data-bbox="395 1137 544 1491">Level 3 (detailed)</td> <td data-bbox="544 1137 687 1491">5–6 marks</td> <td data-bbox="687 1137 1289 1491"> <p>AO1 Shows detailed knowledge of coastal processes.</p> <p>AO2 Shows detailed understanding of interrelationships between environment/landform and processes.</p> <p>AO3 Applies detailed knowledge and understanding to interpret the map – linking landforms to explanation.</p> </td> </tr> <tr> <td data-bbox="395 1491 544 1845">Level 2 (clear)</td> <td data-bbox="544 1491 687 1845">3–4 marks</td> <td data-bbox="687 1491 1289 1845"> <p>AO1 Shows some accurate knowledge of coastal processes.</p> <p>AO2 Shows some clear understanding of interrelationships between environment/landform and processes.</p> <p>AO3 Applies some knowledge and understanding to interpret the map and explain landforms.</p> </td> </tr> <tr> <td data-bbox="395 1845 544 2087">Level 1 (basic)</td> <td data-bbox="544 1845 687 2087">1–2 marks</td> <td data-bbox="687 1845 1289 2087"> <p>AO1 Shows limited knowledge of coastal processes.</p> <p>AO2 Shows limited understanding of interrelationships between environment /landform and processes.</p> </td> </tr> </table>	Level 3 (detailed)	5–6 marks	<p>AO1 Shows detailed knowledge of coastal processes.</p> <p>AO2 Shows detailed understanding of interrelationships between environment/landform and processes.</p> <p>AO3 Applies detailed knowledge and understanding to interpret the map – linking landforms to explanation.</p>	Level 2 (clear)	3–4 marks	<p>AO1 Shows some accurate knowledge of coastal processes.</p> <p>AO2 Shows some clear understanding of interrelationships between environment/landform and processes.</p> <p>AO3 Applies some knowledge and understanding to interpret the map and explain landforms.</p>	Level 1 (basic)	1–2 marks	<p>AO1 Shows limited knowledge of coastal processes.</p> <p>AO2 Shows limited understanding of interrelationships between environment /landform and processes.</p>	<p>6</p> <p>AO1=2</p> <p>AO2=2</p> <p>AO3=2</p>
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03	5	<p>Explain how groynes at Y on the map protect the coast.</p> <table border="1"> <tr> <td>Level 2 (clear)</td> <td>3–4 marks</td> <td> AO2 Shows clear understanding of coastal processes and environments – can explain how groynes protect the coast. AO3 Applies understanding to the map to explain interrelationships between environment and processes. </td> </tr> <tr> <td>Level 1 (basic)</td> <td>1–2 marks</td> <td> AO2 Shows limited understanding of coastal processes and environments – partial explanation of how groynes protect the coast. AO4 Shows some use of the map to communicate findings. </td> </tr> <tr> <td></td> <td>0</td> <td>No relevant content.</td> </tr> </table> <p>Indicative content Groynes are wooden fences or rock boulders which are found at right angles to the coast. They work by stopping the movement of sand by longshore drift. By keeping the sand in place, the beach is kept in place – it can be seen to be wider on the map – and this protects the base of the cliffs from the in-coming waves and so reduces erosion.</p>	Level 2 (clear)	3–4 marks	AO2 Shows clear understanding of coastal processes and environments – can explain how groynes protect the coast. AO3 Applies understanding to the map to explain interrelationships between environment and processes.	Level 1 (basic)	1–2 marks	AO2 Shows limited understanding of coastal processes and environments – partial explanation of how groynes protect the coast. AO4 Shows some use of the map to communicate findings.		0	No relevant content.	4 AO1=2 AO2=1 AO3=1
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	0	No relevant content.										

Section D – Physical Landscapes – Hot desert landscape

Total for this section: 15 marks

Question	Part	Marking guidance	Total marks												
04	1	<p>A process of wind erosion is:</p> <p>C = Deflation</p>	<p>1</p> <p>AO1=1</p>												
04	2	<p>Name one landform which results from wind erosion in hot deserts.</p> <p>Yardangs or zeugen.</p>	<p>1</p> <p>AO1=1</p>												
04	3	<p>Study Figure 9, a photograph showing sand dunes in Egypt.</p> <p>Mark with an arrow and label three features of the sand dunes.</p> <p>Any three features such as ridge marking the top, its curved nature, steep drop in part, gentle drop in others areas, extent of lines and scalloped edges in the distance.</p> <p>Arrows must touch feature being described; feature must be visible.</p>	<p>3</p> <p>AO3=1</p> <p>AO4=2</p>												
04	4	<p>Explain the formation of the sand dunes shown in Figure 9.</p> <table border="1"> <tbody> <tr> <td>Level 3 (Detailed)</td> <td>5–6 marks</td> <td> <p>AO1 Shows detailed knowledge of hot desert processes.</p> <p>AO2 Shows detailed understanding of interrelationships between environment/landform and processes.</p> <p>AO3 Applies detailed knowledge and understanding to interpret the photograph – linking landforms to explanation.</p> </td> </tr> <tr> <td>Level 2 (Clear)</td> <td>3–4 marks</td> <td> <p>AO1 Shows some accurate knowledge of hot desert processes.</p> <p>AO2 Shows some clear understanding of interrelationships between environment/landform and processes.</p> <p>AO3 Applies some knowledge and understanding to interpret the photograph and explain landforms.</p> </td> </tr> <tr> <td>Level 1 (Basic)</td> <td>1–2 marks</td> <td> <p>AO1 Shows limited knowledge of hot desert processes.</p> <p>AO2 Shows limited understanding of interrelationships between environment /landform and processes.</p> <p>AO3 Applies limited knowledge and understanding to interpret the photograph and explain landforms.</p> </td> </tr> <tr> <td></td> <td>0</td> <td>No relevant content</td> </tr> </tbody> </table>	Level 3 (Detailed)	5–6 marks	<p>AO1 Shows detailed knowledge of hot desert processes.</p> <p>AO2 Shows detailed understanding of interrelationships between environment/landform and processes.</p> <p>AO3 Applies detailed knowledge and understanding to interpret the photograph – linking landforms to explanation.</p>	Level 2 (Clear)	3–4 marks	<p>AO1 Shows some accurate knowledge of hot desert processes.</p> <p>AO2 Shows some clear understanding of interrelationships between environment/landform and processes.</p> <p>AO3 Applies some knowledge and understanding to interpret the photograph and explain landforms.</p>	Level 1 (Basic)	1–2 marks	<p>AO1 Shows limited knowledge of hot desert processes.</p> <p>AO2 Shows limited understanding of interrelationships between environment /landform and processes.</p> <p>AO3 Applies limited knowledge and understanding to interpret the photograph and explain landforms.</p>		0	No relevant content	<p>6</p> <p>AO1=2</p> <p>AO2=2</p> <p>AO3=2</p>
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	0	No relevant content													

Question	Part	Marking guidance	Total marks									
		<p>Indicative content There must be some reference to the photograph to reach the top of level 2.</p> <p>Explanation should refer to the availability of sand; the link to the prevailing wind direction with dunes forming at right angles and barchans having the ends extended as horns where there is less sand to move. There should be reference to the processes of saltation and surface creep and eddying which further shape the detail on the dune – giving rise to a more gentle slope in the direction of the prevailing wind and a steeper slope in the lee of it.</p>										
04	5	<p>Study Figure 10, a map showing actual and proposed tourism developments in Dubai.</p> <p>Explain how tourism provide development opportunities in the desert.</p> <table border="1" data-bbox="371 819 1270 1274"> <tbody> <tr> <td data-bbox="371 819 531 1039">Level 2 (Clear)</td> <td data-bbox="536 819 683 1039">3–4 marks</td> <td data-bbox="687 819 1270 1039">AO2 Shows clear understanding of concepts and environments. AO3 Applies understanding to the map to explain interrelationships between concept and environment.</td> </tr> <tr> <td data-bbox="371 1046 531 1227">Level 1 (Basic)</td> <td data-bbox="536 1046 683 1227">1–2 marks</td> <td data-bbox="687 1046 1270 1227">AO2 Shows limited understanding of concepts and environments. AO4 Shows some use of the map to communicate findings.</td> </tr> <tr> <td data-bbox="371 1234 531 1274"></td> <td data-bbox="536 1234 683 1274">0</td> <td data-bbox="687 1234 1270 1274">No relevant content.</td> </tr> </tbody> </table> <p>Indicative content The map shows various attractions for tourists – both on the immediate coast such as the waterfront and beach and hotel developments as well as attractions inland such as a yacht club and golf and race courses providing different attractions and attracting a wider variety of tourists. Thus, tourism provides many opportunities for investment and foreign tourists will be attracted. Many jobs will be created in the area linked to the amenities, including boats on the coast and guides to various attractions as well as working in the hotels.</p>	Level 2 (Clear)	3–4 marks	AO2 Shows clear understanding of concepts and environments. AO3 Applies understanding to the map to explain interrelationships between concept and environment.	Level 1 (Basic)	1–2 marks	AO2 Shows limited understanding of concepts and environments. AO4 Shows some use of the map to communicate findings.		0	No relevant content.	<p>6</p> <p>AO2=2 AO3=1 AO4=1</p>
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Question	Part	Marking guidance	Total marks												
05	1	<p>A process of river transportation is:</p> <p>B = Suspension</p>	<p>1</p> <p>AO1=1</p>												
05	2	<p>Name one river landform which results from deposition.</p> <p>Levee, flood plain, estuary</p>	<p>1</p> <p>AO1=1</p>												
05	3	<p>Study Figure 11, a photograph of river meanders in Malaysia.</p> <p>Mark with an arrow and label three features of the meanders.</p> <p>Any three features such as the inside bend of the meander, the outside bend of the meander, the varying sinuosity of the meanders, the presence of the flood plain on which they are found.</p> <p>Arrows must touch feature being described; feature must be visible.</p>	<p>3</p> <p>AO3=1 AO4=2</p>												
05	4	<p>Explain the formation of the meanders shown in Figure 11.</p> <table border="1"> <tbody> <tr> <td>Level 3 (Detailed)</td> <td>5–6 marks</td> <td> <p>AO1 Shows detailed knowledge of river processes.</p> <p>AO2 Shows detailed understanding of interrelationships between environment/landform and processes.</p> <p>AO3 Applies detailed knowledge and understanding to interpret the photograph – linking landforms to explanation.</p> </td> </tr> <tr> <td>Level 2 (Clear)</td> <td>3–4 marks</td> <td> <p>AO1 Shows some accurate knowledge of river processes.</p> <p>AO2 Shows some clear understanding of interrelationships between environment/landform and processes.</p> <p>AO3 Applies some knowledge and understanding to interpret the photograph and explain landforms.</p> </td> </tr> <tr> <td>Level 1 (Basic)</td> <td>1–2 marks</td> <td> <p>AO1 Shows limited knowledge of river processes.</p> <p>AO2 Shows limited understanding of interrelationships between environment /landform and processes.</p> <p>AO3 Applies limited knowledge and understanding to interpret the photograph and explain landforms.</p> </td> </tr> <tr> <td></td> <td>0</td> <td>No relevant content.</td> </tr> </tbody> </table> <p>Indicative content There should be recognition of the river flowing relatively straight and</p>	Level 3 (Detailed)	5–6 marks	<p>AO1 Shows detailed knowledge of river processes.</p> <p>AO2 Shows detailed understanding of interrelationships between environment/landform and processes.</p> <p>AO3 Applies detailed knowledge and understanding to interpret the photograph – linking landforms to explanation.</p>	Level 2 (Clear)	3–4 marks	<p>AO1 Shows some accurate knowledge of river processes.</p> <p>AO2 Shows some clear understanding of interrelationships between environment/landform and processes.</p> <p>AO3 Applies some knowledge and understanding to interpret the photograph and explain landforms.</p>	Level 1 (Basic)	1–2 marks	<p>AO1 Shows limited knowledge of river processes.</p> <p>AO2 Shows limited understanding of interrelationships between environment /landform and processes.</p> <p>AO3 Applies limited knowledge and understanding to interpret the photograph and explain landforms.</p>		0	No relevant content.	<p>6</p> <p>AO1=2 AO2=2 AO3=2</p>
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Question	Part	Marking guidance	Total marks									
		<p>developing a slight curve, perhaps due to moving around an obstacle. Riffles – areas of coarse deposited sediment develop and pools – areas of deeper water – as the meanders start to form. The fastest flow of the river - the thalweg – goes to the outer bank and erosion occurs here via abrasion and hydraulic power, whilst deposition occurs on the shallower inner bank. This leads to an asymmetrical cross profile and the meanders become more exaggerated as erosion on the outside bend pushes these together.</p>										
05	5	<p>Study Figure 12, an extract about a planned flood management scheme.</p> <p>Explain environmental issues resulting from a flood management scheme such as that described in Figure 12.</p> <table border="1" data-bbox="371 712 1270 1167"> <tbody> <tr> <td data-bbox="371 712 528 931">Level 2 (clear)</td> <td data-bbox="533 712 679 931">3–4 marks</td> <td data-bbox="684 712 1270 931"> AO2 Shows clear understanding of processes and environments. AO3 Applies understanding to the extract to explain interrelationships between processes and environment. </td> </tr> <tr> <td data-bbox="371 938 528 1120">Level 1 (basic)</td> <td data-bbox="533 938 679 1120">1–2 marks</td> <td data-bbox="684 938 1270 1120"> AO2 Shows limited understanding of processes and environments. AO4 Shows some use of the extract to communicate findings. </td> </tr> <tr> <td data-bbox="371 1126 528 1167"></td> <td data-bbox="533 1126 679 1167">0</td> <td data-bbox="684 1126 1270 1167">No relevant content.</td> </tr> </tbody> </table> <p>Indicative content The creation of a dam means that water is held back behind the dam. This is often a very large area. This will lead to large-scale flooding upstream of the dam and damage ecosystems – wiping them out as the area will be covered in water. Plant and animal species may be threatened as habitat is lost and water may drain away less well, increasing the extent to which areas are marshy – providing a different habitat for other species. A larger aquatic ecosystem will be present with opportunities for fish stocks. There will be changes downstream as more erosion is likely to occur and less water will be present at times as flow is controlled.</p>	Level 2 (clear)	3–4 marks	AO2 Shows clear understanding of processes and environments. AO3 Applies understanding to the extract to explain interrelationships between processes and environment.	Level 1 (basic)	1–2 marks	AO2 Shows limited understanding of processes and environments. AO4 Shows some use of the extract to communicate findings.		0	No relevant content.	<p>4</p> <p>AO2=2 AO3=1 AO4=1</p>
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