



GCE

Geography

Unit **F761**: Managing Physical Environments

Advanced Subsidiary GCE

Mark Scheme for June 2015

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All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

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

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Annotations used in the detailed Mark Scheme

Annotation	Meaning of annotation
	Correct point. Only to be used in point marked questions (Q3ai and Q4ai).
	Omission mark. Further development needed, missing point or link between points.
	Level one – to be used on the final, 9 mark part of Section A questions only.
	Level two – to be used on the final, 9 mark part of Section A questions only.
	Level three – to be used on the final, 9 mark part of Section A questions only.
	Unclear, inaccurate, dubious validity.
	Irrelevant, a significant amount of material that does not answer the question.
	No example(s) used or provided.
	Rubric Error (place at start of Question not being counted).
	Identifying an issue eg irrelevant paragraph. Use in conjunction with another stamp eg  or 
	Point has been seen and noted
BP	Blank page.
Highlighting tool	A section of text that is particularly creditworthy.

Examiners **must** include annotations on each response in Section A. In Section B, each page of writing **must** have some annotation.

In 9 mark questions, the Level awarded annotation should be positioned in left margin adjacent to the evidence for the award of that level. The wavy line or highlighting annotations may be used as well if the evidence covers more than one line of text.

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
1	(a)	Study Fig. 1, which shows the load transportation process (% volume) of two rivers in North Wales.			
	(i)	Use Fig. 1 to contrast the load transportation process of the two rivers. <ul style="list-style-type: none"> • river B has less solution load • traction/saltation load higher in A than in B • suspension load higher in B than in A 	4	Approximate values A: Solution = 3% Suspension = 10% Traction/saltation = 87% B: Solution = trace Suspension = 30% Traction/saltation = 70%	Level 2 (3–4 marks) At least two differences explicitly identified, uses evidence. Level 1 (0–2 marks) One difference identified, with evidence provided, or two differences identified without evidence provided, or two rivers described separately.
	(ii)	Suggest <u>two</u> reasons for these contrasts. Reasons include: <ul style="list-style-type: none"> • differences in velocity • volume • rock type • human activity e.g. dams, land use • particle size • availability of load • channel characteristics • river regime 	6	Good explanations should link velocity/volume differences to available energy. References to competence may indicate top Level 2 answers.	Level 2 (5–6 marks) Suggests two reasons. Causal links clearly explained and related to the contrasts. Good use of technical language. Level 1 (0–4 marks) Suggests at least one reason. Links may be stated rather than explained. Reasons may be generic. Gaps in technical language. One explaining contrasts well may reach the top of this level. Two reasons for one contrast = max Level 1.

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Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
	(b)	<p>Outline <u>two</u> physical reasons why river basins are naturally vulnerable to flooding.</p> <p>Reasons include:</p> <ul style="list-style-type: none"> • steep relief • impermeable rock • soil type/depth • lack/type of vegetation • intense rainfall • prolonged rainfall • high drainage density • shape of basin • snowmelt • mass movement damming river • low-lying basin • extensive floodplain • storm surges at river mouth 	6	<p>An outline only is required, not a full explanation.</p> <p>Do not credit size of channel alone.</p>	<p>Level 2 (5–6 marks) Suggests two reasons. Causal links clearly outlined. Good use of technical language.</p> <p>Level 1 (0–4 marks) Suggests at least one reason. Links may be stated rather than outlined. Gaps in technical language. One outlined well may reach the top of this level.</p>
	(c)	<p>Explain why a range of human activities is found in a named river environment.</p> <p>Reasons include: Advantages of river environments for human activities such as:</p> <ul style="list-style-type: none"> • flat land • available water supply – domestic, industrial • attractive scenery • wildlife • characteristics of the river making it suitable for transport, recreation/leisure 	9	<p>Focus should be on the range in Level 3, rather than reasons for individual activities. This may be because of a range of advantages, perhaps in different parts of the river's course, or that different activities utilise similar advantages, such as flat land on flood plains for farming, settlement and industry.</p>	<p>Level 3 (8–9 marks) Uses a clearly identified example to explain the <u>range</u> of activities. Cause-effect links are stated and clearly explained. Answer is well structured with accurate grammar and spelling. Good use of appropriate geographical terminology.</p> <p>Level 2 (5–7 marks) Gives a clearly identified example to explain the presence of at least two human activities. Cause-effect links are stated but explanation may not be clear. Answer has sound structure but may have some errors in grammar and spelling.</p>

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Question			Answer/Indicative Content	Marks	Content	Guidance
						Levels of response
			<ul style="list-style-type: none"> • natural resources e.g. fish, sediment • fertile soil • energy source • accessibility • labour force • heritage attraction <p>One human activity may lead to a demand for others</p> <p>River/basin management strategies are also valid.</p>			<p>Some use of appropriate geographical terminology.</p> <p>Level 1 (0–4 marks) Limited or no example. Explanation of at least one human activity OR descriptive observations of human activities with cause-effect links limited or absent. Answer has little structure and has some errors in grammar and spelling. Little use of appropriate geographical terminology.</p> <p>If no located example then top of Level 1 Max.</p>

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Question		Answer/Indicative Content	Marks	Content	Guidance
					Levels of response
2	(a)	<ul style="list-style-type: none"> Study Fig. 2, which shows sediment sources (% volume) of two beaches in East Sussex. 			
		<p>(i) Use Fig. 2 to contrast the sediment sources of the two beaches.</p> <ul style="list-style-type: none"> site A has more river deposition longshore drift/on-shore deposition higher in A than in B cliff erosion/mass movement higher in B than in A 	4	<p>Approximate values</p> <p>A:</p> <p>River deposition = 60%</p> <p>Cliff erosion/mass movement = 10%</p> <p>Longshore drift/on-shore deposition = 30%</p> <p>B:</p> <p>River deposition=25%</p> <p>Cliff erosion/mass movement = 60%</p> <p>Longshore drift/on-shore deposition = 15%</p>	<p>Level 2 (3–4 marks) At least two differences explicitly identified, uses evidence.</p> <p>Level 1 (0–2 marks) One difference identified, with evidence provided, or two differences identified without evidence provided, or two beaches described separately.</p>
		<p>(ii) Suggest <u>two</u> reasons for these contrasts.</p> <p>Reasons include:</p> <p>Differences in</p> <ul style="list-style-type: none"> wave type rock type cliff angle presence/absence of river wind/wave direction/strength/fetch coastal protection e.g. groynes, cliff stabilisation, beach nourishment dredging/sand extraction 	6	<p>Good explanations should link wind/wave differences to available energy.</p>	<p>Level 2 (5–6 marks) Suggests two reasons. Causal links clearly explained and related to the contrasts. Good use of technical language.</p> <p>Level 1 (0–4 marks) Suggests at least one reason. Links may be stated rather than explained. Reasons may be generic. Gaps in technical language. One explaining contrasts well may reach the top of this level. Two reasons for one contrast = max Level 1.</p>

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Question			Answer/Indicative Content	Marks	Content	Guidance
						Levels of response
			<ul style="list-style-type: none"> • upstream river/basin characteristics including dam construction • type/density of vegetation • off-shore gradient • coastal morphology • sediment cell characteristics 			
	(b)		<p>Outline <u>two</u> reasons why coastal areas may need to be protected from the effects of natural processes.</p> <p>Reasons include:</p> <ul style="list-style-type: none"> • economic value of land uses • social value of land uses • environmental value of land e.g. rare habitats/species • prevention of hazard e.g. damage to a power station • cost/benefit ratio • high rates of erosion • high wave energy • vulnerable rock type • strong winds • long fetch • flooding risk • heritage value • loss of beach material to longshore drift 	6	An outline only is required, not a full explanation.	<p>Level 2 (5–6 marks) Suggests two reasons. Causal links clearly outlined. Good use of technical language.</p> <p>Level 1 (0–4 marks) Suggests at least one reason. Links may be stated rather than outlined. Gaps in technical language. One outlined well may reach the top of this level.</p>

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Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
	(c)	<p>Explain why a variety of human activities is found in a <u>named</u> coastal area.</p> <p>Reasons include: Advantages of coastal areas for human activities such as:</p> <ul style="list-style-type: none"> • flat land • available water supply - domestic, industrial • attractive scenery • wildlife • wind/wave energy • natural, deep water harbour • resources e.g. fish, sediment • tidal range • suitability for tourism/leisure/recreation • accessibility • labour force • heritage <p>One human activity may lead to a demand for others.</p> <p>Coastal management strategies are also valid.</p>	9	Focus should be on the variety in Level 3, rather than reasons for individual activities. This may be because of a range of advantages, or that different activities utilise similar advantages.	<p>Level 3 (8–9 marks) Uses a clearly identified example to explain the <u>variety</u> of activities. Cause-effect links are stated and clearly explained. Answer is well structured with accurate grammar and spelling. Good use of appropriate geographical terminology.</p> <p>Level 2 (5–7 marks) Gives a clearly identified example to explain the presence of at least two human activities. Cause-effect links are stated but explanation may not be clear. Answer has sound structure but may have some errors in grammar and spelling. Some use of appropriate geographical terminology.</p> <p>Level 1 (0–4 marks) Limited or no example. Explanation of at least one human activity OR descriptive observations of human activities with cause-effect links limited or absent. Answer has little structure and has some errors in grammar and spelling. Little use of appropriate geographical terminology.</p> <p>If no located example then top of Level 1 Max.</p>

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Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
3	(a)	Study Fig. 3, a photograph of a cold environment in Norway.			
	(i)	<p>Identify and describe <u>two</u> distinctive landforms shown in Fig. 3.</p> <p>Landforms include:</p> <ul style="list-style-type: none"> • U-shaped valley/trough • arête • cirque • pyramidal peak • truncated spur • hanging valley • scree • moraine • erratics • misfit stream 	4	Descriptions could refer to shape, relative height, steepness, bare rock/ice cover. Diagram may be used.	<p>1 mark for each landform correctly identified.</p> <p>1 mark for each landform correctly described.</p>
	(ii)	<p>Suggest how ice has shaped these landforms.</p> <p>Most of the landforms are shaped by glacial erosion; plucking and abrasion. May also be influenced by freeze-thaw weathering and nivation. Moraine/erratics are shaped by glacial deposition.</p>	6	<p>Must refer to landforms identified in (i).</p> <p><u>Explanation</u> of the process mechanisms is not required.</p> <p>No double penalty for a landform incorrectly identified, but correctly described in (i).</p>	<p>Level 2 (5–6 marks)</p> <p>Clear explanation with explicit links between process(es) and shaping of two landforms. Likely to refer to specific erosion mechanisms.</p> <p>Level 1 (0–4 marks)</p> <p>Explanation provided but links to the shaping of the landforms may be stated rather than explained. May refer to generic erosion only.</p> <p>One explained well may reach the top of this level.</p>

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Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
	(b)	<p>Outline <u>two</u> opportunities for economic development provided by cold environments.</p> <p>Opportunities include:</p> <ul style="list-style-type: none"> • natural resources • agricultural potential • landscape • forest • energy potential e.g. geothermal heat • flora/fauna • climate • remoteness • heritage <p>Economic development comes from taking advantage of these opportunities and the resultant generation of jobs, income, trade, tax revenues, multiplier effect.</p>	6	<p>An outline only is required, not a full explanation.</p> <p>The link between the opportunity-the physical characteristic of the environment-and the human activity needs to be outlined.</p> <p>The link between the human activity taking that opportunity and economic benefit gained needs to be outlined.</p>	<p>Level 2 (5–6 marks) Suggests two opportunities. Both causal links are clearly outlined. Good use of technical language.</p> <p>Level 1 (0–4 marks) One of the two links is outlined for both opportunities Or both links may be stated for both opportunities. Gaps in technical language. One outlined well may reach the top of this level.</p>
	(c)	<p>Explain how <u>one</u> named cold environment can be managed sustainably.</p> <p>Sustainable management can be achieved by: Balancing socio-economic and environmental needs. Meeting the needs of the present without compromising the ability of future generations to meet their own needs.</p>	9	Strategies could be at any scale.	<p>Level 3 (8–9 marks) Uses a clearly identified example to explain the management strategy/strategies used. Explicit focus on how sustainability is being achieved. Cause-effect links are stated and clearly explained. Answer is well structured with accurate grammar and spelling. Good use of appropriate geographical terminology.</p> <p>Level 2 (5–7 marks) Gives a clearly identified example to</p>

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Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
			<p>Strategies include:</p> <ul style="list-style-type: none"> • land use zoning • restricting access– spatial or temporal • footpath management • vegetation management • quotas • pollution control • designation of protected areas e.g. SSIs, nature reserves • legislation • sustainable settlement 		Level 2 answers may well focus just on environmental protection.	<p>explain the management strategy/strategies used. Cause-effect links are stated but explanation may not be clear. Answer has sound structure but may have some errors in grammar and spelling. Some use of appropriate geographical terminology.</p> <p>Level 1 (0–4 marks) Limited or no example. Simple explanation of at least one management strategy OR descriptive observations of strategies with cause-effect links limited or absent. Answer has little structure and has some errors in grammar and spelling. Little use of appropriate geographical terminology.</p> <p>If no located example then top of Level 1 Max.</p>
4	(a)		Study Fig. 4, a photograph of a semi-arid environment in south-west USA.			
		(i)	<p>Identify and describe <u>two</u> distinctive landforms shown in Fig. 4.</p> <p>Landforms include:</p> <ul style="list-style-type: none"> • canyon • incised channel • scree slopes • plateau • terraces 	4	Descriptions could refer to shape, relative height, steepness, bare rock/ice cover. Diagram may be used.	<p>1 mark for each landform correctly identified.</p> <p>1 mark for each landform correctly described.</p>

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Question			Answer/Indicative Content	Marks	Content	Guidance
						Levels of response
			<ul style="list-style-type: none"> • cliffs • wadi • mesa • butte • alluvial fan • pediment 			
		(ii)	<p>Suggest how water has shaped these landforms.</p> <p>Most of the landforms are shaped by fluvial erosion; corrasion, hydraulic action.</p> <p>May also be influenced by weathering and mass movement.</p> <p>Alluvial fans are shaped by fluvial deposition.</p>	6	<p>Must refer to landforms identified in (i).</p> <p><u>Explanation</u> of the process mechanisms is not required.</p> <p>No double penalty for a landform incorrectly identified, but correctly described in (i).</p> <p>No double penalty for a landform incorrectly identified, but correctly described in (i).</p>	<p>Level 2 (5–6 marks) Clear explanation with explicit links between process(es) and shaping of two landforms. Likely to refer to specific erosion mechanisms.</p> <p>Level 1 (0–4 marks) Explanation provided but links to the shaping of the landforms may be stated rather than explained. May refer to generic erosion only. One explained well may reach the top of this level.</p>
		(b)	<p>Outline <u>two</u> opportunities for economic development provided by hot arid/semi-arid environments.</p> <p>Opportunities include:</p> <ul style="list-style-type: none"> • natural resources • agricultural potential • landscape • vegetation • energy potential e.g. solar, wind • flora/fauna • climate 	6	<p>An outline only is required, not a full explanation.</p> <p>The link between the opportunity-the physical characteristic of the environment-and the human activity needs to be outlined.</p> <p>The link between the human activity taking that opportunity and economic benefit gained needs to be outlined.</p>	<p>Level 2 (5–6 marks) Suggests two opportunities. Both causal links are clearly outlined. Good use of technical language.</p> <p>Level 1 (0–4 marks) One of the two links is outlined for both opportunities Or both links may be stated for both opportunities. Gaps in technical language. One outlined well may reach the top of this</p>

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Question			Answer/Indicative Content	Marks	Content	Guidance
						Levels of response
			<ul style="list-style-type: none"> • remoteness • available space/flat land • heritage • water supply <p>Economic development comes from taking advantage of these opportunities and the resultant generation of jobs, income, trade, tax revenues, multiplier effect.</p>			level.
	(c)	<p>Explain how <u>one</u> named hot arid/semi-arid environment can be managed sustainably.</p> <p>Sustainable management can be achieved by: Balancing socio-economic and environmental needs. Meeting the needs of the present without compromising the ability of future generations to meet their own needs. Strategies include:</p> <ul style="list-style-type: none"> • land use zoning • restricting access– spatial or temporal • footpath management • vegetation management • quotas • pollution control • designation of protected areas e.g. SSIs, nature reserves • legislation 	9	<p>Strategies could be at any scale.</p> <p>Level 2 answers may well focus just on environmental protection.</p>	<p>Level 3 (8–9 marks) Uses a clearly identified example to explain the management strategy/strategies used. Explicit focus on how sustainability is being achieved. Cause-effect links are stated and clearly explained. Answer is well structured with accurate grammar and spelling. Good use of appropriate geographical terminology.</p> <p>Level 2 (5–7 marks) Gives a clearly identified example to explain the management strategy/strategies used. Cause-effect links are stated but explanation may not be clear. Answer has sound structure but may have some errors in grammar and spelling. Some use of appropriate geographical terminology.</p> <p>Level 1 (0–4 marks) Limited or no example. Simple explanation of at least one</p>	

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Question			Answer/Indicative Content	Marks	Content	Guidance
						Levels of response
			<ul style="list-style-type: none"> sustainable settlement irrigation scheme 			<p>management strategy OR descriptive observations of strategies with cause-effect links limited or absent. Answer has little structure and has some errors in grammar and spelling. Little use of appropriate geographical terminology.</p> <p>If no located example then top of Level 1 Max.</p>
5		<p>With reference to one or more river basins, examine how erosion results in a range of fluvial landforms.</p> <p>There is a range of landforms associated with erosion. These are mainly in the upper part of a river's course, such as waterfalls, rapids, interlocking spurs, V-shaped valleys. Some landforms found in the middle and lower course are also, in part, influenced by erosion, such as meanders and flood plains. Erosion occurs by mechanisms such as corrasion and hydraulic action. Depositional landforms may also be relevant, such as point bars, if erosion is shown to be the source of the deposited sediment. Sub-aerial processes may be relevant if linked to the weakening of rock enabling more effective erosion.</p>	25		<p>AO1 Knowledge and understanding</p> <p>Level 3 (11–13 marks) Detailed knowledge and understanding of the landforms associated with erosion. Cause-effect links are clearly explained. There is effective use of detailed exemplification with landforms being explicitly linked to erosion processes.</p> <p>Level 2 (7–10 marks) Some knowledge and understanding of the landforms associated with erosion. Cause-effect links are stated but not clearly explained. There is use of exemplification with some linkages made between landforms and erosion processes. If only one landform explained then top of Level 2 Max.</p> <p>Level 1 (0–6 marks) Limited knowledge and understanding of one or more landforms associated with</p>	

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Question			Answer/Indicative Content	Marks	Content	Guidance
						Levels of response
						<p>erosion. There is limited or absent exemplification of process- landform linkages.</p> <p>If no located example then top of Level 1 Max.</p> <p>AO2 Analysis and application</p> <p>Level 3 (5 marks) Clear analysis and application of knowledge and understanding of the range of landforms associated with erosion.</p> <p>Level 2 (3–4 marks) Some analysis and application of knowledge and understanding of the range of landforms associated with erosion.</p> <p>Level 1 (0–2 marks) Limited analysis and application of knowledge and understanding of the range of landforms associated with erosion.</p> <p>AO3 Skills and communication</p> <p>Level 3 (6–7 marks) Answer is well structured with accurate grammar and spelling. Good use of appropriate geographical terminology. Clear conclusion(s) are drawn.</p> <p>Level 2 (4–5 marks) Answer has sound structure but may have</p>
					L3: Range explicitly commented upon.	
					L2: Range implicitly addressed, by referring to landforms produced by differing impacts of erosion.	
					L1: Range not considered or evidenced.	

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Question			Answer/Indicative Content	Marks	Content	Guidance
						Levels of response
						<p>some errors in grammar and spelling. Some use of appropriate geographical terminology. Conclusion(s) are attempted.</p> <p>Level 1 (0–3 marks) Answer has little structure and has some errors in grammar and spelling. Little use of appropriate geographical terminology. No conclusion(s) are attempted.</p>
6			<p>With reference to one or more coastlines, examine how erosion results in a range of coastal landforms.</p> <p>There is a range of landforms associated with erosion. Landforms often occur together in pairs or groups. These include bays/headlands, cliffs/shore platforms, cave/arch/stack/stump. Landforms are typically found on coastlines subjected to high energy waves. Erosion occurs by mechanisms such as corrasion and hydraulic action. Depositional landforms may also be relevant, such as spits, if erosion is shown to be the source of the deposited sediment.</p> <p>Sub-aerial processes may be relevant if linked to the weakening of rock enabling more effective erosion.</p>	25		<p>AO1 Knowledge and understanding</p> <p>Level 3 (11–13 marks) Detailed knowledge and understanding of the landforms associated with erosion. Cause-effect links are clearly explained. There is effective use of detailed exemplification with landforms being explicitly linked to erosion processes.</p> <p>Level 2 (7–10 marks) Some knowledge and understanding of the landforms associated with erosion. Cause-effect links are stated but not clearly explained. There is use of exemplification with some linkages made between landforms and erosion processes. If only one landform explained then top of Level 2 Max.</p> <p>Level 1 (0–6 marks) Limited knowledge and understanding of one or more landforms associated with</p>

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Question			Answer/Indicative Content	Marks	Content	Guidance
						Levels of response
						<p>erosion. There is limited or absent exemplification of process- landform linkages.</p> <p>If no located example then top of Level 1 Max.</p> <p>AO2 Analysis and application</p> <p>Level 3 (5 marks) Clear analysis and application of knowledge and understanding of the range of landforms associated with erosion.</p> <p>Level 2 (3–4 marks) Some analysis and application of knowledge and understanding of the range of landforms associated with erosion.</p> <p>Level 1 (0–2 marks) Limited analysis and application of knowledge and understanding of the range of landforms associated with erosion.</p> <p>AO3 Skills and communication</p> <p>Level 3 (6–7 marks) Answer is well structured with accurate grammar and spelling. Good use of appropriate geographical terminology. Clear conclusion(s) are drawn.</p> <p>Level 2 (4–5 marks) Answer has sound structure but may have</p>
					L3: Range explicitly commented upon.	
					L2: Range implicitly addressed, by referring to landforms produced by differing impacts of erosion.	
					L1: Range not considered or evidenced.	

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Question			Answer/Indicative Content	Marks	Content	Guidance
						Levels of response
						<p>some errors in grammar and spelling. Some use of appropriate geographical terminology. Conclusion(s) are attempted.</p> <p>Level 1 (0–3 marks) Answer has little structure and has some errors in grammar and spelling. Little use of appropriate geographical terminology. No conclusion(s) are attempted.</p>
7			<p>With reference to one or more located examples, explain how climate influences the physical landscape of cold environments.</p> <p>Climate is a major control on geomorphological processes, including those associated with the movement of ice, water and weathering. The physical landscape in glacial environments contains distinctive landforms including cirques, arêtes, U-shaped valleys, waterfalls, lakes, moraines, outwash plains, eskers and kames. Periglacial landscapes are also relevant and landforms include pingos and patterned ground.</p> <p>Vegetation and soils, relief and drainage may also be considered.</p> <p>Climatic characteristics include temperature, precipitation and wind. Diurnal, seasonal and long term</p>	25		<p>AO1 Knowledge and understanding</p> <p>Level 3 (11–13 marks) Detailed knowledge and understanding of the processes influencing landscape features. Cause-effect links are clearly explained. There is effective use of detailed exemplification.</p> <p>Level 2 (7–10 marks) Some knowledge and understanding of the processes influencing landscape features. Cause-effect links are stated but not clearly explained. There is use of exemplification.</p> <p>Level 1 (0–6 marks) Limited knowledge and understanding of the processes influencing landscape features. Cause-effect links are limited or absent. There is limited exemplification.</p> <p>If no located example then top of Level 1 Max.</p>

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						Levels of response
			variations in climate are relevant.		<p>L3=Explicit references to the influence of climate.</p> <p>L2=Some references to the influence of climate, which may be implicit.</p> <p>L1=Limited/no reference to the influence of climate.</p>	<p>AO2 Analysis and application</p> <p>Level 3 (5 marks) Clear analysis and application of knowledge and understanding of the influence of climate on processes.</p> <p>Level 2 (3–4 marks) Some analysis and application of knowledge and understanding of the influence of climate on processes.</p> <p>Level 1 (0–2 marks) Limited analysis and application of knowledge and understanding of the influence of climate on processes.</p> <p>AO3 Skills and communication</p> <p>Level 3 (6–7 marks) Answer is well structured with accurate grammar and spelling. Good use of appropriate geographical terminology. Clear conclusion(s) are drawn.</p> <p>Level 2 (4–5 marks) Answer has sound structure but may have some errors in grammar and spelling. Some use of appropriate geographical terminology. Conclusion(s) are attempted.</p> <p>Level 1 (0–3 marks) Answer has little structure and has some errors in grammar and spelling. Little use</p>

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Question			Answer/Indicative Content	Marks	Content	Guidance
						Levels of response
						of appropriate geographical terminology. No conclusion(s) are attempted.
8			<p>With reference to one or more located examples, explain how climate influences the physical landscape of hot arid/semi-arid environments.</p> <p>Climate is a major control on geomorphological processes, including those associated with the wind, water and weathering. The physical landscape in hot arid/semi-arid environments contains distinctive landforms including sand dunes, canyons, mesas/buttes/spires, pediments, scree, sculptured rocks (yardangs, ventifacts), wadis, salt pans (playas), alluvial fans/bajadas, desert pavement.</p> <p>Vegetation and soils, relief and drainage may also be considered.</p> <p>Climatic characteristics include temperature, precipitation and wind. Diurnal, seasonal and long term variations in climate are relevant.</p>	25		<p>AO1 Knowledge and understanding</p> <p>Level 3 (11–13 marks) Detailed knowledge and understanding of the processes influencing landscape features. Cause-effect links are clearly explained. There is effective use of detailed exemplification.</p> <p>Level 2 (7–10 marks) Some knowledge and understanding of the processes influencing landscape features. Cause-effect links are stated but not clearly explained. There is use of exemplification.</p> <p>Level 1 (0–6 marks) Limited knowledge and understanding of the processes influencing landscape features. Cause-effect links are limited or absent. There is limited exemplification.</p> <p>If no located example then top of Level 1 Max.</p>

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Question			Answer/Indicative Content	Marks	Content	Guidance
						Levels of response
					<p>L3=Explicit references to the influence of climate.</p> <p>L2=Some references to the influence of climate, which may be implicit.</p> <p>L1=Limited/no reference to the influence of climate.</p>	<p>AO2 Analysis and application</p> <p>Level 3 (5 marks) Clear analysis and application of knowledge and understanding of the influence of climate on processes.</p> <p>Level 2 (3–4 marks) Some analysis and application of knowledge and understanding of the influence of climate on processes.</p> <p>Level 1 (0–2 marks) Limited analysis and application of knowledge and understanding of the influence of climate on processes.</p> <p>AO3 Skills and communication</p> <p>Level 3 (6–7 marks) Answer is well structured with accurate grammar and spelling. Good use of appropriate geographical terminology. Clear conclusion(s) are drawn.</p> <p>Level 2 (4–5 marks) Answer has sound structure but may have some errors in grammar and spelling. Some use of appropriate geographical terminology. Conclusion(s) are attempted.</p>

F761

Mark Scheme

June 2015

Question			Answer/Indicative Content	Marks	Guidance
					Content
					Levels of response
					<p>Level 1 (0–3 marks) Answer has little structure and has some errors in grammar and spelling. Little use of appropriate geographical terminology. No conclusion(s) are attempted.</p>

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