ASSESSMENT and QUALIFICATIONS ALLIANCE

General Certificate of Education

Geography 5036

Specification B

Unit 1 GGB2

Mark Scheme

2007 examination - June series

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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GGB2

GENERAL GUIDANCE FOR GCE GEOGRAPHY ASSISTANT EXAMINERS

General Instructions to Examiners on Marking.

It is important that every Examiner marks the scripts to the same standard as the rest of the panel. All Examiners must operate the Marking Scheme in a similar and consistent manner, and hence they must all participate in the application of that scheme at the Standardisation Meeting. In particular they should take careful note of all decisions taken or changes made at that meeting. Examiners are allocated to a Team Leader for the period of examining, and any difficulties that arise should be discussed with that person.

The Marking Scheme

The Marking Scheme consists of two sections for **each question or sub-question – the Notes for Answers and the Mark Scheme itself.**

Notes for answers (NFA):

These indicate the possible content for the various sections of the question paper. In some cases (for example short answer questions) the NFA might indicate the only response that is acceptable, but in many cases they indicate either a range of suitable responses, or an exemplar of the type of response required. Therefore in most cases, the NFA do **not** provide model answers, and should be regarded as such. More NFA may be added at the standardisation meeting if it felt by the Principal Examiner that details of appropriate ways of answering the question have been omitted.

The Mark Scheme

This is provided in italics and provides the instructions to Examiners as to how they are to assess the work of the candidates. The number of marks allocated within the mark scheme to a question should correspond to the number of marks for that question on the question paper.

There are two ways in which the Mark Scheme operates:

(a) It indicates how the marks to short answer question are to be allocated – usually to a maximum of 4 marks.

(b) It indicates how examiners should move through the levels in a level response mark scheme – usually to all questions of 5 marks or more. Each level has a levels descriptor, with clear statements of the "trigger" to move candidates from one level to another. Each level contains a range of marks as shown on the Mark Scheme.

A number of features have been used to distinguish between levels, for example:

- a number of characteristics, reasons, attitudes etc
- the degree of specification, for example the use of specification case studies, or accurate detail
- responses to more than one command word, for example, describe and suggest reasons
- the degree of linkage between two aspects of the question
- the depth of understanding of a concept.

The Marking Process

A sample of the Examiner's marked scripts will be marked again by a Senior Examiner according to the procedures set out by the Board. Also the scripts may be re-examined at the Awards Meetings and the subsequent Grade Review. Therefore, it is most important that Examiners mark clearly according to the procedures set out below.

- All marking should be done red.
- The right-hand margin should be used for marks only.
- The overall mark for a question must be ringed at the end of the answer.
- The total mark for a question must be transferred to the front of the script.
- The left hand margin is where an indication of the level achieved is written. Comments and codes (see below) may also be written on the left.
- Indications of the level achieved may also occur in the body of the answer if it is easier for the Examiner to apply (e.g. in the marking of diagrams).
- Ticks should be used for short answer responses and Level I responses only, with one tick representing one mark (to the maximum allowed in a Levels scheme).
- Levels II, III, and IV should be indicated with a Roman II, III or IV on the script, and this symbol should be used each time this Level is achieved. Examiners may wish to bracket an area of text where this level of response has been achieved.
- Once a candidate had reached Level II, additional Level I credit should be indicated using a + symbol. If these points are of sufficient quality **one additional mark** can be awarded (assuming no further Level II points are made).
- Examiners may indicate strong Level II or III material by writing "Level II (or III) – good" in the left hand margin of the script. The Examiner should ensure that this is reflected in the **awarding of an appropriate number of marks** at the end of the answer.
- Level III is to used only for questions of 9 marks or more, and Level IV is to be used only for questions over 25 marks in total.

Other Mechanics of Marking

- Underline all errors and contradictions.
- Cross out irrelevant sections using a line from top-left to bottom right. (However be careful to check that there is no valid material, however brief, in the mass of irrelevance.)
- Indicate repeated material with "rep".
- Other useful marking codes can be used, for example, "va" for vague, "NQ" or "Not Qu." For failure to answer the question, "Irrel" for irrelevant material, and "SIF" for self penalising material.
- Put a wavy line in the left-hand margin to indicate weak dubious material.
- If the rubric is contravened, mark all answers but count only the best mark towards the candidate's total mark for the script. Put the mark for the question on the front of the script in the usual way, but also write "RAM Rubric" on the front of the script.
- Large areas of the text must be not be left blank – use the wavy line or write "seen" alongside the text.
  All pages must have indication that they have been read, especially supplementary sheets.
- Unless, indicated otherwise always mark text before marking maps and diagrams – do not give double credit for the same point made in the text and a diagram.

Triggers and some level descriptors

- Named feature, named example, named location = level 1
- Described feature = level 2
- Accurate quantitative description, correct location of plant species = 2 times level 2 max
- Named process = level 1
- Process + effect = level 2
- Process explained = level 2
- Explained process + effect = good level 2
- Explained process + effect described = very good level 2

GGB2

Option P Glacial Environments
Question 1

(a) (i) Accumulation is the net gain in an ice mass. Inputs to the ice can include:
Precipitation, re-freezing of meltwater, avalanche, drifting, rockfall. It is dominant in upper parts of a glacier.
Ablation is the collective loss of water from a glacier or ice sheet. It could be from: Melting (meltwater streams), calving, evaporation / sublimation.

Level Marking

Level 1 **(0-3 marks)**
Simple description of one process with no mention of net change or little detail of inputs / outputs.

Level 2 **(4-6 marks)**
Detailed description of the processes with details of net change and inputs / outputs. 1 Level 2 for each to gain max.

(ii) Internal Deformation (Inter-granular flow; intra-granular flow; regelation).
Ice deforms under its own weight because of gravity. The deformation actually is because of the sum of tiny movements on the faces of the ice crystals making up the glacier. The thicker the ice, the faster the flow because of internal deformation. The warmer the ice, the faster the movement.
Movement of a glacier by internal deformation is very slow, and is on the order of tens of metres per year. Much of the movement of the interior of the Antarctic ice sheet is by internal deformation.

Basal Sliding
True basal sliding means that the base of the ice sheet is near the pressure melting point and that some water is present. The pressure melting point is reached because high pressure actually reduces the temperature at which ice will melt. Ice at base of a 2200m thick ice sheet will melt at –1.6°C rather than at 0°C. The thicker the ice, the lower the temperature at which it will melt, and the higher the chance that some water will be available at the glacier base to enhance movement. Large parts of the West Antarctic glaciers are at the basal melting point, so there may be large areas under the glaciers sheet where a thin water layer exists. Water reduces friction and allows the ice to move faster. A thin layer of water may be present at the glacier base because the ice is at the pressure melting point. Or, the water may come from rain water or surface meltwater that has worked through the cracks in the ice. Or, it may originate from melting upstream in the glacier. This water then flows toward the terminus (nose) of the glacier.

Movement by basal sliding is ten times faster than movement by internal deformation. Basal sliding is extremely important in how much a glacier erodes the landscape, and the features that are created by the ice.
Deforming Substrate Water is not the only material that can cause sliding; sediment, or the rock debris under the ice sheet, also can increase movement at the base of a glacier. If the glacier is sitting on a soft sediment bed that has some water in it, the sediment can move and carry the ice sheet with it just as if it were riding on a water layer. Other relevant processes include: Extending / compressing flow; simple effect of gravity; faulting; surging; etc.

Level 1 **(0-3 marks)**
Simple description of glacial movement and / or basic definitions of types of glacial movement.

Level 2 **(4-7 marks)**
Detailed description of glacial movement (2xL2Q max) and detail of types of glacial movement.

(b) (i) There are 4 large lakes that occupy the flat valley floors. These lie below the approximate general surface level of the ice. The largest in the NW at just over 3km. There are corries on the higher ground. They appear to be in 2 groups. In the NE there is the group overlooking the Nant Ffrancon Valley. These are all on the south and west side of the valley, to the N of the 1000m Glyder Fawr.
The second group radiate out from the summit of Snowdon.

Level 1 **(0 – 3 marks)**
Simple description of the distribution of the landforms with little reference to direction or scale.

Level 2 **(4 – 6 marks)**
Detailed description of the landforms with some use of the scale, direction and accurate locations. Must have L2 for each to gain max.

(ii) The vast majority of the corries face N and E. During their formation, as now, they would receive little sunshine (hours and angle of incidence) and would be sheltered from the warming SW winds and in lee accumulation zone. This would mean that nivation processes and ice accumulation would start in these locations first and last the longest.

Level Marking
Level 1 **(0 – 2 marks)**
Simple explanation with little reference to the fact that these mainly face away from the midday sun.

Level 2 **(3 – 5 marks)**
Detail of the effects of the lack of insolation on N facing slopes. Detail of the warming effects of S and SW winds.

(c) Depends on the feature chosen by the candidate.

Outwash plain deposits are those brought out of the glacier by meltwater streams. The streams are highly energetic and so are able to carry a large amount of material in them. Their competence is high and so there is a range of sizes. As the streams emerge from or off the ice they encounter increased friction and so slow down. Their competence is reduced and the largest material is deposited first, the finer being taken a long way down the stream. This produces well sorted deposits. The stream usually becomes braided. The discharge of water is seasonal and so there are also graded deposits. Length 5km – 80km; depth 1m – 75m; gradient $0.5^0 - 4^0$.

Kettle holes are formed when a glacier is melting and a piece of ice is isolated from the rest of the glacier. It is buried by outwash debris. It subsequently melts and the resulting subsidence causes a small hollow in the outwash plain. Diameter 5m – 100m; depth 1m – 5m.

Esker is a sinuous ridge that is found running parallel to the pre-existing glacier. Height 5m – 30m, width 10m – 50m. It is composed of sorted sands and gravels that are subrounded to rounded. It can be stratified though post-glacial slumping can disturb this. Formed from the deposits of subglacial streams. Can be beaded.

Kame: mounds of sorted sands and gravels. Max width 50m, height 3m – 10m. Formed either along the front of a stationary glacier where a stream emerges from under the ice and rapidly loses energy, or by deposition in a cavity in a glacier.

Varve: 1mm – 20cm. Alternating layers of sediment deposited in a proglacial lake. Coarser sediment deposited in late spring and summer, finer sediment in winter when there is a low supply of meltwater.

Level marking

Level 1 **(0 – 3 marks)**

Simple description of the chosen landform with detail of the morphology, scale, field relationships or deposits. (i.e. simple = 1 adjective). Simple explanation.

Level 2 **(4-8 marks)**

Description of the feature with more than one aspect of the above or a detailed description of the feature. Simple explanation for the shape, size or location of the landform. Max 2 Quantitative points. There must be at least one L2 description and explanation to get to the top of this level. (Annotate E)

(d) Nivation Hollow: Usually formed on a colder N facing slope. Snow accumulates in a hollow. At the base of the snow freeze/thaw action takes place loosening a surface layer of rock. This is also acted upon by chemical weathering processes. In the summer months some of the snow melts and the meltwater flushes the loose material out from the base of the snow-field to form a rock stream. This deepens the hollow.

Level 1 **(0 – 3 marks)**
Simple description of the process of nivation using unexplained terms of elementary ideas.

Level 2 **(4 – 7 marks)**
Detailed explanation of the process. There must be at least one L2 statement about the flushing action and removal of material to gain full marks.

(e) (i) This is a rounded hill with concavo-convex slopes. The top seems to have collapsed to form a 'crater'. Radiating out from this are small gullies. The landform is isolated on a large plain which has a great deal of surface water. There are 2 low hills in the middle ground with gentle slopes that may be the shoreline of a former, larger lake. There are small hollows on the plain, with and without water. Vegetation changes with height.

Level 1 **(0 – 2 marks)**
Simple description of the pingo / landscape in the photograph only.

Level 2 **(3 – 5 marks)**
Detailed description of the pingo/landscape clearly taken from the photograph.

(ii) Pingoes could be open or closed (do not differentiate). Formed by migration of water into the upper layers of permafrost or the trapping of water beneath advancing permafrost. Either way the water freezes, expands and also draws water to it. The expanding ice domes the land above and causes the hill to grow. The top can be ruptured and the ice core melted to cause summit crater.

Level 1 **(0 – 3 marks)**
Simple explanation of how the pingo was formed. Naming of processes without any explanation.

Level 2 **(4 – 6 marks)**
Detailed explanation. Explained relevant process of link between named process and the change that the process causes to the landscape.

Option Q: Coastal Environments

Question 2

(a) (i) Constructive waves have:
Longer wavelength, lower frequency, lower height, lower energy; more elliptical orbit than destructive waves. They are spilling rather than plunging. They have a stronger swash than backwash as opposed to the destructive waves which have a stronger backwash than swash.

Level marking

Level 1 **(0 – 3 marks)**

Simple differences between the two types of wave e.g. 'higher' 'steeper' 'longer' etc.

(4 – 6 marks)

Level 2

Detailed differences between the 2 types of wave using technical terms or quantification. No Q credit. Form and frequency both needed at L2 to gain max.

(ii) Constructive waves' strong swash takes material up a beach, and the weak backwash cannot take it back down. This results in a steep beach with berms where high tides reach. In destructive beaches, the stronger backwash means that beach material is washed off shore to create an offshore bar. The overall gradient of the beach is reduced. In storms, the strength of the waves can cause material to be thrown above the limit of high tides to create a storm beach. Constructive waves on the other hand have a stronger swash than backwash and with the low frequency, the swash is not interfered with by the backwash. This takes material up the beach. The effect is to cause a build up of beach material and a steepening of the gradient.

Level 1 **(0 – 3 marks)**

Simple link made between the type of wave and the effect on the beach

Level 2 **(4 – 7 marks)**

Detailed differences between the effects on beaches of destructive waves and that of constructive waves.

(b) Abrasion: when the waves pick up stones and hurl them at the cliff face. This leads to undercutting of the cliff.

Attrition: The continual banging of rocks together in the surf zone causes the rocks to become more rounded and smaller.

Level 1 **(0 – 3 marks)**
Simple description of either of the processes with no detail of the end product.

Level 2 **(4 – 6 marks)**
Detailed description of the processes with a link to the end products.
Must have both at Level 2 to gain max.

(c) (i) The largest area of salt marsh vegetation is along the Thames Estuary and the Essex coast. This covers almost 200km of coastline. The concentration diminishes northwards and westwards so that there are only 4 areas in N Scotland. A lot of the saltmarsh is close to estuaries e.g. Thames, Humber, The Wash, Severn, Dee, Ribble etc. The largest area of the English coastline without saltmarsh is from the Humber to the Scottish Border, etc etc.

Level 1 **(0 – 3 marks)**
Simple description of individual locations with no real accuracy, and no patterns.

Level 2 **(4 – 6 marks)**
Detailed description of the locations with accurate locations (2XL2max). Patterns based on other landforms or latitude etc.

(ii) Sand dunes: embryo 1m max height with 80-90% sand exposed, sea twitch and Lyme Grass (NB no marram); fore dunes (yellow) 5m max 20% exposed sand, creeping fescue, marram sea purge, cotton grass, heather; wasting dune 8m max, 40% exposed sand, acidic, heather and gorse. Other features would include steepness of dunes, slacks and blowouts. Field relationships are part of the description as is the pH etc.
Onshore winds / large intertidal area / low angled beach that dries out. Some object creates an eddy behind which enables the sand to build up behind and in front of the object.
Colonisation by salt tolerant plant species with extensive root systems fixes the sand. As the dunes build they become drier and less alkaline enabling the colonisation by other plants. Their litter stains the sand grey and shallow soil develops fixing the dune still further.
In the case of sand dunes, vegetation (seawort) can cause the initial build up of the sand by slowing the wind close to the surface and interruption the saltation. Later invaders including marram have an extensive root system that holds the sand together and provides the humus that colours the sand and enables it to hold more water and therefore be less easy to move.

Saltmarshes: located within an estuary or on landward side of a spit. Most seaward part is covered by tide most of the time and only has algae and Salicornia. The slob zone with Spartina, then cliff and sward zone. There are also salt pans and creeks.
Saltmarshes are created in quiet environments where flocculated mud is caught by the stems of salt loving plants and stabilised by the roots.. This builds up and dries out. Salt pans are created when sea water becomes trapped in the marsh as the water drains away. Water evaporates and leaves behind a salt deposit.

Level Marking

Level 1 **(0 – 3 marks)**

Simple description of the chosen feature with little or no detail about the formation of the feature. Named example

Level 2 **(4 – 8 marks)**

Detailed description of the chosen feature, including detail of the scale and the vegetation (2 Q/Sp max). Explanation of the chosen environment. Must have at least one L2E to gain max.

(d) The candidates MUST use evidence from the photograph. There are several types of mass movement occurring. To the left of the photo is a gully with terracettes. Middle left shows slumping/sliding/flow. Whilst in the centre there is collapse/rockfall. On the right there is a gully. Both parts have areas of exposed rock/clay and so will be subject to raindrop impact and surface/sheet washing by overland flow. Freeze/thaw: allow 1L2 only.

Level marking

Level 1 **(0 – 2 marks)**

Simple description of one type of subaerial process that is present in the photograph, but no link to location.

Level 2 **(3 – 5 marks)**

Detailed location of a relevant subaerial process or a detailed description of a process that is clearly taking place in the photograph. 2 processes at L2 to gain max.

(e) (i) Eustatic change is worldwide sea level change as a result of an increase or decrease in the amount of water in the oceans. Decrease is because the hydrological cycle is interrupted by falling global temperature and precipitation does not return to the sea instead it stays on the land (base level fall). The converse occurs during global warming. Ice melts, returns to the sea and sea level rises. This is relatively fast.
Thermal expansion /contraction allowed.

Level marking

Level 1 **(0 – 3 marks)**
Simple links between either ice advance or retreat and the effect it has on sea levels.

Level 2 **(4 – 6 marks)**
Detailed link between sl change and ice advance / retreat.

(ii) Depends on the landform chosen. Submergent landforms include:
Rias, flooded river valleys. Winding, dendritic pattern of tributaries. 20km long with 1km max width. Mudflats exposed at low tide:
Fjord: drowned glacial valley. Max 1500m deep, 120km long. They are a wide rectangular branched inlet with steep sides. They deepen towards the sea, though have a shallow area near the junction between fjord and sea.
Fjards are drowned lowland glaciated areas. They are wider and shallower than fjords and have fewer branches.
Dalmation coastlines consist of a series of elongated islands running parallel to the mainland separated by deep water.
Coral reefs/atolls
Barrier beaches.

Level 1 **(0 – 3 marks)**
Simple description (including name) of chosen landform with little or no detail.

Level 2 **(4 – 6 marks)**
Detailed description including e.g. scale, shape and field relationships. 2XL2QMax

Option R: Urban Physical Environments (Temperate Urban Areas)

Question 3

(a) (i) Widely spaced buildings act as individuals in terms of their disruption of the air flow. Closer together the disturbance of one building interferes with the one downwind. As the buildings close up the interference increases until the block of buildings tend to act as one structure with the wind skimming over the top and stagnant air being trapped between the buildings.

Level marking

Level 1 **(0 – 3 marks)**
Simple description of the air flow with no link between the flow and the amount of separation of the buildings.

Level 2 **(4 – 6 marks)**
Detailed description of the air flows with links between the pattern of flow and the separation of the buildings.

(ii) Urban areas reduce average wind speed by increasing the friction between the surface and the moving air. NB there may be some confusion between speed and velocity. The velocity is reduced because winds are sent into all directions by reflection and deflection. This does not necessarily reduce their speed.
Not only is there increased friction but there are areas completely sheltered from the wind by deflection. This gives zero speed which can greatly reduce the average speed despite the high speed gusts.
The occurrence of gusts or heavy turbulence results from flows that are caused at the interface of air zones having different pressures. For instance, on the windward side of an obstacle, there is overpressure which increases with height, under the influence of the velocity gradient. This causes a descending flow along the front side, which forms a vortex when it reaches the ground and sweeps around the windward corners. It is considerably increased if there is a small building to the windward. In the lee of the buildings there is a zone of lower pressure causing vortices behind it. Candidates may describe the Venturi effect, produce by two separate buildings whose axes make an acute or right angle. Thus the pressure of the airflow is concentrated on the gap between the buildings giving great velocities. Channeling is caused when there are urban 'canyons' which concentrates all airflow in one direction.
Calms are caused by the fact that there is greater friction in the urban area causing the wind to slow down, or in the 'wake of buildings.

Level marking

Level 1 **0 – 3 marks**
Simple description involving one action e.g. buildings act as wind-breaks.

Level 2 **4 – 7 marks**
Detailed description of the variation of speed of wind in urban areas. Detailed explanation of the reasons for the effect. Must have at least one explanation at Level 2 to gain max marks.

(b) (i) Albedo: the amount of incoming solar radiation that is reflected by the earth's surface. Generally urban surfaces have a lower albedo than rural. Dark surfaces have the lowest albedo. Expressed as a proportion of 1.00 (total reflection). Tarmac 0.05 – 0.2; Brick 0.2 – 0.4; White Paint 0.5 – 0.9.
Net heat loss: This is the difference between incoming radiation and advective heat, and the outgoing radiation and advective heat.

Level 1 **(0 – 3 marks)**
Simple definition of at least one of the terms with no link to urban climate.

Level 2 **(4 – 6 marks)**
Detailed definition with links to urban climates. 2XL2Qmax. Must have both at L2 for max.

(ii) The answer the candidate gives will very much depend on the example they use. Most will use UK cities. **This is about the changes in the UHIE, not seasonal changes in the climate itself.** Thus in the UK the UHIE is greatest at night during a winter anticyclone. During periods of low pressure, winter and summer, the UHIE is negligible. Increasingly the summer anticyclones can cause a 'heat wave' in a city where the UHIE is very great because of various human activities. No link to a named city limits credit to L1.

Level 1 **(0 – 3 marks)**
Simple description of any change in the UHIE either diurnally or seasonally with weak or no link to named example.

Level 2 **(4 – 7 marks)**
Detailed description of either a diurnal effect or a seasonal effect on the UHIE linked to the location of example chosen. Must have both at L2 to gain max marks.

(c) It is safe to assume that industrial processes produce the bulk of particulate pollution through various heating processes and activity that can produce dust etc. as well as a concentration of road traffic and lorries. Residential areas are often less populated through the day and road traffic is low. Heating systems are reduced.
'Policy' can be interpreted in its widest sense.

Thus methods of reducing pollution can include the 'clean air act'; pedestrianisation, public transport improvements, 'park and ride' schemes, MOV lanes, cycle lanes etc all attempt to reduce traffic flow in urban areas; downwind placement of industrial complexes, planting of vegetation to capture particulates on leaves, etc etc.

Level marking

Level 1 **(0 – 3 marks)**
Simple description of one source of atmospheric pollution and/or a method of pollution reduction.

Level 2 **(4 – 8 marks)**
Detailed description of more than one source of atmospheric particulates. Detailed description of a particulate reduction method. Need both source and reduction at L2 for max.

(d) (i) Niches could include: the small pond, the damp concrete, the cracks in the concrete, piles of rubble, cracks in the brick wall, shady sites at the base of the walls, exposed sites on the top of the walls etc etc.

Level marking

Level 1 **(0 – 2 marks)**
Simple statements naming some of the available niches.

Level 2 **(3 – 5 marks)**
Detailed description of a niche or name of a niche and the type of flora / fauna that might occupy it.

(ii) Established ecological conservation areas are those that have had some form of management. The nature of the succession will depend on the purpose for which the area would be used. The deliberate clearing of areas to create a variety of habitats for smaller light demanding species. Some areas have a system whereby mowing is only done once meadow wildflowers have flowered.

Level marking

Level 1 **(0 – 3 marks)**
Statements about the kind of changes that might take place.

Level 2
Detailed information about the development of plants in the area following human interference. **(4 – 7 marks)**

(iii) Depends on the species chosen by the candidate. Examples could be Rosa Rugosa, London Plane, grass, various flowering plants, etc. *One mark for each relevant point made including 1 mark for the named example.* **(0 – 4 marks)**