

OXFORD

INTERNATIONAL
AQA EXAMINATIONS

INTERNATIONAL AS GEOGRAPHY

(9635)

Mark scheme

Unit 1a: Physical geography 1, Hot desert systems and landscapes
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 AS 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 based on 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 and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales.
AO2	Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues.
AO3	Use a variety of relevant quantitative, qualitative and fieldwork skills to: <ul style="list-style-type: none"> • investigate geographical questions and issues • interpret, analyse and evaluate data and evidence • construct arguments and draw conclusions.

The marking grids

Do not think of levels equalling grade boundaries.

Depending on the part of the examination, the levels will have different mark ranges assigned to them. This will reflect the different weighting of Assessment Objectives in particular tasks and across the examination as a whole.

Using the grids

Having familiarised yourself with the descriptors and indicative content, read through the answer and annotate it (as instructed below) to identify the qualities that are being looked for and that it shows. You can now check the levels and award a mark.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptors for that level. The descriptors for the level indicate the different qualities that might be seen in the student's answer for that level. If it meets all the descriptors for the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptors and the answer. With practice and familiarity you will find that for better answers you will be able to skip through the lower levels of the mark scheme quickly.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best-fit approach for defining the level and then use the variability of the response to help decide the mark within the level.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark.

It is often best to start in the middle of the level's mark range and then check and adjust. If there is a lot of indicative content fully identifiable in the work you need to give the highest mark in the level. If only some is identifiable or it is only partially fulfilled, then give the lower mark.

The exemplar materials used during standardisation will also help. There will be an answer in the standardising materials that will correspond with each level of the mark scheme. This answer will have been awarded a mark by the lead examiner. You can compare the student's answer with the example to determine if it is of the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the lead examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

In addition to the levels descriptors, question specific indicative content is provided as a guide for examiners. This is not intended to be exhaustive and you must credit other valid points.

An answer that contains nothing of relevance to the question must be awarded no marks.

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

Section A – Living with hazards
Total for this section: 40 marks

Question	Part	Marking guidance	Total marks
01	1	<p>Which of the following accurately describes the term ‘hazard perception’?</p> <p>Key – B</p>	<p>1</p> <p>AO1=1</p>
01	2	<p>What impact do high air temperatures have on forest fires?</p> <p>Key – D</p>	<p>1</p> <p>AO1=1</p>
01	3	<p>Which of these statements can be applied to all tropical storms?</p> <p>Key – B</p>	<p>1</p> <p>AO1=1</p>
01	4	<p>What is a pyroclastic flow?</p> <p>Key – B</p>	<p>1</p> <p>AO1=1</p>
01	5	<p>A government of a tectonically active country invests in country-wide earthquake drills and retro-fitting buildings to improve their stability. Which of the following describes their actions?</p> <p>Key – A</p>	<p>1</p> <p>AO1=1</p>

Question	Part	Marking guidance	Total marks						
02		<p>Evaluate the usefulness of figure 1 in showing the characteristics and impacts of tropical storm hazards.</p> <p>Students must identify that the two hazards are different in many categories such as magnitude and vulnerability of the population, however both hazards are hurricanes and both have the same level of predictability.</p> <p>The question asks for pupils to evaluate the usefulness, which is expecting pupils to discuss the ability to compare, but look at other factors such as limited reference to factual data etc.</p> <p>Pupils may compare the hazard profiles to begin their evaluation and discussion.</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>4–6</td> <td> <p>AO3 – There is clear selection of evidence from the hazard profile to compare the two hazards.</p> <p>Evidence selected is discussed in clear relation to the categories from the figure and the student clearly explains how this reflects the characteristics and impacts of tropical storms.</p> <p>A clear and distinctive level of evaluation is provided in relation to both impacts and characteristics.</p> </td> </tr> </tbody> </table>	Level	Marks	Description	2	4–6	<p>AO3 – There is clear selection of evidence from the hazard profile to compare the two hazards.</p> <p>Evidence selected is discussed in clear relation to the categories from the figure and the student clearly explains how this reflects the characteristics and impacts of tropical storms.</p> <p>A clear and distinctive level of evaluation is provided in relation to both impacts and characteristics.</p>	<p>6</p> <p>AO3=6</p>
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02		<table border="1"> <tr> <td>1</td> <td>1–3</td> <td> <p>AO3 – Basic selection of evidence is made from the hazard profile to look at one or both hazards briefly.</p> <p>Evidence selected is discussed with some link to the categories from the figure and student begins to explain how this reflects either characteristics or impacts of tropical storms.</p> <p>Limited evaluation is provided.</p> </td> </tr> <tr> <td></td> <td>0</td> <td>No creditable content.</td> </tr> </table>	1	1–3	<p>AO3 – Basic selection of evidence is made from the hazard profile to look at one or both hazards briefly.</p> <p>Evidence selected is discussed with some link to the categories from the figure and student begins to explain how this reflects either characteristics or impacts of tropical storms.</p> <p>Limited evaluation is provided.</p>		0	No creditable content.	
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	0	No creditable content.							
<p>Notes for answers:</p> <ul style="list-style-type: none"> • Both tropical storms showed a high level of predictability. • Most tropical storms are predictable and are mapped from their 'birth' in the ocean. • HICs map this but do communicate with other countries to share level of prediction. • The tropical storms were of different magnitudes – typical of tropical storm hazards. • Duration was similar – typical of tropical storms to share this pattern as they run out of energy or move elsewhere. 									

Question	Part	Marking guidance	Total marks						
03		<p>To what extent do you agree that the impacts of storm hazards are more widespread and significant than the impacts of wildfires?</p> <p>AO1 – Knowledge and understanding of the causes and effects of tropical storm hazards. Knowledge and understanding of the causes and effects of wildfires.</p> <p>AO2 – Application of knowledge and understanding to the factors that influence the geographic spread of impacts of both wild fires and tropical storms. There should be an application of this knowledge and understanding to analyse and compare the range of impacts.</p> <p>Mark scheme</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>7–9</td> <td> <p>AO1 – Demonstrates detailed knowledge and understanding of concepts, processes, interactions and change in both types of hazard situation.</p> <p>AO2 – Applies knowledge and understanding to both situations, offering detailed analysis and evaluation, drawn appropriately from both types of hazard. Connections and relationships between different aspects of study are thorough</p> </td> </tr> </tbody> </table>	Level	Marks	Description	3	7–9	<p>AO1 – Demonstrates detailed knowledge and understanding of concepts, processes, interactions and change in both types of hazard situation.</p> <p>AO2 – Applies knowledge and understanding to both situations, offering detailed analysis and evaluation, drawn appropriately from both types of hazard. Connections and relationships between different aspects of study are thorough</p>	<p>9</p> <p>AO1=4</p> <p>AO2=5</p>
Level	Marks	Description							
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Question	Part	Marking guidance	Total marks		
03					
		2		4–6	<p>and relevant.</p> <p>AO1 – Demonstrates clear knowledge and understanding of concepts, processes, interactions and change. Both types of hazard situation are clearly covered although there may be some imbalance.</p> <p>AO2 – Applies knowledge and understanding to both situations, offering clear analysis and evaluation, drawn appropriately from both types of hazard situation. Connections and relationships between different aspects of study are clear and relevant.</p>
		1		1–3	<p>AO1 – Demonstrates basic knowledge and understanding of concepts, processes, interactions and change. At the bottom of the level only one of the hazard situations may be covered, although some reference to both hazard situations should be made to reach the top of the level.</p> <p>AO2 – Applies limited knowledge and understanding to at least one of the hazard situations, offering some basic analysis and evaluation. Connections and relationships between different aspects of study are basic and may be of limited relevance.</p>
				0	No creditable content.
		<p>AO1</p> <ul style="list-style-type: none"> • Causes of tropical storms. • Causes of wildfires. • Effects of tropical storms. • Effects of wildfires. • Factors influencing the effects of tropical storms. • Factors influencing the effects of wildfires. • Distribution and geographical spread of tropical storms. • Distribution and geographical spread to wildfires. <p>AO2</p> <ul style="list-style-type: none"> • The geographical distribution of storms and wildfires and how the effects are distributed based upon the human patterns of settlement and the natural materials available. • Other human and physical factors that influence the impact of hazards – eg the height of land relative to sea level, the quality of building materials etc. 			

Question	Part	Marking guidance	Total marks
03		<ul style="list-style-type: none"> Secondary effects of each hazard as a comparison. <p>Location of each of the hazards and their causes (characteristics that cause the hazards to develop – eg more tropical coastal areas and more coastal areas that may have storm hazards than arid and developed forests).</p>	

Question	Part	Marking guidance	Total marks						
04		<p>‘Although the causes of seismic and volcanic hazards are similar, their impacts differ greatly’. Use the examples you have studied to evaluate this statement.</p> <p>AO1 – Knowledge and understanding of the role of plate tectonics in causing seismic and volcanic hazards. Knowledge and understanding of a range of impacts – both primary and secondary.</p> <p>Other factors that influence the effects of earthquakes and volcanic eruptions.</p> <p>Case study knowledge of causes and effects of hazards.</p> <p>AO2 – Application of knowledge and understanding to evaluate and compare the causes and impacts of the two types of hazard. Evaluation of whether the causes are similar. Contrasting the impacts of the hazards.</p> <p>Mark scheme</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>16–20</td> <td> <p>AO2 – Detailed evaluative conclusion that is rational and firmly based on knowledge and understanding which is applied to the context of the question.</p> <p>AO2 – Detailed, coherent and relevant analysis and evaluation in the application of knowledge and understanding throughout.</p> <p>AO2 – Full evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts.</p> <p>AO1 – Detailed, highly relevant and appropriate knowledge and understanding of place(s) and environments used throughout.</p> <p>AO1 – Full and accurate knowledge and understanding of key concepts and processes throughout.</p> <p>AO1 – Detailed awareness of scale and temporal change which is well integrated where appropriate.</p> </td> </tr> </tbody> </table>	Level	Marks	Description	4	16–20	<p>AO2 – Detailed evaluative conclusion that is rational and firmly based on knowledge and understanding which is applied to the context of the question.</p> <p>AO2 – Detailed, coherent and relevant analysis and evaluation in the application of knowledge and understanding throughout.</p> <p>AO2 – Full evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts.</p> <p>AO1 – Detailed, highly relevant and appropriate knowledge and understanding of place(s) and environments used throughout.</p> <p>AO1 – Full and accurate knowledge and understanding of key concepts and processes throughout.</p> <p>AO1 – Detailed awareness of scale and temporal change which is well integrated where appropriate.</p>	<p>20</p> <p>AO1=10</p> <p>AO2=10</p>
Level	Marks	Description							
4	16–20	<p>AO2 – Detailed evaluative conclusion that is rational and firmly based on knowledge and understanding which is applied to the context of the question.</p> <p>AO2 – Detailed, coherent and relevant analysis and evaluation in the application of knowledge and understanding throughout.</p> <p>AO2 – Full evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts.</p> <p>AO1 – Detailed, highly relevant and appropriate knowledge and understanding of place(s) and environments used throughout.</p> <p>AO1 – Full and accurate knowledge and understanding of key concepts and processes throughout.</p> <p>AO1 – Detailed awareness of scale and temporal change which is well integrated where appropriate.</p>							

Question	Part	Marking guidance		Total marks	
04		3	11–15	<p>AO2 – Clear evaluative conclusion that is based on knowledge and understanding which is applied to the context of the question.</p> <p>AO2 – Generally clear, coherent and relevant analysis and evaluation in the application of knowledge and understanding.</p> <p>AO2 – Generally clear evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts.</p> <p>AO1 – Generally clear and relevant knowledge and understanding of place(s) and environments.</p> <p>AO1 – Generally clear and accurate knowledge and understanding of key concepts and processes.</p> <p>AO1 – Generally clear awareness of scale and temporal change which is integrated where appropriate.</p>	
		2	6–10	<p>AO2 – Some sense of an evaluative conclusion partially based upon knowledge and understanding which is applied to the context of the question.</p> <p>AO2 – Some partially relevant analysis and evaluation in the application of knowledge and understanding.</p> <p>AO2 – Some evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts.</p> <p>AO1 – Some relevant knowledge and understanding of place(s) and environments which is partially relevant.</p> <p>AO1 – Some knowledge and understanding of key concepts, processes and interactions and change.</p> <p>AO1 – Some awareness of scale and temporal change which is sometimes integrated where appropriate. There may be a few inaccuracies.</p>	
		1	1–5	<p>AO2 – Very limited and/or unsupported evaluative conclusion that is loosely based upon knowledge and understanding which is applied to the context of the question.</p> <p>AO2 – Very limited analysis and evaluation in the application of knowledge and understanding.</p>	

Question	Part	Marking guidance		Total marks
04			<p>This lacks clarity and coherence.</p> <p>AO2 – Very limited and rarely logical evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts.</p> <p>AO1 – Very limited relevant knowledge and understanding of place(s) and environments.</p> <p>AO1 – Isolated knowledge and understanding of key concepts and processes.</p> <p>AO1 – Very limited awareness of scale and temporal change which is rarely integrated where appropriate. There may be a number of inaccuracies.</p>	
		0	No creditable content.	
<p>Notes for answers:</p> <ul style="list-style-type: none"> • Concept of a hazard. • Earth structure and internal energy sources that cause plate movement. • Destructive, constructive and conservative plate margins. • Characteristic processes: seismicity and volcanicity. • Magma plumes and their relationship to plate movement. • The nature of volcanicity and its relation to plate tectonics. • Forms of volcanic and seismic hazard. • Spatial distribution, magnitude, frequency, regularity and predictability of hazard events. • Impacts: primary/secondary, environmental, social, economic, political. • Impacts and human responses as evidenced by a recent volcanic and seismic event. 				

Section B – Hot desert systems and landscapes

Total for this section: 40 marks

Question	Part	Marking guidance	Total marks
05	1	Which of the following accurately describes the location of hot deserts and their margins? Key – D	1 AO1=1
05	2	Which of the following annual precipitation ranges describes an arid desert? Key – B	1 AO1=1
05	3	Which of the following groups are types of desert weathering? Key – D	1 AO1=1
05	4	What is desertification? Key – B	1 AO1=1
05	5	An exogenous river is defined as what? Key – C	1 AO1=1

Question	Part	Marking guidance	Total marks												
06		<p>Figure 2a shows areas at risk of human induced desertification. Figure 2b shows global population by region since 1820.</p> <p>Analyse the data shown in Figure 2a and Figure 2b.</p> <p>AO3- There are a variety of ways of approaching this unseen material.</p> <p>This question requires analysis of the spatial pattern of areas at risk of human induced desertification as well as patterns shown in population by region. Links should also be made between the data provided. For maximum marks, both figures should be used as well as use of specific data. There is no credit for explanation.</p> <p>Mark scheme</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>4–6</td> <td>AO3 - Clear analysis of the quantitative evidence provided which makes appropriate use of data to support. Clear connections between different aspects of the data.</td> </tr> <tr> <td>1</td> <td>1–3</td> <td>AO3 – Basic analysis of the quantitative evidence provided which makes limited use of data to support. Basic or limited connections between different aspects of the data.</td> </tr> <tr> <td></td> <td>0</td> <td>No creditable content.</td> </tr> </tbody> </table>	Level	Marks	Description	2	4–6	AO3 - Clear analysis of the quantitative evidence provided which makes appropriate use of data to support. Clear connections between different aspects of the data.	1	1–3	AO3 – Basic analysis of the quantitative evidence provided which makes limited use of data to support. Basic or limited connections between different aspects of the data.		0	No creditable content.	6 AO3=6
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Question	Part	Marking guidance	Total marks
06		<p>Indicative content:</p> <ul style="list-style-type: none"> • Many areas in Asia are at high and very high risk of human induced desertification for example in India and Thailand. • Areas such as Canada, parts of central Africa and areas in south east Australia are showing a low risk of human induced desertification. • All continents show some level of risk associated with human activity. Generally, there are more areas at risk in the northern hemisphere than the southern hemisphere. • There are some spatial variations within countries such as Australia and Madagascar, where the risk ranges from high to low over a relatively short distance. • All regions have seen population growth between 1820 and 2019 with Asia having the greatest growth of around 3.75 billion. Africa has seen growth of approximately 1.3 billion between 1820 and 2019. Oceania has had the smallest growth of population between 1820 and 2019. • The areas with the greatest risk of human induced desertification are also areas showing the greatest growth in population since 1820. Asia particularly shows this pattern. Africa has seen large population growth of approximately 1.3 billion but not all areas are showing the same level of risk as Asia. • Oceania does not fit the trend as it has had the smallest population growth yet still has large areas at high risk of human induced desertification. 	

Question	Part	Marking guidance	Total marks
07		<p>‘The use of appropriate technology can make many areas of semi-arid land habitable for farmers and pastoralists’.</p> <p>With reference to one or more areas that you have studied discuss to what extent you agree with this statement.</p> <p>AO1 – Knowledge and understanding of the causes and effects of desertification linked to understanding of sustainability of living within the desert. Knowledge and understanding of appropriate technology as used in semi-arid lands.</p> <p>AO2 – Application of knowledge and understanding to the challenges facing people aiming to live in a desert landscape. There should be an application of this knowledge and understanding to analyse the way that people can modify the desert to sustain life there and whether this is sustainable economically, environmentally and socially.</p>	<p>9</p> <p>AO1=4</p> <p>AO2=5</p>

Question	Part	Marking guidance	Total marks															
07		<p>Mark scheme</p> <table border="1" data-bbox="370 271 1273 1429"> <thead> <tr> <th data-bbox="370 271 491 324">Level</th> <th data-bbox="496 271 611 324">Marks</th> <th data-bbox="616 271 1273 324">Description</th> </tr> </thead> <tbody> <tr> <td data-bbox="370 331 491 674">3</td> <td data-bbox="496 331 611 674">7–9</td> <td data-bbox="616 331 1273 674"> <p>AO1 – Demonstrates detailed knowledge and understanding of concepts, processes, interactions and change.</p> <p>AO2 – Applies knowledge and understanding to the novel situation, offering detailed analysis and evaluation, drawn appropriately from the context provided. Connections and relationships between different aspects of study are thorough and relevant.</p> </td> </tr> <tr> <td data-bbox="370 680 491 1023">2</td> <td data-bbox="496 680 611 1023">4–6</td> <td data-bbox="616 680 1273 1023"> <p>AO1 – Demonstrates clear knowledge and understanding of concepts, processes, interactions and change.</p> <p>AO2 – Applies knowledge and understanding to the novel situation, offering clear analysis and evaluation, drawn appropriately from the context provided. Connections and relationships between different aspects of study are evident and relevant.</p> </td> </tr> <tr> <td data-bbox="370 1030 491 1373">1</td> <td data-bbox="496 1030 611 1373">1–3</td> <td data-bbox="616 1030 1273 1373"> <p>AO1 – Demonstrates basic knowledge and understanding of concepts, processes, interactions and change.</p> <p>AO2 – Applies limited knowledge and understanding to the novel situation, offering some basic analysis and evaluation, drawn from the context provided. Connections and relationships between different aspects of study are basic and of limited relevance.</p> </td> </tr> <tr> <td data-bbox="370 1379 491 1429"></td> <td data-bbox="496 1379 611 1429">0</td> <td data-bbox="616 1379 1273 1429">No creditable content.</td> </tr> </tbody> </table> <p data-bbox="370 1464 635 1496">Notes for answers:</p> <p data-bbox="370 1525 432 1556">AO1</p> <ul data-bbox="370 1585 1262 2040" style="list-style-type: none"> • The nature of semi-arid climate. • The nature of the vegetation and soils in areas of semi-arid climate. • Traditional methods of agriculture and pastoralism in one or more semi-arid places. • Examples of alternative/appropriate technology that have been applied or could be applied to agriculture and pastoralism. • Pillars of sustainability – social, economic, environmental (political, health etc). • Managing semi-arid environments. 	Level	Marks	Description	3	7–9	<p>AO1 – Demonstrates detailed knowledge and understanding of concepts, processes, interactions and change.</p> <p>AO2 – Applies knowledge and understanding to the novel situation, offering detailed analysis and evaluation, drawn appropriately from the context provided. Connections and relationships between different aspects of study are thorough and relevant.</p>	2	4–6	<p>AO1 – Demonstrates clear knowledge and understanding of concepts, processes, interactions and change.</p> <p>AO2 – Applies knowledge and understanding to the novel situation, offering clear analysis and evaluation, drawn appropriately from the context provided. Connections and relationships between different aspects of study are evident and relevant.</p>	1	1–3	<p>AO1 – Demonstrates basic knowledge and understanding of concepts, processes, interactions and change.</p> <p>AO2 – Applies limited knowledge and understanding to the novel situation, offering some basic analysis and evaluation, drawn from the context provided. Connections and relationships between different aspects of study are basic and of limited relevance.</p>		0	No creditable content.	
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Question	Part	Marking guidance	Total marks
		<p>AO2</p> <ul style="list-style-type: none"> • Linking the physical and human aspects of the issues associated with living in semi-arid areas on the desert margins – eg increased irrigation of the land may lead to salinisation which causes more crops to die, land becomes washed and blown away, soil loses stability, increased desertification). • Assessing how well appropriate technology solutions have been applied and might be further developed in selected semi-desert areas. • A range of methods to live in the desert sustainability and how these mitigate or adapt to desertification (eg mitigation – more crops and greenery protect the ground from baking etc or adaptation eg The Green Wall in the Sahel, increased use of drip irrigation to allow growth of plants in the heat with extra man-made additions of water, Israel's high tech solutions to farming in the Negev desert, keeping camels instead of cattle in Northern Kenya. • An evaluation of whether the methods of managing semi-arid lands are or are not sustainable. 	

Question	Part	Marking guidance	Total marks									
08		<p>‘The role of water is more influential than the role of wind in creating desert landscapes’. To what extent do you agree with this view?</p> <p>AO1 – Knowledge and understanding of the role of water and wind in creating desert landscapes and features (both erosional and depositional).</p> <p>Other factors that cause/ impose change in a change eg weathering and mass movement.</p> <p>Desert landscapes of erosion and deposition.</p> <p>Desert features eg inselbergs, yardangs, zeugens, sand dunes, wadis etc.</p> <p>AO2 – Application of knowledge and understanding to evaluate how the processes of fluvial and aeolian erosion create landscapes, their interactions and which one occurs most readily. The evaluation should consider a range of landscapes and features.</p> <p>Mark scheme</p> <table border="1" data-bbox="370 925 1273 2089"> <thead> <tr> <th data-bbox="370 925 491 978">Level</th> <th data-bbox="496 925 617 978">Marks</th> <th data-bbox="622 925 1273 978">Description</th> </tr> </thead> <tbody> <tr> <td data-bbox="370 978 491 1798">4</td> <td data-bbox="496 978 617 1798">16–20</td> <td data-bbox="622 978 1273 1798"> <p>AO2 – Detailed evaluative conclusion that is rational and firmly based on knowledge and understanding which is applied to the context of the question.</p> <p>AO2 – Detailed, coherent and relevant analysis and evaluation in the application of knowledge and understanding throughout.</p> <p>AO2 – Full evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts.</p> <p>AO1 – Detailed, highly relevant and appropriate knowledge and understanding of place(s) and environments used throughout.</p> <p>AO1 – Full and accurate knowledge and understanding of key concepts and processes throughout.</p> <p>AO1 – Detailed awareness of scale and temporal change which is well integrated where appropriate.</p> </td> </tr> <tr> <td data-bbox="370 1798 491 2089">3</td> <td data-bbox="496 1798 617 2089">11–15</td> <td data-bbox="622 1798 1273 2089"> <p>AO2 – Clear evaluative conclusion that is based on knowledge and understanding which is applied to the context of the question.</p> <p>AO2 – Generally clear, coherent and relevant analysis and evaluation in the application of knowledge and understanding.</p> <p>AO2 – Generally clear evidence of links between</p> </td> </tr> </tbody> </table>	Level	Marks	Description	4	16–20	<p>AO2 – Detailed evaluative conclusion that is rational and firmly based on knowledge and understanding which is applied to the context of the question.</p> <p>AO2 – Detailed, coherent and relevant analysis and evaluation in the application of knowledge and understanding throughout.</p> <p>AO2 – Full evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts.</p> <p>AO1 – Detailed, highly relevant and appropriate knowledge and understanding of place(s) and environments used throughout.</p> <p>AO1 – Full and accurate knowledge and understanding of key concepts and processes throughout.</p> <p>AO1 – Detailed awareness of scale and temporal change which is well integrated where appropriate.</p>	3	11–15	<p>AO2 – Clear evaluative conclusion that is based on knowledge and understanding which is applied to the context of the question.</p> <p>AO2 – Generally clear, coherent and relevant analysis and evaluation in the application of knowledge and understanding.</p> <p>AO2 – Generally clear evidence of links between</p>	<p>20</p> <p>AO1=10 AO2=10</p>
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Question	Part	Marking guidance		Total marks
08			<p>knowledge and understanding to the application of knowledge and understanding in different contexts.</p> <p>AO1 – Generally clear and relevant knowledge and understanding of place(s) and environments.</p> <p>AO1 – Generally clear and accurate knowledge and understanding of key concepts and processes.</p> <p>AO1 – Generally clear awareness of scale and temporal change which is integrated where appropriate.</p>	
		2	6–10 <p>AO2 – Some sense of an evaluative conclusion partially based upon knowledge and understanding which is applied to the context of the question.</p> <p>AO2 – Some partially relevant analysis and evaluation in the application of knowledge and understanding.</p> <p>AO2 – Some evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts.</p> <p>AO1 – Some relevant knowledge and understanding of place(s) and environments which is partially relevant.</p> <p>AO1 – Some knowledge and understanding of key concepts, processes and interactions and change.</p> <p>AO1 – Some awareness of scale and temporal change which is sometimes integrated where appropriate. There may be a few inaccuracies.</p>	
		1	1–5 <p>AO2 – Very limited and/or unsupported evaluative conclusion that is loosely based upon knowledge and understanding which is applied to the context of the question.</p> <p>AO2 – Very limited analysis and evaluation in the application of knowledge and understanding. This lacks clarity and coherence.</p> <p>AO2 – Very limited and rarely logical evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts.</p> <p>AO1 – Very limited relevant knowledge and understanding of place(s) and environments.</p>	

Question	Part	Marking guidance	Total marks
08		<p>AO1 – Isolated knowledge and understanding of key concepts and processes.</p> <p>AO1 – Very limited awareness of scale and temporal change which is rarely integrated where appropriate. There may be a number of inaccuracies.</p>	
	0	No creditable content.	
<p>Notes for answers:</p> <ul style="list-style-type: none"> • Landscapes/features of fluvial erosion – wadis, inselbergs, mesa, buttes, spires. • Landscapes/features of fluvial deposition – salt lakes/ flats, playas, alluvial fans, bahadas. • Landscapes/features of aeolian erosion – rock pedestals, yardangs, zeugens, ventifacts. • Landscapes/features of aeolian deposition – sand dunes • Many landscapes have multiple features – eg badlands. • Water’s influence in shaping landscapes is determined by the type of aridity in the area and it’s score on the aridity index. • Flash flooding and intermittent rivers cause much fluvial erosion and deposition in short spaces of time, but may not be ‘in play’ the majority of the time. • Types of fluvial and aeolian erosion. • Wind erosion is dependent on the type and scale of winds operating in the area and the vegetation present may reduce the impact of wind erosion – causing different types of deserts – harmadas, ergs and regs. 			

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