AQA GCSE Biology | 8461

SPECIFICATION POINT 4.7.3.1

Biodiversity

Mark schemes and examiner comments

Tier	**Higher**
Question groups	**14**
Available paper years	**2007–2025**

Using this booklet

1. Booklet answer numbers match the question booklet.
2. Use the original question number within marking tables.
3. Examiner comments are included where available.

Name: _____ **Date:** _____

Where a precise marking extract is unavailable, the full source document is included in an appendix. Any missing mark scheme is explicitly identified.

4.7.3.1 Biodiversity

Answer 01 · Mark scheme January 2007 | BLY1H | Original Q2 | Legacy

Question 2

	answers	extra information	mark
(a)	any **two** from: • burning • activity of microbes / microbial respiration • less photosynthesis **or** trees take in CO_2 **or** less CO_2 locked up in wood • CO_2 given off by clearing machinery	ignore CO_2 release unqualified do **not** accept CO_2 taken in for respiration	2
(b)(i)	range of different species	accept idea of variety of organisms or plants or animals	1
(ii)	any **one** from: • organisms may produce substances useful to humans • duty to preserve for future generations • effect on other organisms e.g. food chain effects • loss of environmental indicators	do **not** accept if food is only example ignore effect on human food supply	1
total			4

4.7.3.1 Biodiversity

Answer 02 · Mark scheme November 2008 | BLY1BP | Original Q5 | Legacy

Five	**3**	**2**	**3**	**3**

Answer 03 · Mark scheme June 2009 | BLY1BP | Original Q9 | Legacy

Nine	**3**	**2**	**1**	*

* This question has been removed

Answer 04 · Mark scheme March 2010 | BLY1BP | Original Q8 | Legacy

Eight	**2**	**4**	**2**	**3**

Answer 05 · Mark scheme June 2010 | BLY1BP | Original Q4 | Legacy

No matching mark scheme was available in the supplied archive for this question.

Answer 06 · Mark scheme March 2011 | BLY1BP | Original Q3 | Legacy

Three	**2**	**2**	**3**	**2**

Answer 07 · Mark scheme June 2011 | BLY1BP | Original Q3 | Legacy

Three	**3**	**1**	**3**	**4**

Answer 08 · Mark scheme June 2011 | BLY1BP | Original Q6 | Legacy

Six	**3**	**4**	**4**	**4**

4.7.3.1 Biodiversity

Answer 09 · Mark scheme November 2011 | BLY1BP | Original Q8 | Legacy

Eight	**1**	**1**	**1**	**2**

Answer 10 · Mark scheme June 2014 | BL3HP | Original Q2 | Legacy

2			6	AO1 3.3.1

Marks awarded for this answer will be determined by the Quality of Written Communication (QWC) as well as the standard of the scientific response. Examiners should also refer to the information on page 5 and apply a 'best-fit' approach to the marking.

0 marks	**Level 1 (1–2 marks)**	**Level 2 (3–4 marks)**	**Level 3 (5–6 marks)**
No relevant content	There is at least one reason for deforestation **or** an attempt at a description of at least one way deforestation is affecting the atmosphere.	There is at least one reason for deforestation **and** a description of the way deforestation is affecting one gas in the atmosphere **or** the process that causes an effect.	There are reasons for deforestation **and** a clear description of the way deforestation is affecting one gas in the atmosphere **and** the process that causes this.

examples of the points made in the response	**extra information**
Reasons for deforestation • timber for construction / furniture / boat building / paper production • growing plants for biofuels for motor fuel / aviation / lawnmowers • use of wood as a fuel • land for building or agriculture to provide food, such as rice fields and cattle ranching	

Effects of deforestation
• increase in carbon dioxide in atmosphere
  ○ due to burning
  ○ due to activities of microbes
  ○ less carbon dioxide taken in / locked up (by trees)
  ○ less photosynthesis
• increase in methane in atmosphere due to rice production / cattle
	ignore references to oxygen
	
	accept explanations of the effect of water (vapour)

4.7.3.1 Biodiversity

Answer 10 · Mark scheme

June 2014 | BL3HP | Original Q2 | Legacy

Question	Answers	Extra information	Mark	AO / spec ref.

4.7.3.1 Biodiversity

Answer 11 · Mark scheme

November 2020 | 8461/2H | Original Q2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
02.1	$\frac{6.0}{1.6}$ 3.75	allow a range of 5.9 to 6.1 for 6.0 do **not** accept if a unit is given if no other marks awarded, allow a correct answer using a value of 5.8 or 6.2 for **1** mark	1 1	AO2 4.7.3.2
02.2	$\frac{2.5 - 1.6}{50}$ 0.018 (billion per year)	allow $\frac{0.9}{50}$	1 1	AO2 4.7.3.2
02.3 view with Figure 2	suitable extrapolation line on Figure **2** reading taken at 2050 from student's line	allow straight extrapolation allow a tolerance of ± ½ small square allow **1** mark for 10 billion if no extrapolation drawn	1 1	AO2 4.7.3.2
02.4	fewer fish caught **or** limit the number of fish caught (remaining fish) can reproduce	allow a method of doing this, eg increase mesh size **or** do not catch young fish allow more fish (survive to) reproduce	1 1	AO1 4.7.5.1 4.7.5.3

4.7.3.1 Biodiversity

Answer 11 · Mark scheme

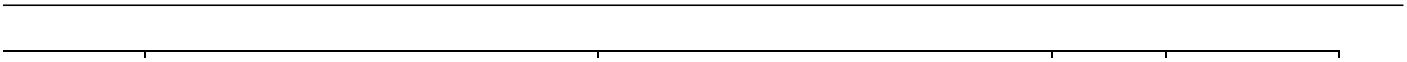
Question	Answers	Mark	AO / Spec. Ref.
02.5	**Level 2:** Scientifically relevant facts, events or processes are identified and given in detail to form an accurate account.	4-6	AO1 4.7.3.1 4.7.3.2 4.7.3.3 4.7.3.4 4.7.3.6 4.7.3.5 4.7.5.1 4.7.5.2
	Level 1: Facts, events or processes are identified and simply stated but their relevance is not clear.	1–3	
	No relevant content	0	
	Indicative content **human land use** • increasing population requires more food • crops / livestock for food • farming crops for biofuels • peat use as compost • peat use as fuel • increased use of pesticide / insecticide / herbicide / fertilisers • use of free-range / organic methods increases land use (for same yield) **link to biodiversity** • deforestation • monocultures • loss of hedgerows (to make fields larger) • loss of habitat • consequence of loss of habitat eg (change in) migration • fertiliser run off polluting water • use of pesticide / insecticide / herbicide reduces insects / plants which damages food chains • more soil erosion **link to atmospheric pollution** • more carbon dioxide (from farm animals / machinery) • more methane (from cows) • climate change **or** global warming • example of impact on biodiversity • acid rain • desertification Answers referring to only land use or only biodiversity are level 1		

02.6	golden rice has improved nutritional value		1	AO1 4.7.5.4
02.7	any **one** from: • gene may contaminate / enter other breeds / species • reduction / extinction of population of wild / traditional rice • reduction / extinction of population of flowers / insects • high cost of seeds • may have too much vitamin A (in diet)	ignore references to religious beliefs allow decrease in biodiversity allow decrease in gene pool allow may harm (human) health allow may cause side effects (on humans) ignore may harm humans unqualified	1	AO3 4.6.2.4
Total			**16**	

4.7.3.1 Biodiversity

Answer 11 · Mark scheme

November 2020 | 8461/2H | Original Q2



4.7.3.1 Biodiversity

Answer 12 · Mark scheme

November 2020 | 8461/2H | Original Q8

Question	Answers	Extra information	Mark	AO / Spec. Ref.
08.1	38 500 000 – 36 000 000	allow 500 000 × 5	1	AO2 4.6.3.6
	2 500 000 (years) **or** 2.5 million (years)	if no other mark awarded, allow 38.5 – 36 = 2.5 **or** 0.5 × 5 = 2.5 for **1** mark	1	

08.2	(extinction of Andrewsarchus) led to population increase / evolution of another predator because Andrewsarchus no longer competing for food / resources other predator (population) hunted more Brontotherium **or** (extinction of Andrewsarchus) led to population increase / evolution of another herbivore (previously eaten by Andrewsarchus) (1) because Andrewsarchus no longer predating (other) herbivore (1) more competition with other herbivores (1) **or** (extinction of Andrewsarchus so) Brontotherium are not eaten so therefore the population increases (1) so much that the food source decreases (1) Brontotherium compete with each other so much that they all die (1)	allow idea of a new predator allow because Andrewsarchus no longer eating another predator max **2** marks if reference to hunted by humans **or** still killed by Andrewsarchus **or** reference to climate change or factors relating to climate change	1 1 1	AO2 4.6.3.6 4.7.1.1 4.7.1.3 4.7.4.1

4.7.3.1 Biodiversity

Answer 12 · Mark scheme

November 2020 | 8461/2H | Original Q8

08.3	any **three** from: • fossils buried deep(er) so hard(er) to find • fossils smaller so harder to find • more likely to be destroyed by geological activity / earthquakes / erosion • oldest organisms were soft-bodied so most of the tissue decayed • dating older fossils is hard • older eras less researched by scientists because less to find • (usually) unclear when one species evolves into another species (because not enough fossils found)	allow oldest organisms were soft-bodied so there were very few fossils	3	AO2 4.6.3.5

4.7.3.1 Biodiversity

Answer 12 · Mark scheme

November 2020 | 8461/2H | Original Q8

Question	Answers	Mark	AO / Spec. Ref.
08.4	**Level 3:** A judgement, strongly linked and logically supported by a sufficient range of correct reasons, is given.	5–6	AO3 4.6.3.6 4.7.1.2 4.7.1.3
	Level 2: Some logically linked reasons are given. There may also be a simple judgement.	3–4	
	Level 1: Relevant points are made. They are not logically linked.	1–2	
	No relevant content	0	
	Indicative content **Supporting the statement** • decrease (in large mammals) is large(r) in some areas • decrease (in large mammals) occurs when humans enter areas • decrease occurs at different times in the areas, so not suggestive of worldwide climate change or meteor impact or volcanic activity • decrease is not (always) immediate, suggesting human population grew, then had impact **or** decrease accelerates as human population grows **Not supporting the statement** • only shows large mammals **or** does not show other species • correlation does not mean causation • there were always some left so it wasn't a 'mass extinction' • decrease could have been due to other factors / named • no information about climate change / abiotic factors • no information about predators / pathogens / food sources / other biotic factors • decrease (in mammal population) in Africa (after humans present) is small • decrease (in mammal population) in Madagascar (after humans present) was gradual / slow • only shows data for four areas of the world **or** no data shown for other areas of the world Answers in level **3** must refer to evidence supporting **and** not supporting the statement		

4.7.3.1 Biodiversity

Answer 12 · Mark scheme

November 2020 | 8461/2H | Original Q8

08.5	(disadvantage) any **one** from: • loss of potential, future biodiversity • reduction in range of alleles (advantage) allows evolution of new species / varieties	 allow loss of biodiversity allow reduction in gene pool allow opportunity for speciation	 1 1	AO3 4.6.3.6
Total			**16**	

4.7.3.1 Biodiversity

Answer 13 · Mark scheme

June 2023 | 8461/2H | Original Q6

Question 6

Question	Answers	Extra information	Mark	AO / Spec Ref.
06.1	(0 to 6h): in the dark so (only) respiration occurs	ignore reference to animals allow no / limited light so (only) respiration occurs allow night(time) so (only) respiration occurs	1	AO2 4.7.1.2 4.7.2.2 4.4.1.2 4.4.2.1
	(respiration) produces carbon dioxide		1	
	(8 to 12h): in the light so photosynthesis (rate) is faster than respiration (rate)	allow in the light so more photosynthesis than respiration allow day(time) so more photosynthesis than respiration do **not** accept no respiration	1	
	idea of net / overall uptake of carbon dioxide	allow uptake of carbon dioxide by photosynthesis is greater / faster than output by respiration	1	

Question	Answers	Extra information	Mark	AO / Spec Ref.
06.2	field of maize only takes in carbon dioxide for 6 months of the year (compared to all year)	answers must be comparative allow converse argument allow maize takes in carbon dioxide for a shorter amount of time	1	AO3 4.7.2.4 4.7.3.4 4.7.3.3
	(and) field of maize takes in less carbon dioxide per day than rainforest		1	

Answer 13 · Mark scheme

Question	Answers	Extra information	Mark	AO / Spec Ref.
06.3	for comparison		1	AO2
	(because) different areas started with different numbers (of species)	do **not** accept (because) different areas started with different numbers of trees	1	AO3 4.7.2.4 4.7.3.1 4.7.3.4 4.7.3.6 4.7.3.3

Question	Answers	Extra information	Mark	AO / Spec Ref.
06.4	any **one** from: • number of tree species increased rapidly at first • the number of tree species increases more slowly later • rate of increase of number of tree species decreases with time • beyond about 50 years there were more tree species than in the original rainforest • there was (great) variability of number of tree species from one study area to another at the same time	ignore answers referring to numbers of trees unqualified allow it takes 45 to 55 years for the forest to recover (the number of species) ignore biodiversity increases	1	AO3 4.7.2.4 4.7.3.1 4.7.3.6 4.7.3.3

4.7.3.1 Biodiversity

Answer 13 · Mark scheme

June 2023 | 8461/2H | Original Q6

Question	Answers	Extra information	Mark	AO / Spec Ref.
06.5	more / different types of food available	ignore more food available	1	AO2 4.7.2.4 4.7.3.1 4.7.3.6 4.7.3.3
	more / different types of habitat / shelter **or** nest sites available	allow more / different habitats	1	

Total Question 6	11

4.7.3.1 Biodiversity

Answer 14 · Mark scheme

June 2025 | 8461/2H | Original Q5

Question 5

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.1	for burning / combustion as compost	allow as a fuel allow for growing plants ignore as fertiliser allow to improve soil drainage / texture / quality allow as a building material allow as animal feed / supplement	1 1	AO1 4.7.3.3

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.2	the variety of (all) <u>species</u> on Earth **or** the variety of (all) <u>species</u> in a habitat / area / ecosystem / community	allow the number of (all) <u>species</u> on Earth allow the number of (all) <u>species</u> in a habitat / area / ecosystem / community	1	AO1 4.7.3.1

Question	Answers	Mark	AO / Spec. Ref.
05.3	**Level 3:** Relevant points (reasons / causes) are identified, given in detail and logically linked to form a clear account.	5–6	AO1 4.7.2.4 4.7.3.1 4.7.3.3 4.7.3.5
	Level 2: Relevant points (reasons / causes) are identified, and there are attempts at logical thinking. The resulting account is not fully clear.	3–4	
	Level 1: Points are identified and stated simply, but their relevance is not clear and there is no attempt at logical thinking.	1–2	
	No relevant content	0	
	Indicative content • (destruction of peat) causes decrease in biodiversity locally / globally ***Local effects*** • causes death / extinction of (local) populations / species o (due to) loss of (specialised) habitat o (so) lack of food o (so) lack of shelter • causes migration of (local) populations / species o (due to) loss of (specialised) habitat o (so) need to find food o (so) need to find shelter ***Global effects*** • (removal of peat) releases (trapped) carbon dioxide • (removal of peat) releases (trapped) methane • burning peat releases carbon dioxide • decay of peat releases carbon dioxide (from respiration of microorganisms) • decay of peat releases methane (from anaerobic respiration of microorganisms) o (causes) global warming **or** greenhouse effect o (causes) climate change **or** extreme weather o (causes) melting ice caps **or** rising sea levels **or** flooding o (causes) drought / desertification **or** changing rainfall patterns o (causes) loss of food / habitats o (so) migration patterns change o (so) some species / organisms become extinct For **Level 2**, must refer to local and global effects with an explanation. For **Level 3**, must give an explanation for local and for global effects supported by other details for local and / or global effects.		

Total Question 5	**9**

4.7.3.1 Biodiversity

Answer 11 · Examiner comments

November 2020 | 8461/2H | Original Q2

Question 2 (standard demand)

The question was about human population increase and the problem of provision of sufficient food. For the calculation in **09.2**, both of the values required were given in the information, so it was not necessary to determine figures from the graph. Despite this, many students did attempt to, often incorrectly. For those who did show the correct numbers in their calculations, a large proportion used them incorrectly, often adding them and very few did the necessary calculation of dividing the difference by 50. Some just left the value at '0.9'. Others calculated the mean of the two given values rather than the mean annual increase. Fewer than half of the students were completely successful.

In **02.3** most students attempted to draw some sort of extrapolation on the graph; however, this was sometimes not linked to the trend shown by the line, rising a little, then plateauing or even taking a downturn. Students could still gain the second mark for reading the correct value from their own line. This was often not done accurately, particularly by students who continued their extrapolation beyond 2050 and read off the final population value. It was clear that students who simply read the scale, and gave answers such as '10' had not considered the implication that their answer of a human population of only 10, rather than 10 billion, is unlikely.

In **02.4** students showed some understanding of the term 'quota' and described limiting fishing in one way or another. However, this was as far as some got as they omitted the idea that the remaining fish would be able to reproduce, in order to maintain stocks. Lower-attaining students often suggested that a quota referred to the amount of fish that people could buy or eat. In **02.5** most students successfully linked the need for more farmland to an increasing population needing more food. References to the use of chemicals to enhance growth were only given very occasionally. In terms of reduced biodiversity, few students went beyond deforestation and habitat loss, although some suggested that the latter might result in migration of animals to find new habitats. There were only occasional references to methane and carbon dioxide production and an association of these with global warming. The question differentiated between students well.

4.7.3.1 Biodiversity

Answer 12 · Examiner comments

November 2020 | 8461/2H | Original Q8

Question 8 (standard, standard/high & high demand)

This question was about extinct mammals and the causes of their extinction. In **08.1** many students had difficulty reading the scale on the graph as the numbers increased from right to left on a time scale showing millions of years ago. The overlap in existence between the two species could be determined either by subtracting the end of the overlap from its beginning (38.5 - 36 million years = 2.5 million years) or by ascertaining that each small square represented 0.5 million years, hence 5 small squares represented 2.5 million years. Many did not gain a mark due to omitting the word 'million' in front of years on the answer line.

In **08.2** students found it conceptually difficult that the extinction of a carnivore should lead to the subsequent extinction of a herbivore, so much so that many of them imagined that the carnivore had been eaten by the herbivore, the latter thus running out of food. Higher-attaining students followed one of three possible routes to develop a hypothesis to explain the situation:

1. The extinction of the carnivore led to an increase in numbers of another carnivore which ate the herbivore.
2. The extinction of the carnivore led to an increase in numbers of a different herbivore which outcompeted (for food) the herbivore given in the question.
3. The extinction of the carnivore led to an increase in numbers of the herbivore which competed with other members of its own species so that their food ran out.

The concept of the fossil record being unclear for older species was difficult for the majority of students in **08.3**: 40% scored any marks in this question with a minority achieving the full 3 marks. Higher-attaining students stated that older fossils were more likely to have been destroyed by geological events such as earthquakes. Some alluded to the fact that older fossils were more likely to be buried deeper underground or were in inaccessible places such as the ocean bed, or that they were smaller, and so were more difficult to find.

In **08.4** students had to evaluate data in the form of four simple graphs showing the percentage survival of large mammal species in four different areas of the world over millions of years in relation to the time when humans first appeared in each area in order to decide whether the hypothesis that humans caused mass extinctions was correct or not. Most students noticed that large decreases in the percentage survival of the large mammals occurred when humans entered three of the areas, which supported the hypothesis. Many pointed out that, to the contrary, the decrease in survival was much less in one of the areas (Africa) and that it might have been due to some other factor, that only large mammals were considered rather than all animal species, that there was no information given about, for example, predators, pathogens, food sources, any abiotic factors, and that these four areas of the world were not necessarily representative of the effects of humans elsewhere. To obtain the highest marks, students had to have considered both sides of the argument and made a judgement based upon the evidence (or lack of it) which they had cited. 4% of students attained the highest level in their answers in order to be awarded 5 or 6 marks, the majority of the rest scoring either 2 or 3 marks.

Concluding Remarks

Particular problems which occurred quite frequently included:

- confusion of certain terms, eg mitosis / meiosis, reabsorption / filtration / excretion
- paying insufficient attention to information provided in the stem of a question in order to guide a reasoned response, avoid misconceptions and the inclusion of irrelevant information
- repeating, rather than using, information given in the question, for which no marks are available
- careless reading of the question resulting in an inappropriate answer, or not following instructions in multiple-choice items, such as to tick the correct number of boxes
- careless reading of data from a graph
- omitting numbers when a question asks for the use of data
- missing a question when no answer lines were provided and the answer needed to be in a table or a Punnett square
- poor handwriting, for example with numerals – especially the distinction between the numbers 1 and 2
- not checking whether the answer to a calculation is sensible – for example, in converting units over an appropriate order of magnitude, such as the conversion of nanometres to metres.

4.7.3.1 Biodiversity

Answer 12 · Examiner comments

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the Results Statistics page of the AQA Website.

4.7.3.1 Biodiversity

Answer 13 · Examiner comments June 2023 | 8461/2H | Original Q6

Question 6

This question was about the combined effects of respiration and photosynthesis on the carbon dioxide concentration in the air and the recovery of a rainforest community following deforestation.

06.1 Most students only considered the effects of photosynthesis in this question about changing carbon dioxide concentrations in the air in a tropical rainforest over a 24-hour period. For the first 6 hours shown in Figure 9 there was no light – hence only respiration took place and this produced carbon dioxide, hence the high levels of carbon dioxide shown on the graph. Many students understood that photosynthesis would not occur in the dark but then attributed respiration solely to animals in the forest. Between 8 am and 12 noon, the graph showed that carbon dioxide levels decreased. While most understood that the plants would be photosynthesising at this time, few realised that respiration also took place but the rate of photosynthesis exceeded that of respiration – hence a net uptake of carbon dioxide. Fewer than one-quarter of students reached even half-marks and only 1 percent scored all 4 marks.

Answer 13 · Examiner comments June 2023 | 8461/2H | Original Q6

06.2 Many students missed the concept of the time factor in answering this question which asked for an explanation why replacing rainforest with a maize crop would increase the carbon dioxide concentration in the air over one year. Using information from Figure 9 and Figure 10 should have indicated that maize removed less carbon dioxide from the air over the course of one day (not simply that the carbon dioxide concentration in the air decreased less at midday). Although many commented on the maize crop growing for just 6 months of the year, few stressed that this would mean the maize was only taking in carbon dioxide for half the year compared to the rainforest doing the same throughout the year. Only 1 in 40 students fully demonstrated their understanding of this situation.

06.3 Figure 11 showed an increase in the number of tree species with time following deforestation. The data were presented as percentages compared with adjacent control areas. About half of the students appreciated that presenting the data as percentages enabled comparisons to be made, but hardly any made the point that the initial numbers of species would have varied from one study area to another thus making a comparison of absolute numbers invalid. Mistakenly referring to the number of trees rather than to the number of tree species was quite common.

06.4 The stem to this question gave the information that the biodiversity of trees increased in the regenerating forest, but many restated this as their conclusion from the data in Figure 11. Further details from the data were required – such as the number of tree species exceeding the original number after about 50 years, or the fact that for any point in time there was great variability from one area to another, or a description of the changing pattern of recovery with time. Only 10 percent were successful here.

06.5 Many attributed the given increase in animal diversity in the regenerating rainforest to there being more food or more habitat available rather than to more variety of food types and more types of habitat.

4.7.3.1 Biodiversity

Answer 14 · Examiner comments

June 2025 | 8461/2H | Original Q5

Question 5 (Standard, Standard/high and High demand)

05.1
This question required students to give two uses of the peat removed from peat bogs. Over 50% of students gained one mark, with a pleasing 25% gaining both marks available. 'Combustion' and 'fuel' were the most common answers seen, with only 1% of students not attempting the question. The most common incorrect answer given was 'fertiliser', or a description of the role of fertiliser.

05.2
Only 40% of student gained the mark for correctly defining biodiversity. Those that fell short of the mark generally did so for not using the term 'species' in their answer. Some students referred to 'the species of plants and animals' which did not include all other species such as prokaryotes and so could not gain credit.

05.3
This was a levelled response question which was marked holistically.
Students were required to give a detailed explanation of how the destruction of peat bogs could affect biodiversity both in the local area **and** globally. Just over a third of students only gave a one-sided explanation of either the global or the local effects and consequently were restricted to Level 1.
Just over 10% of students gained credit in Level 3. Such answers included details of global and local effects of peat bog destruction, alongside clear explanations of the impact on biodiversity.
Around 40% of students gained credit in Level 2, falling short of Level 3 often due to having less effective explanations for local effects, while still giving clear explanations of the impact of global effects. While many students mentioned local habitat destruction, or lack of food – this was rarely linked with death/extinction of *species* – but instead referred to death/extinction of animals/plants/wildlife which was not sufficient for credit. Most answers, however, gave detailed descriptions of carbon dioxide release either directly, or by combustion and/or decay of peat – linked with the consequences of this on global warming, climate change and habitat destruction.

Answer 14 · Examiner comments

June 2025 | 8461/2H | Original Q5

Students are strongly encouraged to engage in regular practice with this question type during their studies and revision, paying particular attention to formulating a balanced response that addresses the entirety of the question's scope.