

**Geography**

Advanced GCE

Unit **F763**: Global Issues

**Mark Scheme for June 2012**

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## Annotations

Annotation	Meaning
	Unclear.
	Omission mark.
	Issue identified (Section A).
	Strategy identified (Section A).
	Irrelevant, a significant amount of material that does not answer the question.
	Level one.
	Level two.
	Level three.
	No examples.
	Rubric infringement.
	Evaluative point / paragraph.
	Highlighting an issue eg irrelevant paragraph. Use in conjunction with another stamp eg  or 
	Point has been seen and noted.

Question	Answer	Marks	Guidance
1-6	<p>Candidates should receive credit for a particular issue identified in the resource or a broader generic issue. However, this latter issue <b>must</b> originate from the resource, such as secondary impacts of hazards. Strategies <b>must</b> be <b>appropriate</b> to the particular issue identified for Levels 2 and 3.</p> <p>Balance between <b>issue</b> and <b>strategies</b> – given that ONE issue is required but STRATEGIES are to be included, most responses can be expected to have a balance of about quarter / three quarters issue / strategies.</p> <p>The inclusion of only ONE strategy will not reach Level 3 and is unlikely to go beyond bottom of Level 2.</p> <p>But this can not be prescriptive as the precise balance is likely to vary. Some responses will inter-mix issue and strategies, meaning that the response must be read carefully to disentangle the two. If communication is clear then this will help inform the Level.</p> <p>Annotate in the margin as follows:</p> <p> for issue</p> <p> for each strategy</p>		<p>For each question in Section A:  AO1 Knowledge and understanding accounts for 4 marks  AO2 Analysis, interpretation and evaluation accounts for 4 marks  AO3 Investigate, conclude and communicate accounts for 2 marks</p> <p><b>Level 3 (9-10 marks)</b>  Substantial knowledge and authoritative understanding of an appropriate issue, using clear evidence from the resource. Clear application of relevant knowledge and understanding to the question set.  Clear structure and organisation. Communication is clear with maps, diagrams, and statistics, if appropriate. Accurate use of geographical terms.</p> <p><b>Level 2 (5-8 marks)</b>  Sound knowledge and understanding of an appropriate issue, using some evidence from the resource. Sound application of relevant knowledge and understanding to the question set.  Sound structure and organisation. Communication is generally effective with maps, diagrams, and statistics, if appropriate. Geographical terms are mainly used effectively.</p> <p><b>Level 1 (0-4 marks)</b>  Poor knowledge and understanding of an appropriate issue, using little or no evidence from the resource. Limited application of relevant knowledge and understanding to the question set.  Poor structure and organisation. Much inaccuracy in communication and limited and / or ineffective use of geographical terms.</p>

Question	Answer	Marks	Guidance
1	<p>One of the questions for investigation in this Option is '<b>What are the hazards associated with earthquake activity?</b>' Within this the Specification explicitly focuses on the scale and types of impacts and the human reaction to earthquake activity. The scatter graph suggests a relationship between earthquake strength as assessed by the Richter scale and deaths.</p> <p><b>Indicative Content</b></p> <p>Possible geographical issues include:</p> <p>Physical issues;</p> <ul style="list-style-type: none"> <li>• Earthquakes vary in their strength</li> <li>• Tectonic processes involved in the generation of an earthquake; different types of plate boundary are represented amongst the events included.</li> <li>• Tsunami generation can be particularly devastating</li> </ul> <p>Human issues;</p> <ul style="list-style-type: none"> <li>• Destruction of buildings and infrastructure; disruption of domestic / public / economic activities; at its most severe, loss of life + injury</li> <li>• Significant contrast amongst locations in the impacts in terms of deaths of earthquakes of similar strengths, e.g. MEDC / LEDC</li> </ul> <p>Possible management strategies:</p> <ul style="list-style-type: none"> <li>• Appropriate management – short-term e.g. emergency relief.</li> <li>• Appropriate management – longer term e.g. mandatory building controls regarding quality of construction of buildings and infrastructure.</li> <li>• Disaster planning e.g. educational programmes; earthquake drills for community and emergency services; refuge sites designated in open spaces.</li> <li>• Predictive techniques e.g. 'Earthworm'</li> </ul> <p>Where both long and short term responses included likely to indicate top of Level 2+ response.</p>	10	<p>The issue identified can be either purely physical or human. Clearly the two sets of factors interact and so candidates have no shortage of material to draw from.</p>

Question	Answer	Marks	Guidance
2	<p>One of the Key Questions in this Option is ‘<b>The impact of human activity on environments varies as areas develop, and varies between different areas of the world at different stages of economic and technological development.</b>’ The text draws attention to the threat posed to the marine ecosystem of the fishing grounds around the British Isles.</p> <p>Material specific to marine ecosystems and generic issues of ecosystems under threat and their management are acceptable.</p> <p><b>Indicative Content</b></p> <p>Possible geographical issues include:</p> <p>Physical issues;</p> <ul style="list-style-type: none"> <li>• Loss of biodiversity / species.</li> <li>• Pressure put on previously disregarded species for exploitation.</li> <li>• Pressure put on previously lightly fished / exploited locations.</li> </ul> <p>Human issues;</p> <ul style="list-style-type: none"> <li>• Economic impacts on communities dependent on particular aspects of an ecosystem such as fishing communities.</li> <li>• Pressure on a food resource.</li> </ul> <p>Possible management strategies:</p> <ul style="list-style-type: none"> <li>• Educate consumers to accept different species not threatened.</li> <li>• Educate consumers to accept ‘sustainably’ sourced products from ecosystems.</li> <li>• Research into life cycles and possible use of management such as fish farming or sustainably managed forests for example.</li> <li>• Control of non-local fishing vessels in territorial waters.</li> <li>• Quotas; net sizes; days at sea.</li> <li>• Establish protection for key areas to allow stock recovery.</li> </ul>	10	<p>The issue identified can be either purely physical or human. Clearly the two sets of factors interact and so candidates have no shortage of material to draw from.</p>

Question	Answer	Marks	Guidance
3	<p>The first Question for investigation in Option A3 is ‘<b>What conditions lead to tornadoes and in what ways do they represent a hazard to people?</b>’ The resource prompts the candidates to consider the impacts of tornadoes, in this case over the New Mexico – Texas border.</p> <p><b>Indicative Content</b></p> <p>Possible geographical issues include:</p> <p>Physical issues;</p> <ul style="list-style-type: none"> <li>• Tornadoes are frequent during their ‘season’.</li> <li>• Very localised in extent and very difficult to predict accurately.</li> <li>• Primary hazards – high / very high wind speeds / torrential rain / hail.</li> <li>• Secondary hazards include localised river flooding.</li> <li>• Factors leading to the formation of tornadoes e.g. develop along trailing edge of cold front where cold dry air located above warm, moist tropical air – extreme instability; powerful up draughts lead to towering cumulo-nimbus clouds; column of rotating air develops.</li> </ul> <p>Human issues;</p> <ul style="list-style-type: none"> <li>• Loss of life + injury.</li> <li>• Physical damage to buildings and infrastructure.</li> <li>• Economic + social dislocation.</li> <li>• LEDC / MEDC contrast.</li> </ul> <p>Possible management strategies:</p> <ul style="list-style-type: none"> <li>• Forecasting – variety of measures e.g. geostationary satellites, aircraft, radiosondes, radar.</li> <li>• Long term strategies e.g. tornado shelters; planning controls concerning construction style of buildings; economic + social development so that populations are better prepared for impacts.</li> <li>• Short term strategies e.g. ; individuals boarding up windows; mobilise armed forces and emergency services; emergency aid domestic and overseas.</li> </ul> <p>Where both long and short term responses included likely to indicate top of Level 2+ response.</p>	10	<p>The issue identified can be either purely physical or human. Clearly the two sets of factors interact and so candidates have no shortage of material to draw from.</p> <p>MEDC / LEDC contrast might indicate a top of Level 2 + response.</p>

Question	Answer	Marks	Guidance
4	<p>One of the Key ideas is ‘<b>Different parts of the world have differing demands (in terms of quantities and types of resources) and these change with development.</b>’ The resource contains data regarding agricultural resources in terms of cereal production; the population aspect is given by total populations for the major world regions.</p> <p><b>Indicative Content</b></p> <p>Possible geographical issues include:</p> <ul style="list-style-type: none"> <li>• Population-resource balance – pop. growth in sub-Saharan Africa especially, putting strain on agric. resources; significant surpluses generated in some regions; capital available for agricultural investment varies widely amongst regions.</li> <li>• Physical factors – climate and water availability; soil fertility; soil degradation in some regions</li> </ul> <p>Possible management strategies:</p> <ul style="list-style-type: none"> <li>• A focus on the interaction of physical and socio-economic factors likely to be at top of Level 2+.</li> <li>• Introduce pop. planning to reduce growth and so reduce demand for food.</li> <li>• Conserve water resources and prevent wasteful usage in some irrigation techniques.</li> <li>• Make more use of organic fertilisers including green manures esp. in regions such as sub-Saharan Africa.</li> <li>• Adopt agric. practices which better suit marginal land.</li> <li>• Land reform to boost agricultural production.</li> <li>• Use of GM crops to boost production.</li> <li>• Fairer trade from regions of surplus to regions of deficit in cereals.</li> </ul>	10	<p>Basic LEDC / MEDC contrast Level 1. Level 2 responses likely to be indicated by comments about differences amongst the non-MEDC regions. More discerning comments drawing attention to poor state of affairs in Sub-Saharan Africa in particular, a possible top of Level 2+ indicator.</p> <p>A response focusing on one element, e.g. population or cereal production is acceptable.</p>

Question	Answer	Marks	Guidance
5	<p>One of the Questions for Investigation in this Option is ‘<b>What are the issues associated with globalisation?</b>’ These impacts are identified as being environmental, economic, social or political. The image represents the impacts from western style products and lifestyles on non-western societies. There is also a ‘western’ tourist and comments about tourism as an issue within globalisation are appropriate.</p> <p><b>Indicative Content</b></p> <p>Possible geographical issues include:</p> <ul style="list-style-type: none"> <li>• Diffusion of western-style consumerism.</li> <li>• Loss / dilution of local culture.</li> <li>• Creation of international brands which undermine locally produced brands.</li> <li>• Benefits of a more ‘modern’ lifestyle with improvements in quality of living.</li> <li>• Contributes to wealth creation in both countries of origin and destination countries.</li> </ul> <p>Possible management strategies:</p> <ul style="list-style-type: none"> <li>• Government actions to restrict activities of foreign firms including media e.g. protectionism.</li> <li>• Import substitution to reduce imports and promote domestic production.</li> <li>• WTO to reach ‘fair’ agreements for trade liberalisation.</li> <li>• Regional groupings of countries to serve members’ trading interests e.g. by imposing a common external tariff on imported goods.</li> <li>• Active promotion and support of local culture.</li> </ul>	10	Issue and strategies can be expressed at global or smaller scales.

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6	<p>The focus of this option is on inequalities, their patterns, causes and implications for communities and the environment. A Key Idea is <b>‘Various factors influence the rate and level of development and this in turn may increase or decrease economic and social inequalities.’</b></p> <p>The context of the EU is simply a vehicle for the issue of inequalities to be raised; specific knowledge of the EU is not required.</p> <p><b>Indicative Content</b></p> <p>Possible geographical issues include:</p> <ul style="list-style-type: none"> <li>• Core-periphery gap evident.</li> <li>• Unemployment within the EU. This can be either dealing with the EU as a whole, or a focus on an individual country.</li> <li>• Quality of life and standard of living vary between countries.</li> <li>• Migration flows may be seen as a positive or negative factor; can cause tension for example within receiving country.</li> <li>• Levels of economic development vary between countries.</li> </ul> <p>Possible management strategies:</p> <ul style="list-style-type: none"> <li>• Encourage more development projects e.g. infrastructure and education (skills) which are sustainable. Roles of World Bank, IMF, EU, and individual governments.</li> <li>• Examples of ‘spread’ strategies.</li> <li>• Fiscal management both national and trans-national e.g. bailing out the banks, but this needs to be related to reducing unemployment and or disparities.</li> <li>• Use of a variety of methods e.g. education, taxation, government spending to lower unemployment.</li> <li>• Out-migration of unemployed from countries of high levels to those with lower unemployment.</li> </ul>	10	<p>Issues and strategies should reflect the contrasts in economic development and quality of life highlighted in the resource.</p>

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7	<p>The study of the hazards associated with volcanic eruptions is explicitly required to include ‘the human reaction in both short term (emergency rescue) and long term (planning and management)’.</p> <p><b>Indicative Content</b></p> <p>A convincing response will be authoritative regarding the range of hazards posed by volcanic eruptions. This is likely to include knowledge about their scale; lava flows mainly affect small areas on the flanks of volcanoes; ashfalls are more widespread and can extend up to global scale; pyroclastic flows can extend several miles from the volcano; lahars can move along river valleys for many tens of miles; emissions of toxic gas such as SO<sub>2</sub> are localised. These variations in scale as well as the violence of an eruption have significant influences on to what extent they can be effectively managed. Comments about observation and monitoring are valid. Diversion of lava flows e.g. Etna and spraying to cool and halt a flow e.g. Heimaey can be discussed. Hazard mapping can help prediction, but here Mt St Helens is a valuable example to aid evaluation with its unexpected lateral blast. Evacuation procedures can remove populations from imminent danger but if people are then crowded into refugee camps conditions there can become insanitary leading to an increase in secondary risks.</p> <p>The contrast between short and long term management strategies and material drawn from across the Development continuum offers much valuable material for this discussion.</p> <p>Candidates can access L3 marks from the detailed consideration of one volcanic hazard.</p>	30	<p><b>AO1 Knowledge and understanding</b></p> <p><b>Level 3 (8-9 marks)</b> Substantial knowledge and authoritative understanding of both physical and human factors involved in managing volcanic hazards. There is secure use of detailed exemplification.</p> <p><b>Level 2 (5-7 marks)</b> Sound knowledge and understanding of physical and human factors involved in managing volcanic hazards. Some responses might be assessed at this level if they offer a particularly uneven account of either physical or human. There is some use of exemplification.</p> <p><b>Level 1 (0-4 marks)</b> Poor knowledge and understanding of physical and human factors involved in managing volcanic hazards. There is little exemplification. Some responses might only describe one set of factors.</p> <p><b>AO2 Analysis, interpretation and evaluation</b></p> <p><b>Level 3 (14-17 marks)</b> Clear and convincing analysis of the various management strategies. There is effective evaluation of their relative strengths and weaknesses in different circumstances.</p> <p><b>Level 2 (8-13 marks)</b> Some analysis of the various management strategies. Some evaluation of their relative strengths and weaknesses although likely not to be balanced between the two sets.</p>

Question	Answer	Marks	Guidance
			<p><b>Level 1 (0-7 marks)</b>                      Limited analysis of the various management strategies. Little or no attempt to evaluate the relative significance of the strengths and weaknesses.</p> <p><b>AO3 Skills and communication</b></p> <p><b>Level 3 (4 marks)</b>                      Clear structure and organisation, including a clear conclusion. Communication is clear with authoritative use of grammar and spelling and accurate use of geographical terms. Maps, diagrams and statistics are used effectively, if appropriate.</p> <p><b>Level 2 (3 marks)</b>                      Sound structure and organisation, including a limited conclusion. Communication is generally effective although errors in grammar and spelling and some inaccurate use of geographical terms are likely to be present. Maps, diagrams and statistics are not used effectively.</p> <p><b>Level 1 (0-2 marks)</b>                      Basic structure and organisation, with no attempt at a conclusion. Communication is ineffective with errors in grammar and spelling and little use of geographical terms or their inaccurate use. Maps, diagrams and statistics are not used.</p>

Question	Answer	Marks	Guidance
8	<p>This is a wide ranging evaluation in this Option and requires a focus on the Question for Investigation, ‘Why do the impacts on human activity of [earth] hazards vary over time and location?’</p> <p>This question includes the complete range of earth hazards, mass movements and slope failure, flooding both coastal and river, earthquake and volcanic activity. There is no expectation for all these to be covered but a response dealing with only one type (earthquake or coastal flooding for example) will be self-limiting as regards evaluation to bottom of L2 in AO2.</p> <p><b>Indicative Content</b></p> <p>Candidates are expected to have studied the physical processes and conditions leading to earth hazards impacting on human activities. This question focuses on ‘impacts’ and so a purely descriptive response focused on the causes, albeit in some detail, will not reach beyond Level 1 in AOs 1 and 2.</p> <p>There are valid comments to make about variations in impacts depending on the type of earth hazard and about variations amongst hazards from the same type, such as contrasts amongst different floods or earthquakes.</p> <p>Comments about exposure, vulnerability and preparedness are very relevant here, especially when dealing with primary and secondary effects.</p> <p>Points can be made about measure taken before a hazard event occurs such as the levels of mapping and knowledge of the hazard risks, about the monitoring of the hazards, effectiveness of the warning systems and the level of response kept ready for immediate deployment.</p> <p>There are also relevant comments to be made about responses made once the disaster has struck.</p>	30	<p><b>AO1 Knowledge and understanding</b></p> <p><b>Level 3 (8-9 marks)</b> Substantial knowledge and authoritative understanding of the impacts of earth hazards and human responses. There is secure use of detailed exemplification.</p> <p><b>Level 2 (5-7 marks)</b> Sound knowledge and understanding of the impacts of earth hazards and human responses. Some responses might be assessed at this level if they offer a particularly uneven account of earth hazards. There is some use of exemplification.</p> <p><b>Level 1 (0-4 marks)</b> Poor knowledge and understanding of the impacts of earth hazards and human responses. There is little exemplification. Some responses might only describe one type of earth hazard.</p> <p><b>AO2 Analysis, interpretation and evaluation</b></p> <p><b>Level 3 (14-17 marks)</b> Clear and convincing analysis of the various impacts. There is effective evaluation of the relative significance of impacts over time periods of different lengths.</p> <p><b>Level 2 (8-13 marks)</b> Some analysis of the various impacts. There is some evaluation of the relative significance of the impacts over time periods of different lengths.</p> <p><b>Level 1 (0-7 marks)</b> Limited analysis of the various impacts. There is little or no effective evaluation of the relative significance of the impacts over time periods of different lengths.</p>

Question	Answer	Marks	Guidance
	<p>A possible discriminatory point for top of Level 2+ might be the inclusion of a convincing discussion of long and short-term impacts and how these are dealt with by areas of different levels of economic development.</p>		<p><b>AO3 Skills and communication</b></p> <p><b>Level 3 (4 marks)</b>  Clear structure and organisation, including a clear conclusion. Communication is clear with authoritative use of grammar and spelling and accurate use of geographical terms. Maps, diagrams and statistics are used effectively, if appropriate.</p> <p><b>Level 2 (3 marks)</b>  Sound structure and organisation, including a limited conclusion. Communication is generally effective although errors in grammar and spelling and some inaccurate use of geographical terms are likely to be present. Maps, diagrams and statistics are not used effectively.</p> <p><b>Level 1 (0-2 marks)</b>  Basic structure and organisation, with no attempt at a conclusion. Communication is ineffective with errors in grammar and spelling and little use of geographical terms or their inaccurate use. Maps, diagrams and statistics are not used.</p>

Question	Answer	Marks	Guidance
9	<p>One of the Key ideas in this Option is that 'It is the interaction of the physical and human factors that create distinctive environments and lead to change within them.'</p> <p><b>Indicative Content</b></p> <p>Candidates are required to study at least one <u>local</u> ecosystem such as woodland, dunes or marsh to illustrate this key Idea. We can anticipate, therefore, some detailed exemplification at the top end of Level 2+.</p> <p>The focus here is change and discussions should take place highlighting the causes of the identified changes. One possible indicator of a Level 3 response is the comment that some changes are entirely natural, such as seasonal change in the ecosystem / environment, but that longer term changes often involve human factors such as the development of plagio-climaxes.</p> <p>The key discriminator in AO2 is the success or otherwise of dealing with 'assess the significance of...'. Comments about changes in biodiversity, energy flows, complexity of food webs and length of food chains, changes in NPP and biomass are valuable with a comprehensive discussion lifting a response into Level 3.</p> <p>Although most are likely to focus on change for the worse, equally credit-worthy are those example where human activities result in stabilisation and or improvement in various aspects of the ecosystem / environment.</p>	30	<p><b>AO1 Knowledge and understanding</b></p> <p><b>Level 3 (8-9 marks)</b> Substantial knowledge and authoritative understanding of the impact of human activities on local ecosystem(s) / environment(s). There is secure use of detailed exemplification.</p> <p><b>Level 2 (5-7 marks)</b> Sound knowledge and understanding of the impact of human activities on local ecosystem(s) / environment(s). There is some use of exemplification.</p> <p><b>Level 1 (0-4 marks)</b> Poor knowledge and understanding of the impact of human activities on local ecosystem(s) / environment(s). There is little exemplification.</p> <p><b>AO2 Analysis, interpretation and evaluation</b></p> <p><b>Level 3 (14-17 marks)</b> Clear and convincing analysis and evaluation of the significance of human activities on local ecosystem(s) / environment(s).</p> <p><b>Level 2 (8-13 marks)</b> Some analysis and evaluation of the significance of human activities on local ecosystem(s) / environment(s).</p> <p><b>Level 1 (0-7 marks)</b> Limited analysis and evaluation of the significance of human activities on local ecosystem(s) / environment(s).</p>

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			<p><b>AO3 Skills and communication</b></p> <p><b>Level 3 (4 marks)</b>                      Clear structure and organisation, including a clear conclusion. Communication is clear with authoritative use of grammar and spelling and accurate use of geographical terms. Maps, diagrams and statistics are used effectively, if appropriate.</p> <p><b>Level 2 (3 marks)</b>                      Sound structure and organisation, including a limited conclusion. Communication is generally effective although errors in grammar and spelling and some inaccurate use of geographical terms are likely to be present. Maps, diagrams and statistics are not used effectively.</p> <p><b>Level 1 (0-2 marks)</b>                      Basic structure and organisation, with no attempt at a conclusion. Communication is ineffective with errors in grammar and spelling and little use of geographical terms or their inaccurate use. Maps, diagrams and statistics are not used.</p>

Question	Answer	Marks	Guidance
10	<p>One of the Questions for Investigation in this Option is 'How can physical environments be managed to ensure sustainability?' The Key idea associated with this is the 'When human activity impacts on physical environments they may need to be managed in order to be sustainable.'</p> <p><b>Indicative Content</b></p> <p>Candidates are explicitly required to have studied 'at least one example of sustainable environmental management of a located physical environment.' They are expected to have looked at ways in which physical environments can be managed, including conservation, planning controls and restricted use.</p> <p>Effective evaluations can be had about this topic when issues such as management within national parks are considered. There are good materials available to candidates from a variety of locations such as, UK, USA, Kenya and Costa Rica. Some of this material might come from the study of tourism at AS by some. Others might include valuable material from their AS study of Rural Areas and agriculture in particular. The 'wilderness' concept is another helpful point for discussion.</p> <p>Comments about what might be meant by 'sustainable' are also relevant and might indicate a Level 3 response. Too often a very simplistic approach to this concept is taken whereas in reality it is very complicated, having various cultural and value aspects.</p> <p>Candidates can access L3 marks from the detailed consideration of one physical environment.</p>	30	<p><b>AO1 Knowledge and understanding</b></p> <p><b>Level 3 (8-9 marks)</b> Substantial knowledge and authoritative understanding of the nature of sustainable management of physical environments. There is secure use of detailed exemplification.</p> <p><b>Level 2 (5-7 marks)</b> Sound knowledge and understanding of the nature of sustainable management of physical environments. There is some use of exemplification.</p> <p><b>Level 1 (0-4 marks)</b> Poor knowledge and understanding of the nature of sustainable management of physical environments. There is little exemplification.</p> <p><b>AO2 Analysis, interpretation and evaluation</b></p> <p><b>Level 3 (14-17 marks)</b> Clear and convincing analysis and evaluation of the sustainable management of physical environments.</p> <p><b>Level 2 (8-13 marks)</b> Some analysis and evaluation of the roles of the sustainable management of physical environments.</p> <p><b>Level 1 (0-7 marks)</b> Limited analysis and evaluation of the roles of the sustainable management of physical environments.</p>

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			<p><b>AO3 Skills and communication</b></p> <p><b>Level 3 (4 marks)</b>                      Clear structure and organisation, including a clear conclusion. Communication is clear with authoritative use of grammar and spelling and accurate use of geographical terms. Maps, diagrams and statistics are used effectively, if appropriate.</p> <p><b>Level 2 (3 marks)</b>                      Sound structure and organisation, including a limited conclusion. Communication is generally effective although errors in grammar and spelling and some inaccurate use of geographical terms are likely to be present. Maps, diagrams and statistics are not used effectively.</p> <p><b>Level 1 (0-2 marks)</b>                      Basic structure and organisation, with no attempt at a conclusion. Communication is ineffective with errors in grammar and spelling and little use of geographical terms or their inaccurate use. Maps, diagrams and statistics are not used.</p>

Question	Answer	Marks	Guidance
11	<p>One of the questions for investigation is ‘What can humans do to reduce the impact of climatic hazards?’ Given the variety of ways to manage these hazards we must be open to a variety of responses from the candidates.</p> <p><b>Indicative Content</b></p> <p>Tropical storms, tornadoes, heavy snowfall, intense cold, heat waves and drought are all explicitly mentioned in the Spec in the Climatic hazards option, but others are equally valid such as fog or frost. We must be careful, however, not to reward parts of a response that slip into a discussion of hazards such as flooding, without relating these explicitly back to climatic hazards. The links must be clear.</p> <p>Key aspects of hazard management are the extent to which the hazard can be predicted and the assessment of the management techniques. There is no need to cover all the possible climatic hazards but a response focused solely on one will be self-limiting and is unlikely to rise above bottom of Level 2 in AO1 and top of Level 1 in AO2.</p> <p>One possible Level 3 indicator is for a distinction to be made between hard and soft engineering strategies. For example in the context of tropical storms, cyclone shelters and the conservation of vegetation belts (mangroves) along coasts.</p> <p>Distinction amongst and between MEDCs and LEDCs has much potential in moving forward a convincing debate. Global warming, acid and smog are all relevant.</p>	30	<p><b>AO1 Knowledge and understanding</b></p> <p><b>Level 3 (8-9 marks)</b> Substantial knowledge and authoritative understanding of the nature of climatic hazards and the techniques employed to manage their impacts. Causes and effects are convincing. There is secure use of detailed exemplification.</p> <p><b>Level 2 (5-7 marks)</b> Sound knowledge and understanding of the nature of climatic hazards and the techniques employed to manage their impacts. Cause and effect is evident but not always convincing. There is some use of exemplification.</p> <p><b>Level 1 (0-4 marks)</b> Poor knowledge and understanding of the nature of climatic hazards and the techniques employed to manage their impacts. Cause and effect not understood well. There is little exemplification.</p> <p><b>AO2 Analysis, interpretation and evaluation</b></p> <p><b>Level 3 (14-17 marks)</b> Clear and convincing analysis and evaluation of the techniques used to predict and manage the impacts of climatic hazards.</p> <p><b>Level 2 (8-13 marks)</b> Some analysis and evaluation of the techniques used to predict and manage the impacts of climatic hazards.</p> <p><b>Level 1 (0-7 marks)</b> Limited analysis and evaluation of the techniques used to predict and manage the impacts of climatic hazards.</p>

Question	Answer	Marks	Guidance
			<p><b>AO3 Skills and communication</b></p> <p><b>Level 3 (4 marks)</b> Clear structure and organisation, including a clear conclusion. Communication is clear with authoritative use of grammar and spelling and accurate use of geographical terms. Maps, diagrams and statistics are used effectively, if appropriate.</p> <p><b>Level 2 (3 marks)</b> Sound structure and organisation, including a limited conclusion. Communication is generally effective although errors in grammar and spelling and some inaccurate use of geographical terms are likely to be present. Maps, diagrams and statistics are not used effectively.</p> <p><b>Level 1 (0-2 marks)</b> Basic structure and organisation, with no attempt at a conclusion. Communication is ineffective with errors in grammar and spelling and little use of geographical terms or their inaccurate use. Maps, diagrams and statistics are not used.</p>

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12	<p>The Spec. makes clear the need to study both low and high pressure atmospheric systems and to investigate their impacts at the local, regional and global scales. Candidates are likely to agree with the assertion in general, but then explore contrasting points of view.</p> <p><b>Indicative Content</b></p> <p>High pressure hazards include heatwaves, drought and cold spells which tend to have a regional impact. Low pressure hazards, specifically depressions can have both local and regional impacts such as localised gusting of strong winds causing structural damage and intense localised precipitation.</p> <p>Some effective evaluation might come from the occurrence of localised hazards within a high pressure system such as convectional thunderstorms. There might also be discussion of the combination of low and high pressure effects as in a heavy snowfall which then lays for a long time if an anticyclone develops over the region.</p> <p>The social, economic and political impacts should be discussed and evaluated against the environmental. Some interesting debate is to be had contrasting impacts on countries at different levels of development and this is likely to indicate a Level 2+ response especially in AO2.</p> <p>Intense low pressure systems (tropical storms) are relevant but candidates do need to acknowledge these as low pressure / depression systems. A response based in its entirety regarding depressions, on a hurricane is unlikely to reach beyond low Level 2 in AO1.</p>	30	<p><b>AO1 Knowledge and understanding</b></p> <p><b>Level 3 (8-9 marks)</b> Substantial knowledge and authoritative understanding of the hazards emanating from both high and low pressure atmospheric systems. There is secure use of detailed exemplification.</p> <p><b>Level 2 (5-7 marks)</b> Sound knowledge and understanding of the hazards emanating from both high and low pressure atmospheric systems. Some responses might be assessed at this level if they offer a particularly uneven account of either low or high pressure systems. There is some use of exemplification.</p> <p><b>Level 1 (0-4 marks)</b> Poor knowledge and understanding of the hazards emanating from high and low pressure atmospheric systems. Some responses might only describe one type of pressure system. There is little exemplification.</p> <p><b>AO2 Analysis, interpretation and evaluation</b></p> <p><b>Level 3 (14-17 marks)</b> Clear and convincing analysis and evaluation of the impacts of both low and high pressure atmospheric systems.</p> <p><b>Level 2 (8-13 marks)</b> Some analysis and evaluation of the impacts of both low and high pressure atmospheric systems.</p> <p><b>Level 1 (0-7 marks)</b> Limited analysis and evaluation of the impacts of both low and high pressure atmospheric systems.</p>

Question	Answer	Marks	Guidance
			<p><b>AO3 Skills and communication</b></p> <p><b>Level 3 (4 marks)</b>                      Clear structure and organisation, including a clear conclusion. Communication is clear with authoritative use of grammar and spelling and accurate use of geographical terms. Maps, diagrams and statistics are used effectively, if appropriate.</p> <p><b>Level 2 (3 marks)</b>                      Sound structure and organisation, including a limited conclusion. Communication is generally effective although errors in grammar and spelling and some inaccurate use of geographical terms are likely to be present. Maps, diagrams and statistics are not used effectively.</p> <p><b>Level 1 (0-2 marks)</b>                      Basic structure and organisation, with no attempt at a conclusion. Communication is ineffective with errors in grammar and spelling and little use of geographical terms or their inaccurate use. Maps, diagrams and statistics are not used.</p>

Question	Answer	Marks	Guidance
13	<p>A Key Idea in this Option is that 'There are a variety of ways of defining and classifying resources.' Candidates are explicitly requested to consider 'how changes in technology may result in changes in the definition of resources.'</p> <p><b>Indicative Content</b></p> <p>With changes in technology, what was once considered to be of no value becomes valuable and what was once valuable ceases to have value. Perceptions of what constitutes a resource are largely influenced by the available technology.</p> <p>Examples abound of both resources no longer considered valuable and vice versa, flint and uranium respectively for example. Wind power makes for some interesting discussions regarding its significance over the centuries. A Level 3 discriminator here might be the use of wind power for transport.</p> <p>The defining of resources as renewable including flow resources, semi-renewable, renewable and non-renewable can be relevant here. It may be for example, that through the use of technology, a semi-renewable fish stock might become renewable if farmed sustainably.</p> <p>More convincing evaluations, Level 3, will take their debate into the relative role of other factors such as society and physical factors.</p> <p>As ever, the contrasts amongst MEDCs and LEDCs offer scope for evaluation.</p>	30	<p><b>AO1 Knowledge and understanding</b></p> <p><b>Level 3 (8-9 marks)</b> Substantial knowledge and authoritative understanding of the role of technology in the definition of resources. There is secure use of detailed exemplification.</p> <p><b>Level 2 (5-7 marks)</b> Sound knowledge and understanding of the role of technology in the definition of resources. There is some use of exemplification.</p> <p><b>Level 1 (0-4 marks)</b> Poor knowledge and understanding of the role of technology in the definition of resources. There is little exemplification.</p> <p><b>AO2 Analysis, interpretation and evaluation</b></p> <p><b>Level 3 (14-17 marks)</b> Clear and convincing analysis of the role of technology in the definition of resources. There is effective evaluation of its relative influence.</p> <p><b>Level 2 (8-13 marks)</b> Some analysis of the factors affecting the role of technology in the definition of resources. Some evaluation of its relative influence.</p> <p><b>Level 1 (0-7 marks)</b> Limited analysis of the factors affecting the role of technology in the definition of resources. Little or no attempt to evaluate its relative influence.</p>

Question	Answer	Marks	Guidance
			<p><b>AO3 Skills and communication</b></p> <p><b>Level 3 (4 marks)</b>                      Clear structure and organisation, including a clear conclusion. Communication is clear with authoritative use of grammar and spelling and accurate use of geographical terms. Maps, diagrams and statistics are used effectively, if appropriate.</p> <p><b>Level 2 (3 marks)</b>                      Sound structure and organisation, including a limited conclusion. Communication is generally effective although errors in grammar and spelling and some inaccurate use of geographical terms are likely to be present. Maps, diagrams and statistics are not used effectively.</p> <p><b>Level 1 (0-2 marks)</b>                      Basic structure and organisation, with no attempt at a conclusion. Communication is ineffective with errors in grammar and spelling and little use of geographical terms or their inaccurate use. Maps, diagrams and statistics are not used.</p>

Question	Answer	Marks	Guidance
14	<p>Within this Option is the Key Idea that 'Population is dynamic and changes in response to a number of demographic, social, economic and political factors. The factors vary from place to place.' The suggested Content includes the request that population growth is related to concepts of over- and underpopulation.</p> <p><b>Indicative Content</b></p> <p>It is likely that most candidates will readily agree with the assertion and offer evidence supporting their point of view. They might set this in the context of the demographic transition and we can expect to read some convincing factual details of either a single country's passage through transition, or of several countries at different stages of transition. It is not enough for the top of Level 2+, however, not to describe these situations without a discussion focused on 'beneficial'. There is a wealth of material on which candidates can draw for the benefits of birth rate decline. The anti-natalist policies of many nations can be seen as attempts to rebalance population numbers with available resources. Detailed descriptions of such policies by themselves do not advance the evaluation aspect of this question and will leave the response at the top of Level 1.</p> <p>There is the counter argument which relates to the demographic situation in some MEDCs of quite drastic birth rate decline to well below replacement level. Issues such as ageing populations, dependency imbalances, implications for funding of pensions and health care for example, are helpful areas for discussion.</p> <p>A Level 3 indicator might be the implications for the future of sustained birth rate decline in areas such as China, where the population structure is becoming very 'top heavy'.</p>	30	<p><b>AO1 Knowledge and understanding</b></p> <p><b>Level 3 (8-9 marks)</b> Substantial knowledge and authoritative understanding of the nature of population change. Causes and effects of birth rate decline are convincing. There is secure use of detailed exemplification.</p> <p><b>Level 2 (5-7 marks)</b> Sound knowledge and understanding of the nature of population change. Causes and effects of birth rate decline are evident but not always convincing. There is some use of exemplification.</p> <p><b>Level 1 (0-4 marks)</b> Poor knowledge and understanding of the nature of population change. Causes and effects of birth decline are weak. There is little exemplification.</p> <p><b>AO2 Analysis, interpretation and evaluation</b></p> <p><b>Level 3 (14-17 marks)</b> Clear and convincing analysis of the issue of birth rate decline and an effective evaluation of its impacts on different areas.</p> <p><b>Level 2 (8-13 marks)</b> Some analysis of the issue of birth rate decline and some evaluation of its impacts on different areas.</p> <p><b>Level 1 (0-7 marks)</b> Limited analysis of the issue of birth rate decline and limited evaluation of its impacts on different areas.</p>

Question	Answer	Marks	Guidance
	<p>Comments about the 'crude' nature of birth rates and the value of more informative measures such as fertility are relevant and might indicate a top of L2 / L3 response.</p>		<p><b>AO3 Skills and communication</b></p> <p><b>Level 3 (4 marks)</b>  Clear structure and organisation, including a clear conclusion. Communication is clear with authoritative use of grammar and spelling and accurate use of geographical terms. Maps, diagrams and statistics are used effectively, if appropriate.</p> <p><b>Level 2 (3 marks)</b>  Sound structure and organisation, including a limited conclusion. Communication is generally effective although errors in grammar and spelling and some inaccurate use of geographical terms are likely to be present. Maps, diagrams and statistics are not used effectively.</p> <p><b>Level 1 (0-2 marks)</b>  Basic structure and organisation, with no attempt at a conclusion. Communication is ineffective with errors in grammar and spelling and little use of geographical terms or their inaccurate use. Maps, diagrams and statistics are not used.</p>

Question	Answer	Marks	Guidance
15	<p>Candidates are explicitly required to study global trade patterns including the structure, direction and impact of trade for an example of each of a LEDC, NIC and MEDC. Here the question identifies both opportunities and challenges arising from trade as a focus for the discussion.</p> <p><b>Indicative Content</b></p> <p>The trading patterns of the three groupings of countries should be securely known and convincingly exemplified. Primary, secondary and tertiary trade should be discussed. Level 3 responses might be indicated by an appreciation of trade in services which is predominantly amongst MEDCs. However, references to call centres, the rise of China, India, Brazil and Russia as regards financial services and the growth of international tourism, a key service industry, are likely to suggest a high quality response. Most developed countries have increased the value of their international trade over the past few decades. However, comments about balance of trade and the massive deficits on manufactured goods that some MEDCS have run up qualify as challenges. Of particular interest might be the trade balance between China and the USA for example. The role of the WTO might be mentioned here in terms of comments about ‘winners and losers’ as regards trading patterns. The inheritance of past structures, such as colonialism and today’s neo-colonialism.</p>	30	<p><b>AO1 Knowledge and understanding</b></p> <p><b>Level 3 (8-9 marks)</b> Substantial knowledge and authoritative understanding of the advantages and disadvantages trade brings to different countries. There is secure use of detailed exemplification.</p> <p><b>Level 2 (5-7 marks)</b> Sound knowledge and understanding of the advantages and disadvantages trade brings to countries. There is some use of exemplification.</p> <p><b>Level 1 (0-4 marks)</b> Poor knowledge and understanding of the advantages and disadvantages trade brings to countries. There is little exemplification.</p> <p><b>AO2 Analysis, interpretation and evaluation</b></p> <p><b>Level 3 (14-17 marks)</b> Clear and convincing analysis of the impacts trade can have. There is effective evaluation of its relative influence both positive and negative.</p> <p><b>Level 2 (8-13 marks)</b> Some analysis of the impacts trade can have. Some evaluation of its relative influence both positive and negative.</p> <p><b>Level 1 (0-7 marks)</b> Limited analysis of the impacts trade can have. Little or no attempt to evaluate its relative influence both positive and negative.</p>

Question	Answer	Marks	Guidance
			<p><b>AO3 Skills and communication</b></p> <p><b>Level 3 (4 marks)</b>  Clear structure and organisation, including a clear conclusion. Communication is clear with authoritative use of grammar and spelling and accurate use of geographical terms. Maps, diagrams and statistics are used effectively, if appropriate.</p> <p><b>Level 2 (3 marks)</b>  Sound structure and organisation, including a limited conclusion. Communication is generally effective although errors in grammar and spelling and some inaccurate use of geographical terms are likely to be present. Maps, diagrams and statistics are not used effectively.</p> <p><b>Level 1 (0-2 marks)</b>  Basic structure and organisation, with no attempt at a conclusion. Communication is ineffective with errors in grammar and spelling and little use of geographical terms or their inaccurate use. Maps, diagrams and statistics are not used.</p>

Question	Answer	Marks	Guidance
16	<p>Within Option B2 Globalisation, one of the Questions for Investigation 'What are the issues associated with globalisation?' has part of its content as 'whether globalisation is increasing or narrowing the 'development gap'.</p> <p><b>Indicative Content</b></p> <p>Candidates will have studied the impacts of globalisation in different contexts, such as across the development continuum. They will have considered issues such as the advantages and disadvantages the globalisation process brings to different various areas.</p> <p>It is clear that some countries, especially in Asia and Latin America, have participated actively in globalisation as have, of course most of Europe and North America. Per capita incomes and living standards have risen however they are measured. However, Africa and in particular sub-Saharan Africa has fallen further behind increasing the development gap. Today, 20 countries in sub-Saharan Africa have lower incomes per capita in real terms than they did in the 1980s.</p> <p>There is a valuable debate to be had about the economic progress some countries appear to have made. In particular, those whose wealth is based on rising commodity prices as when these fall, often sharply, then the consequences are severe.</p> <p>Uneven and unequal development remains a stubborn characteristic of the global economic system. Competition for global capital is fierce and looks likely to continue to produce winners and losers.</p> <p>Perhaps a Level 3 response might be indicated by comments about how some MEDCs have fallen behind their peers as a result of global capital / investment</p>	30	<p><b>AO1 Knowledge and understanding</b></p> <p><b>Level 3 (8-9 marks)</b> Substantial knowledge and authoritative understanding of the advantages and disadvantages globalisation brings. There is secure use of detailed exemplification.</p> <p><b>Level 2 (5-7 marks)</b> Sound knowledge and understanding of the advantages and disadvantages globalisation. There is some use of exemplification.</p> <p><b>Level 1 (0-4 marks)</b> Poor knowledge and understanding of the advantages and disadvantages globalisation brings. There is little exemplification.</p> <p><b>AO2 Analysis, interpretation and evaluation</b></p> <p><b>Level 3 (14-17 marks)</b> Clear and convincing analysis of the impacts globalisation can have. There is effective evaluation of its relative influence both positive and negative.</p> <p><b>Level 2 (8-13 marks)</b> Some analysis of the impact globalisation can have. Some evaluation of its relative influence both positive and negative.</p> <p><b>Level 1 (0-7 marks)</b> Limited analysis of the impact globalisation can have. Little or no attempt to evaluate its relative influence both positive and negative.</p>

Question	Answer	Marks	Guidance
	<p>movements, such as Greece, Portugal and Ireland. It would also be appropriate to read comments about the differential impacts of globalisation on different groups within a single country and or regional contrasts within a country.</p>		<p><b>AO3 Skills and communication</b></p> <p><b>Level 3 (4 marks)</b>                      Clear structure and organisation, including a clear conclusion. Communication is clear with authoritative use of grammar and spelling and accurate use of geographical terms. Maps, diagrams and statistics are used effectively, if appropriate.</p> <p><b>Level 2 (3 marks)</b>                      Sound structure and organisation, including a limited conclusion. Communication is generally effective although errors in grammar and spelling and some inaccurate use of geographical terms are likely to be present. Maps, diagrams and statistics are not used effectively.</p> <p><b>Level 1 (0-2 marks)</b>                      Basic structure and organisation, with no attempt at a conclusion. Communication is ineffective with errors in grammar and spelling and little use of geographical terms or their inaccurate use. Maps, diagrams and statistics are not used.</p>

Question	Answer	Marks	Guidance
17	<p>This Option is intended to stimulate students into thinking about how variations in development occur and why. Political factors are explicitly stated in the Specification along with economic, social, historical and physical.</p> <p><b>Indicative Content</b></p> <p>Responses can look at the relative levels of development amongst countries and assess the role of political factors. The link between development and political factors is interesting and leads students into considering themes such as colonialism and neo-colonialism and increasing emancipation and the widening of democratic involvement. In contrast, in NICs such as South Korea and China, direct government involvement has driven development.</p> <p>In many developing countries poor and corrupt governance has been a major obstacle to development, especially social. Level 3 responses might be indicated by linking political issues with colonial situations. For example, many African states that were former colonies have borders that pay little regard to existing tribal loyalties.</p> <p>Comments about female emancipation and the contribution this makes to development are welcome and may indicate a Level 3 response.</p> <p>The most convincing discussions will look at the range of factors influencing development and assess their relative merits.</p>	30	<p><b>AO1 Knowledge and understanding</b></p> <p><b>Level 3 (8-9 marks)</b> Substantial knowledge and authoritative understanding of the effects of political factors on development. There is secure use of detailed exemplification.</p> <p><b>Level 2 (5-7 marks)</b> Sound knowledge and understanding of the effects of political factors on economic development. There is some use of exemplification.</p> <p><b>Level 1 (0-4 marks)</b> Poor knowledge and understanding of the effects of political factors on development. There is little exemplification.</p> <p><b>AO2 Analysis, interpretation and evaluation</b></p> <p><b>Level 3 (14-17 marks)</b> Clear and convincing analysis of the relationship between political factors and development. There is effective evaluation of their relative influence both positive and negative.</p> <p><b>Level 2 (8-13 marks)</b> Some analysis of the relationship between political factors and development. Some evaluation of their relative influence both positive and negative.</p> <p><b>Level 1 (0-7 marks)</b> Limited analysis of the relationship between political factors and development. Little or no attempt to evaluate their relative influence both positive and negative.</p>

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			<p><b>AO3 Skills and communication</b></p> <p><b>Level 3 (4 marks)</b>                      Clear structure and organisation, including a clear conclusion. Communication is clear with authoritative use of grammar and spelling and accurate use of geographical terms. Maps, diagrams and statistics are used effectively, if appropriate.</p> <p><b>Level 2 (3 marks)</b>                      Sound structure and organisation, including a limited conclusion. Communication is generally effective although errors in grammar and spelling and some inaccurate use of geographical terms are likely to be present. Maps, diagrams and statistics are not used effectively.</p> <p><b>Level 1 (0-2 marks)</b>                      Basic structure and organisation, with no attempt at a conclusion. Communication is ineffective with errors in grammar and spelling and little use of geographical terms or their inaccurate use. Maps, diagrams and statistics are not used.</p>

Question	Answer	Marks	Guidance
18	<p>The Specification has, as one of its Key Ideas, the relationship between the level of economic development and quality of life. Candidates are expected to evaluate the role of economic development in improvements in quality of life.</p> <p><b>Indicative Content</b></p> <p>Economic development depends on wealth creation by value being added to goods and services. The more convincing responses are likely to point out that improving economic conditions can lead to rise in standard of living, the material nature of development; the MEDCS bare testimony to this. Such advances can often lead to an improvement in quality of life such as the provision of clean water, but may not. For example, aspects such as overcrowded living conditions, air quality or length of working day / week can be the result of economic developments. There is a wealth of material emerging from studies on countries such as contemporary China, India, Indonesia, for example.</p> <p>Comments about income distribution within a society and spending on social infrastructure are relevant. Level 3 responses might be distinguished by comments about countries that may not rank that high as regards economic indicators yet are advanced in terms of the democratisation of societies; in particular the role and status of women is seen as an indicator of development taken in its widest meaning. There is the widely quoted example of Bhutan with its 'index of national happiness'. Some interesting discussion might use some of the oil rich countries as exemplification here of economically rich countries in which quality of life is not necessarily significantly improved for many inhabitants.</p>	30	<p><b>AO1 Knowledge and understanding</b></p> <p><b>Level 3 (8-9 marks)</b> Substantial knowledge and authoritative understanding of the relationship between economic development and quality of life. There is secure use of detailed exemplification.</p> <p><b>Level 2 (5-7 marks)</b> Sound knowledge and understanding of the relationship between economic development and quality of life. There is some use of exemplification.</p> <p><b>Level 1 (0-4 marks)</b> Poor knowledge and understanding of the relationship between economic development and quality of life. There is little exemplification.</p> <p><b>AO2 Analysis, interpretation and evaluation</b></p> <p><b>Level 3 (14-17 marks)</b> Clear and convincing analysis of the issues of economic development and quality of life and an effective evaluation of the relationship between them.</p> <p><b>Level 2 (8-13 marks)</b> Some analysis of the issues of economic development and quality of life and some evaluation of the relationship between them.</p> <p><b>Level 1 (0-7 marks)</b> Limited analysis of the issues of economic development and quality of life and little or no evaluation of the relationship between them.</p>

Question	Answer	Marks	Guidance
			<p><b>AO3 Skills and communication</b></p> <p><b>Level 3 (4 marks)</b>                      Clear structure and organisation, including a clear conclusion. Communication is clear with authoritative use of grammar and spelling and accurate use of geographical terms. Maps, diagrams and statistics are used effectively, if appropriate.</p> <p><b>Level 2 (3 marks)</b>                      Sound structure and organisation, including a limited conclusion. Communication is generally effective although errors in grammar and spelling and some inaccurate use of geographical terms are likely to be present. Maps, diagrams and statistics are not used effectively.</p> <p><b>Level 1 (0-2 marks)</b>                      Basic structure and organisation, with no attempt at a conclusion. Communication is ineffective with errors in grammar and spelling and little use of geographical terms or their inaccurate use. Maps, diagrams and statistics are not used.</p>

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