

**Geography**

Advanced GCE

Unit **F763**: Global Issues

**Mark Scheme for June 2013**

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

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

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## Annotations

Annotation	Meaning
	Unclear, inaccurate or dubious validity.
	Omission mark.
	Issue identified
	Strategy identified
	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.
Highlighter tool	Highlighting a particularly creditworthy part of the response. Can be used in conjunction with another stamp.

All answers and pages with a response must have at least one annotation to show that they have been seen.

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> <table border="1" data-bbox="365 1125 824 1257"> <tr> <td></td> <td>for issue</td> </tr> <tr> <td></td> <td>for each strategy</td> </tr> </table>		for issue		for each strategy		<p>For each question in Section A:</p> <p>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 the appropriate issue. 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 the appropriate issue. 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 the appropriate issue. 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>
	for issue								
	for each strategy								

Question	Answer	Marks	Guidance
1	<p>Hazards associated with <b>flooding</b> are explicitly mentioned in the Spec. and in particular the role played by a combination of physical and human factors. The photograph resource serves as stimulus, showing as it does severe flooding affecting a settlement alongside the River Elbe in Lower Saxony.</p> <p><b>Indicative Content</b> Possible geographical issues include:</p> <p>Physical issues;</p> <ul style="list-style-type: none"> <li>• Flow exceeding bankfull discharge; climate–precipitation patterns; rock type–permeable/impermeable contrast; river regime—a possible Level 2+ indicator; slow onset flooding; coastal flooding along estuary–role of tides important, not just range but also neap/spring cycle. This is a possible Level 2+ indicator; role of low pressure weather system in exacerbating tidal pattern.</li> </ul> <p>Human issues;</p> <ul style="list-style-type: none"> <li>• Rendering of surfaces impermeable through construction; constriction of channel through urban areas; flooding of buildings and infrastructure; disruption of domestic/public/economic activities; at its most severe, loss of life + injury.</li> </ul> <p>Possible management strategies:</p> <ul style="list-style-type: none"> <li>• Appropriate management–short-term eg warning systems; emergency relief; evacuation; temporary barriers eg sand bags; pumping of water.</li> <li>• Appropriate management - longer term eg structural approaches eg dams + reservoirs; levées; realignment/channelisation; flood relief channels; sluice gates; sea walls and barriers; building modification eg houses on stilts.</li> <li>• Appropriate management–longer term eg non-structural eg floodplain, drainage basin + coastal zone land-use management; flood mitigation via forecasts + warnings + evacuation.</li> </ul> <p>Where both long and short term responses included likely to indicate top of Level 2+ response.</p>	10	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.

Question	Answer	Marks	Guidance
2	<p>One of the key questions in this option is <b>'In what ways are physical environments under threat from human activity?'</b> The resource indicates changes in nutrient (energy) flows set in the context of a forest following deforestation. Candidates are to have studied the main components of ecosystems, the interconnections between stores and flows and the threats human activities can pose.</p> <p><b>Indicative Content</b> Possible geographical issues include:</p> <p>Physical issues;</p> <ul style="list-style-type: none"> <li>• Loss of biodiversity/habitat; comments about the effects on trophic levels, food chains/webs likely to indicate top of Level 2+; increase in run-off and sediment input to rivers with consequential effects on discharge; increase in rates of weathering and mass movements; soil leaching and erosion; local/regional and global effects on weather and climate.</li> </ul> <p>Human issues;</p> <ul style="list-style-type: none"> <li>• Impacts on indigenous peoples + their cultures.</li> <li>• Deforestation—allow comments about causes other than conversion to pasture, including logging for high value hardwood; felling for lower value wood for products such as plywood + paper; clearance via burning for agriculture (the contrast between small scale farmers and large scale); increased population leading to greater demand for food; changing diets with increased prosperity leading to an increase in demand for meat a possible top of Level 2+ indicator.</li> </ul> <p>Possible management strategies:</p> <ul style="list-style-type: none"> <li>• Appropriate management—in some countries establishment of national parks/reserves to aid regeneration of 'original' forest ecosystem + environment; other reforestation efforts are based on plantations eg eucalyptus for paper or poplar for construction which offer a less diverse ecosystem + environment; others are mostly fruit orchards; coppicing/pollarding.</li> <li>• Comments about the involvement of the global community eg World Bank's Forest Carbon partnership which gives credits for not cutting forest down; involvement of NGOs; these are possible Level 3 indicators.</li> </ul>	10	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.

Question	Answer	Marks	Guidance
3	<p>The last two Questions for Investigation are ‘<b>In what ways do human activities create climatic hazards?</b>’ and ‘<b>What can humans do to reduce the impact of climatic hazards?</b>’ The resource links directly to global warming via CO<sub>2</sub> emissions and the enhanced greenhouse effect. Candidates can take a global perspective or alter the scale to focus on regional issues.</p> <p><b>Indicative Content</b> Possible geographical issues include:</p> <p>Physical issues;</p> <ul style="list-style-type: none"> <li>• Climatic change eg climate belts shift polewards; some regions likely to become drier, others wetter.</li> <li>• Increased intensity of some atmospheric systems eg tropical storms; increased rainfall leading to higher risk from flooding.</li> <li>• Sea level change; implications for low lying areas; potential change to thermohaline circulation and pattern of ocean currents.</li> <li>• Migration of species and disease.</li> <li>• Likely to lead to a partial increase in acidity of rainwater (carbonic acid).</li> </ul> <p>Human issues;</p> <ul style="list-style-type: none"> <li>• Spatial variability in production of CO<sub>2</sub>.</li> <li>• Some clear MEDC/LEDC contrasts in terms of production.</li> <li>• Impacts on food production.</li> <li>• Migration.</li> <li>• Increased flood risk.</li> <li>• Various types of health risk increased when linked to the impacts of global warming.</li> </ul> <p>Possible management strategies:</p> <ul style="list-style-type: none"> <li>• Action to reduce rate and magnitude of global warming—distinguishing these two a likely L3 indicator; comments specifically about CO<sub>2</sub> eg reduction in fossil fuel use likely to indicate Level 2+; carbon credits; international agreements eg Kyoto.</li> <li>• Management accepting the almost inevitable rise eg coastal realignment.</li> <li>• Change in agricultural enterprises eg growing drought tolerant crops.</li> <li>• Water storage and water use measures.</li> <li>• Comments about MEDC/LEDC contrast likely to indicate a L2+ response.</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
4	<p>One of the Questions for investigation is ‘<b>Why does the demand for resources vary with time and location?</b>’ The extract suggests that both an increase in numbers and changes in living standards have effects of resource demand. Candidates can therefore, come at this question in a number of equally valid ways.</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 leading to increased demand for land for food production and settlement. Spread of agriculture into more marginal areas, overcultivation and overgrazing in semi-arid environments for example.</li> <li>• The influence of changing living standards eg different demands for energy/water through time—expectations of people change through time.</li> <li>• Contrasting MEDC and LEDC experiences.</li> <li>• Population growth on its own an issue.</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 and this could be also linked explicitly to reduction in demand for resources.</li> <li>• Conserve resources and prevent wasteful usage eg water use; energy consumption.</li> <li>• Recycling of resources capable of being recycled eg many metals; paper.</li> <li>• Make more use of organic fertilisers including green manures for agriculture; adopt agricultural practices which better suit marginal land.</li> <li>• Sustainable fishing and forestry practices.</li> </ul>	10	<p>Issues could be focused on the link between population increase through time and the changing demand for resources or the contrast between countries at different points along the development continuum in terms of resource demand. Either route or a combination of the two is capable of reaching Level 3. The strategies, must, however, relate to the issues identified.</p>

Question	Answer	Marks	Guidance
5	<p>One of the key ideas in this Option is that <b>‘Globalisation may bring advantages and disadvantages to various areas.’</b> The resource is an indication of how effectively countries participate in the globalisation process and therefore, how much they are likely to benefit from the process. It is also appropriate to comment on the disadvantages of globalisation such as the loss of separate cultural identity eg the diffusion of western-style consumerism.</p> <p><b>Indicative Content</b> Possible geographical issues include:</p> <ul style="list-style-type: none"> <li>• The lack of participation in international economic activity such as international trade and tourism with the resultant loss of wealth creation. And possible widening of the Development gap.</li> <li>• The lack of international influence—direct reference to the inclusion of foreign embassy locations in the resource a possible Level 3 response.</li> <li>• Disadvantages of being a global player eg importation of western consumerism; spread of English language; exploitation of labour in countries such as Sri Lanka.</li> <li>• Some countries have an isolationist agenda.</li> </ul> <p>Possible management:</p> <ul style="list-style-type: none"> <li>• Protect vulnerable industries in LEDCs against cheap imports from MEDCs with tariffs and quotas—role of WTO.</li> <li>• Gain agreement for MEDCs to withdraw subsidies on exports that may undermine some economic activities in LEDCs.</li> <li>• More even spread of FDI in any or all economic sectors.</li> <li>• Aid packages for LEDCS to assist in education and training of their workforce to allow them to develop manufacturing + service industries.</li> <li>• Projects to support local communities/cultures.</li> <li>• Governments become more democratic and so open to participation in global community.</li> </ul>	10	Issue and strategies should be set at the scale of individual countries but comments about MEDC/LEDC contrasts relevant, eg the general issue that MEDCs tend to gain more than LEDCs from globalisation.

Question	Answer	Marks	Guidance
6	<p>A key Idea in this Option is ‘<b>Countries vary in their levels of economic development and this, in turn, influences the quality of life of their citizens.</b>’ The resource is one of the worldmapper series which offers a thought provoking way of looking at various global patterns. In this particular case, the fundamental pattern of global inequality is represented by underweight children with some stark contrasts evident.</p> <p><b>Indicative Content</b> Possible geographical issues include:</p> <ul style="list-style-type: none"> <li>• Global inequalities in proportion of under-weight children reflecting contrasts in economic development and quality of life.</li> <li>• Concentration of underweight children in Indian sub-continent and sub-Saharan Africa.</li> <li>• Inappropriate government policies in some countries.</li> <li>• Insufficient food production in some locations combined with high birth rates.</li> <li>• Within some countries, spatial inequality such as core – periphery/urban – rural contrasts.</li> </ul> <p>Possible management strategies:</p> <ul style="list-style-type: none"> <li>• Encourage more development aid/projects which are sustainable. Roles of UN, World Bank, IMF, EU, and individual governments.</li> <li>• Role of WTO in promoting trade on terms which advantage not just MEDCs + NICs.</li> <li>• Internal policies in some LEDCs need re-focusing on issues such as health, education and food production + regional policies.</li> </ul>	10	<p>Issues and strategies should reflect the global scale of development and inequalities of the graph.</p> <p>It is also appropriate for a response to focus on one country or region eg sub-Saharan Africa.</p>

Question	Answer	Marks	Guidance
7	<p>Candidates studying this Option are expected to have considered how hazards can be managed to reduce their impacts, in other words, to reduce risk. This question does not limit the context as regards type of earth hazard allowing candidates to pick and choose as they wish to support their argument.</p> <p><b>Indicative Content</b></p> <p>Perhaps a useful starting point is a consideration of what constitutes risk, that is the exposure of people to a natural event that poses them a hazard. Comments about the degree of predictability, both spatially and temporally are relevant here. Vulnerability and levels of preparedness for a society are intimately bound in with a variety of human factors. Wealth and technical ability as regards prediction and types of response such as mitigation, are significant eg MEDC/LEDC contrast. Age of those affected, nature of organisation of society and density of population are also interesting factors to consider. Risk = hazard x vulnerability/resilience. The question is a deliberately broad one and so a wide variety of responses can be accepted. The quality of real world exemplification is important as this will support the evaluation. The former is largely assessed within AO1 while the degree of analysis and evaluation, 'How far is it ...' are dealt with in AO2. Although this is a wide ranging question, there is no expectation that a single response will tackle all the possible earth hazards. Essays including two hazards in some detail can be successful into Level 3 as can a wider ranging assessment. A candidate who considers only one earth hazard is unlikely to score beyond top of Level 1 in AOs 1 + 2.</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 risk reduction from earth hazards. 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 physical and human factors involved in risk reduction from earth 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 risk reduction from earth Hazards. 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 ways risk might be reduced. There is effective evaluation of the relative significance of the factors, both physical and human, with a balanced coverage of the two sets.</p> <p><b>Level 2 (8–13 marks)</b> Some analysis and evaluation of the ways risk might be reduced. Some evaluation of the relative significance of the factors, both physical and human, 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 and evaluation of the ways risk might be reduced. Little or no attempt to evaluate the relative significance of any of the factors, physical and human.</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>The Content for the mass movement section in this Option, includes the requirement to study ‘... the resulting impacts, explicitly mentioning environmental and social. This element of the Specification is set in the context of the study of at least two mass movement events so some substantial knowledge of these examples should be evident for Level 3 in AO1.</p> <p><b>Indicative Content</b></p> <p>Exposure and vulnerability are significant factors in influencing impacts. For example in locations such as Kashmir and Taiwan, steep slopes, some areas of relatively high population densities and frequent earthquakes, lead to a high exposure to the risk of mass movement events. Add into this the effects of heavy rainfall and the scene is set for catastrophic impacts both environmental and social.</p> <p>As is so often the case with the impacts of hazards, comments about countries at different points along the development continuum are relevant. This can influence the level of risk reduction possible as well as the response once an event has occurred. It is this analysis and evaluation that will determine the level in AO2. The purely narrative approach recounting the story of a particular mass movement event (Aberfan; northern Venezuela) is unlikely to rise above top of Level 1/bottom of Level 2 in AOs 1 + 2.</p> <p>Candidates are entitled to include a wide range of factors in their evaluation and the term ‘social’ should receive a wide interpretation. This will allow a fully synoptic response.</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 various types of impacts arising from mass movements. There is secure use of detailed exemplification.</p> <p><b>Level 2 (5–7 marks)</b> Sound knowledge and understanding of the various types of impacts of mass movements. Some responses might be assessed at this level if they offer a particularly uneven account of either primary or secondary impacts. There is some use of exemplification.</p> <p><b>Level 1 (0–4 marks)</b> Poor knowledge and understanding of the various types of impacts of mass movements. There is little exemplification. Some responses might only describe one set of impacts.</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 various impacts. There is effective evaluation of the relative significance of the impacts, both environmental and social, with a balanced coverage of the two sets.</p> <p><b>Level 2 (8–13 marks)</b> Some analysis and evaluation of the various impacts. Some evaluation of the relative significance of the impacts, both environmental and social, 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 and evaluation of the various impacts. Little or no attempt to evaluate the relative significance of any of the impacts, either environmental or social.</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 Questions for Investigation in this Option is 'What factors give the chosen ecosystem or environment its unique characteristics?' Candidates are expected to have studied at least one local example such as a woodland, dunes or marsh, but we must be open to whatever example is offered. Definition of 'local' is of course, open to interpretation but discussions of 'the tropical rainforest in Brazil' or 'the Great Barrier Reef' are inappropriate and will not rise above Level 1 in AO1. A focus on part of such ecosystems is valid.</p> <p><b>Indicative Content</b></p> <p>The Specification makes clear that candidates are expected to have studied their chosen ecosystem/environment in terms of the main stores and flows within it. The main physical factors are listed as follows, microclimate, soil, relief, drainage, geology. Given the question's focus on relative importance, we can expect some thoughtful analysis and evaluation of the different physical factors and a consideration of human factors can be appropriate. Given the stress is on 'local' it would be encouraging to read material clearly resulting from a student's fieldwork.</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 importance of physical and human factors to a local ecosystem or environment. There is secure use of detailed exemplification.</p> <p><b>Level 2 (5–7 marks)</b> Sound knowledge and understanding of the importance of physical and human factors to a local ecosystem or environment, but may not be balanced between the two sets. There is some use of exemplification.</p> <p><b>Level 1 (0–4 marks)</b> Poor knowledge and understanding of the importance of physical and or human factors to a local ecosystem or environment. One set is likely to be absent. 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 role of physical factors to a local ecosystem or environment.</p> <p><b>Level 2 (8–13 marks)</b> Some analysis and evaluation of the role of physical factors to a local ecosystem or environment.</p> <p><b>Level 1 (0–7 marks)</b> Limited analysis and evaluation of the role of physical factors to a local ecosystem or environment.</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
10	<p>One of the Questions for Investigation is 'Why does the impact of human activity vary over time and location?' The Key Ideas specify that consideration should be given to looking at the impact of different areas of the world at different stages of economic and technological development. These two words are used in the Specification and so are included in the question so as to offer candidates a degree of inclusivity; we will accept one subsuming the other as candidates are likely to write in terms of developed and less-developed.</p> <p><b>Indicative Content</b></p> <p>Some candidates might immediately disagree with the question's assertion and offer lengthy accounts concerning rainforest destruction, over-grazing and soil erosion. We might read accounts of flooding due to dam construction in various LEDC locations or the negative effect of improper irrigation such as salinisation. Others might quickly agree and cite the impact of agriculture on natural ecosystems such as reductions in bio-diversity and pollution of water courses in MEDCs. These types of approaches will not lift such responses out of Level 2 in AO2. The more successful answers will offer an authoritative debate on the matter looking at the nature of the impact as well as its extent. Level 3 responses in AO2 might offer the large scale deforestation that a country such as the UK has gone through, albeit historically, as evidence of 'great impact'. The expansion of built-up areas, various elements of coastal management and the release of atmospheric pollutants might be used to support the question's assertion. But there is then the matter of environmental conservation such as the establishment of national parks.</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 different stages of economic/technological development. There is secure use of detailed exemplification.</p> <p><b>Level 2 (5–7 marks)</b> Sound knowledge and understanding of the impact of different stages of economic/technological development. There is some use of exemplification.</p> <p><b>Level 1 (0–4 marks)</b> Poor knowledge and understanding of the impact of different stages of economic/technological 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 and evaluation of the impact of different stages of economic/technological development on the physical environment.</p> <p><b>Level 2 (8–13 marks)</b> Some analysis and evaluation of the impact of different stages of economic/technological development on the physical environment.</p> <p><b>Level 1 (0–7 marks)</b> Limited analysis and evaluation of the impact of different stages of economic/technological development on the physical environment.</p>

Question	Answer	Marks	Guidance
	<p>Trans-national impacts are an interesting topic – ‘tragedy of the commons’ eg air pollution.</p> <p>The issue of impact in LEDCs should also be discussed for Level 3 in AOs 1 and 2. There are both minimal and also significant impacts with plenty of examples readily available to candidates to quote.</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
11	<p>A key Question in this Option is, 'What can humans do to reduce the impact of climatic hazards?' Candidates should have studied the variety of ways humans try to manage or reduce the impacts of climatic hazards and as the question is a generic one should have a wide variety of different hazards from which to draw material. The impacts can be environmental, economic, social or political.</p> <p><b>Indicative Content</b></p> <p>Perhaps a useful starting point is a consideration of what constitutes risk, which is the exposure of people to a natural event that poses them a hazard and this then indicates something of the impacts people are likely to suffer. Comments about the degree of impacts, both spatially (eg LEDC/MEDC) and temporally are relevant here. Vulnerability and levels of preparedness for a society are intimately bound in with a variety of human factors. Wealth and technical ability as regards prediction and types of response are significant in influencing reduction in the impacts. An interesting discussion is to be had concerning cyclone shelters for example. They are generally effective as regards offering protection to people in Bangladesh for example, but a key issue is the resources available to provide them. Age of those affected, nature of organisation of society and density of population are also interesting factors to consider.</p> <p>The quality of real world exemplification is important as this will support the evaluation. The former is largely assessed within AO1 while the degree of analysis and evaluation, 'How far is it possible ...' are dealt with in AO2.</p> <p>Although this is a wide ranging question, there is no</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 impacts and their reduction, from climatic hazards. 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 physical and human factors involved in impacts and their reduction, from climatic 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 impacts and their reduction, from climatic hazards. 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 various impacts. There is effective evaluation of the relative effectiveness of ways of reducing impacts, both physical and human, with a balanced coverage of the two sets.</p> <p><b>Level 2 (8–13 marks)</b> Some analysis and evaluation of the various impacts. Some evaluation of the relative effectiveness of ways of reducing impacts, both physical and human, although likely not to be balanced between the two sets.</p>

Question	Answer	Marks	Guidance
	<p>expectation that a single response will tackle all the possible climatic hazards. Essays including two hazards in some detail can be successful into Level 3 as can a wider ranging assessment. A candidate who considers only one climatic hazard is unlikely to score beyond top of Level 1 in AOs 1 + 2.</p>		<p><b>Level 1 (0–7 marks)</b>            Limited analysis and evaluation of the various impacts. Little or no attempt to evaluate the relative effectiveness of ways of reducing impacts, physical and human.</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
12	<p>Anticyclones are explicitly stated in the Specification in association with the key idea that they are capable of producing extreme weather. There is the requirement to consider how they represent a hazard to people with heatwaves and cold spells mentioned.</p> <p><b>Indicative Content</b></p> <p>There is a need to be clear about the physical factors leading to hazards such as drought, an abnormal deficiency of rainfall over an extended period of time. This might be due to a blocking high over the UK for example preventing rain bearing fronts crossing the country or it might be the failure of the ITCZ to migrate north or south due to the blocking of the sub-tropical high. Similarly knowledge and understanding of cold spells under a high pressure system.</p> <p>Candidates should also consider the roles of human factors such as preparation for drought for example water storage, food storage, transport infrastructure in place before a drought. The ability to predict can be discussed as can actual responses. The same generic issues can be evaluated for cold spells. The winter of 2010–11 offers much interesting material to discuss regarding the balance between natural event and human factors in turning this cold spell into one of multiple risks. Level 3 can be reached by discussing either cold or hot events but greater depth and detail is required than if considering both.</p> <p>It is also possible to build an interesting argument comparing the effect of anticyclones on countries at different places along the development continuum; the contrast between drought in UK compared with Niger for example.</p>	30	<p><b>AO1 Knowledge and understanding</b></p> <p><b>Level 3 (8–9 marks)</b> Substantial knowledge and authoritative understanding of physical and human factors causing risks from anticyclones. 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 causing risks from anticyclones. There is some use of exemplification.</p> <p><b>Level 1 (0–4 marks)</b> Poor knowledge and understanding of physical and human factors causing risks of anticyclones. There may be a focus on only one set of risks. 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 physical and human factors causing risks from anticyclones. There is effective evaluation of the relative impacts.</p> <p><b>Level 2 (8–13 marks)</b> Some analysis of physical and human factors causing risks from anticyclones. Some evaluation of the relative impacts.</p> <p><b>Level 1 (0–7 marks)</b> Limited analysis of physical and human factors causing risks from anticyclones. Little or no attempt to evaluate the relative impacts.</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 different parts of the world have differing demands and that these change with development. The differing demands are stated in terms of quantities and types of resources.</p> <p><b>Indicative Content</b></p> <p>Demand for resources is strongly affected by the ability of people to consume resources which is closely linked to standards of living. The high standard of living in developed countries relies on vast quantities of energy in all sorts of ways. A possible Level 3 indicator might be references to energy consumption in terms of the provision of assured food supplies, in the production of cement and steel and in the provision of clean water and effective sewage disposal systems.</p> <p>Consideration of demographic factors such as population size, structure and growth rates are relevant, but this focus alone has the potential to reach Level 2 only in AOs 1 and 2.</p> <p>A historical perspective offers much potential here, for example a change in demands for food and minerals as a country develops through time.</p> <p>There is some interesting discussion to be made about countries such as China/India/Brazil regarding their resource consumption with Level 3 responses perhaps being distinguished by comments about demand coming from outside the country's borders and relating more to the level of development elsewhere.</p> <p>A country such as Angola or Democratic Republic of Congo is remarkably resource rich, but demand mainly comes from overseas as the indigenous populations are among the poorest in the world.</p> <p>There is an interesting aspect to this debate in the</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 demand for resources and factors influencing this. There is secure use of detailed exemplification.</p> <p><b>Level 2 (5–7 marks)</b> Sound knowledge and understanding of the demand of resources and factors influencing this. There is some use of exemplification.</p> <p><b>Level 1 (0–4 marks)</b> Poor knowledge and understanding of the demand of resources and factors influencing this. 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 factors affecting the demand for resources. There is effective evaluation of their relative influence.</p> <p><b>Level 2 (8–13 marks)</b> Some analysis of the factors affecting the demand for resources. Some evaluation of their relative influence.</p> <p><b>Level 1 (0–7 marks)</b> Limited analysis of the factors affecting the demand for resources. Little or no attempt to evaluate their relative influence.</p>

Question	Answer	Marks	Guidance
	<p>consideration of human capital as a resource. Somewhere such as Japan, for example, possess few domestically sourced raw materials and energy and about half of her food is imported. Yet Japan is one of the world's most advanced countries.</p> <p>There is an argument that with advanced levels of development, the demand for resources may be influenced by movements such as conservation.</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
14	<p>The Key Idea this question focuses on is ‘Population is dynamic and changes in response to a number of factors. The factors vary from place to place.’ The role of fertility in determining population change and in particular when considering growth is an interesting one and demands some subtlety of analysis given the current state of the issue.</p> <p><b>Indicative Content</b></p> <p>Candidates should be aware of rates of growth at a variety of scales and so appreciate the considerable differences that exist between regions and countries. The less convincing responses are likely to contain themselves to the basic distinction between developed and less developed and take the view that the former are characterised by low fertility (true) and the latter by high fertility (a gross generalisation). These responses are likely to be stuck in Level 1 for both AOs 1 + 2.</p> <p>It is important for a response to rise to the top of Level 2 + that there is secure and substantial knowledge and understanding of the great variety in fertility experiences amongst the LEDCs. Much of Asia and Latin America have witnessed significant fertility transition so that although there is still demographic momentum, fertility has fallen dramatically. India for example has fallen from 6 to 3 in the past thirty to forty years.</p> <p>There remains a group of countries for whom fertility remains at high levels and these tend to be located in sub-Saharan Africa.</p> <p>The more thoughtful responses will also pick up on ‘... no longer an issue...’ and will seek to relate fertility to resources and could profitably discuss concepts of over- and under-population. Such discussion might well be an indicator of a Level 3 response. Such responses might</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 fertility. Causes and effects of issues arising from different fertility levels 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 fertility. Causes and effects of issues arising from different fertility levels 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 fertility levels. Causes and effects of issues arising from different fertility 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 fertility levels and an effective evaluation of their implications for different areas.</p> <p><b>Level 2 (8–13 marks)</b> Some analysis of the issue of the issue of fertility levels and some evaluation of their implications for different areas.</p> <p><b>Level 1 (0–7 marks)</b> Limited analysis of the issues of fertility levels and little or no evaluation of their implications for different areas.</p>

Question	Answer	Marks	Guidance
	<p>also pick up the concern that many MEDCs have regarding their too low fertility. Concerns regarding future dependency issues such as labour levels make for interesting points here.</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>The final Question for Investigation in this Option is ‘How can governments evaluate and manage the impact of globalisation?’ Candidates are explicitly required to study ways of how at least one country (government) is managing the impacts of globalisation on its economy and society.</p> <p><b>Indicative Content</b></p> <p>It is a truism that globalisation creates winners and losers at a variety of scales; the focus here is on the national but the point about different regions/individual people’s experience of globalisation (again winners and losers) within a national framework, is a Level 3 discriminator. The distinction in the Specification of impacts on both economy and society might be a valuable discriminator for top of Level 2+.</p> <p>There is an interesting discussion to be had about individual governments within broad groupings such as MEDCs/LEDCs. Amongst the former for example, the USA is keen to engage in international trade but is trying very hard to ‘close’ its border with Mexico. In the UK efforts are made to attract FDI but then direct it to regions where unemployment is above average—how successful has this been in economic and social terms? Many LEDCs struggle to manage globalisation’s influences in both economic and social terms. It would be good not to read quite so many accounts of exploitation of workers that has no supporting evidence but amongst the less convincing discussions, TNCs such as Nike and Sony are likely to receive much bad press, without ‘... on the other hand...’ comments.</p> <p>An interesting example of the management of globalisation which is widely available to candidates is that of Bolivia with its recent nationalisation of several</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 management of impacts of globalisation. There is secure use of detailed exemplification.</p> <p><b>Level 2 (5–7 marks)</b> Sound knowledge and understanding of the management of impacts of globalisation. There is some use of exemplification.</p> <p><b>Level 1 (0–4 marks)</b> Poor knowledge and understanding of the management of impacts of globalisation. 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 management of impacts of globalisation. There is effective evaluation of these management strategies.</p> <p><b>Level 2 (8–13 marks)</b> Some analysis of the management of impacts of globalisation. Some evaluation of these management strategies.</p> <p><b>Level 1 (0–7 marks)</b> Limited analysis of the management of impacts of globalisation. Little or no attempt to evaluate these management strategies.</p>

Question	Answer	Marks	Guidance
	<p>key industries.            Contrasts between individual governments, spatially or temporally are valid.</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
16	<p>Within Option B2 Globalisation, one of the topics to be investigated is the advantages and disadvantages of different types of aid for recipient countries. Examples of aid are explicitly mentioned, short-term emergency aid as well as longer term development aid. Aid must be seen in a wide context of types.</p> <p><b>Indicative Content</b></p> <p>The definition of international aid must, of necessity, be a broad one and include any transfer of resources on terms which are 'concessional', such as a gift, loan at advantageous rates, training/advice or materials including food. A distinction is sometimes made between aid and emergency relief, something likely to be mentioned by Level 2+ responses.</p> <p>Discussion about types of international aid are valid, official/NGO or voluntary; bilateral/multilateral and their relative efficacy. References to trans-national bodies such as World Bank, IMF, EU as well as national governments are appropriate. Role of NGOs relevant. A balanced response drawing attention to both advantages and disadvantages of aid is Level 2+. When the discussion identifies that some well intentioned aid can, after a while, be more of a disadvantage, for example the effect on local food prices of food aid and the consequent disruption of local agrarian economies, then this is a Level 3 indicator in both AOs 1 and 2. Comments about the reappraisal of the nature of development projects, with top-down ones now being replaced by bottom-up strategies, are likely to indicate top of Level 2+ responses.</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 international aid brings to 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 international aid 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 international aid 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 international aid 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 international aid 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 international aid 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
17	<p>The study of the management of social and economic inequalities is explicitly required in the Specification and is set in the context of one named country. We can, therefore, expect some secure and convincing exemplification from any country at any point along the development continuum, UK, Italy, Brazil, China. Inequality can be regional, urban – rural, innercity – suburb, or gender.</p> <p><b>Indicative Content</b></p> <p>Within countries, inequalities tend to be associated with particular groups defined by factors such as race, ethnicity, gender and age. Many, if not all of these factors are interlinked.</p> <p>Clearly the assessment of AO1 is largely based on the quality of the material dealing with the named country. The inequality can be spatial, dealing with regions in decline for example, or it can take the form of inequalities focused on a group defined by factors suggested above. Assessments of legislation such as race, age and gender discrimination are valid.</p> <p>Many schemes are focused on economic issues. There is a whole raft of measures which should be assessed; minimum wage; taxation systems designed for redistribution of wealth; regional aid schemes. Social measures can overlap with economic but measures aimed directly at inequality on the basis of age, race and gender can be placed under this heading.</p> <p>Also of relevance here would be infrastructure measures aimed at improving a location's connectivity and thereby helping it attract wealth creating activity. Railway schemes such as electrification, high speed routes; road schemes such as bridges and motorways. One interesting line to pursue here is do such measures</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 measures on intra-national inequalities. There is secure use of detailed exemplification.</p> <p><b>Level 2 (5–7 marks)</b> Sound knowledge and understanding of the effects of measures on intra-national inequalities. There is some use of exemplification.</p> <p><b>Level 1 (0–4 marks)</b> Poor knowledge and understanding of the effects of measures on intra-national inequalities. 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 measures can have on inequalities within countries. 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 impacts measures can have on inequalities within countries. Some evaluation of their relative influence both positive and negative.</p> <p><b>Level 1 (0–7 marks)</b> Limited analysis of the impacts measures can have on inequalities within countries. Little or no attempt to evaluate their relative influence both positive and negative.</p>

Question	Answer	Marks	Guidance
	actually encourage economic activities to move to the peripheral region , or do they make possible longer distance commuting out of the region?		<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 relevant Question for Investigation here is ‘Why do levels of economic development vary? The Specification Content explicitly mentions economic factors with candidates expected to have studied this in the context of a country.</p> <p><b>Indicative Content</b></p> <p>Responses can look at the relative levels of development amongst countries and assess the role of economic factors. The link between development and economic factors (given a broad definition please), is interesting and could lead to considerations of ideas such as cumulative causation when initial advantages such as natural resources led to economic growth and the evolution of core-periphery economic relationships. Historically, economic progress in what are now developed countries has been closely associated with increasing participation in global exchanges of capital, defined widely, which helped create economic wealth. The use of models such as Myrdal and Friedmann might indicate a Level 3 response in AOs 1 and 2. In many countries, an over-reliance on a narrow range of primary exports can spell economic catastrophe as well as times of economic boom. Countries such as Nigeria or Angola offer exemplification of this. Comments about the ways in which the global economic system operates through agencies such as WTO, GATT and IMF are very relevant and might indicate a Level 3 response in AOs 1 and 2. The most convincing discussions, reaching up into Level 3 in both AO1 + 2, will look at the range of factors influencing development and will assess their relative merits but we must be realistic in our expectations of</p>	30	<p><b>AO1 Knowledge and Understanding</b></p> <p><b>Level 3 (8–9 marks)</b> Substantial knowledge and authoritative understanding of economic and other factors influencing the relative level of development. There is secure use of detailed exemplification.</p> <p><b>Level 2 (5–7 marks)</b> Sound knowledge and understanding of economic and other factors influencing the relative level of development. There is some use of exemplification.</p> <p><b>Level 1 (0–4 marks)</b> Poor knowledge and understanding of economic and other factors influencing the relative level of 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 economic and other factors influencing development. There is effective evaluation of the relative significance of economic factors, with a balanced coverage of other factors.</p> <p><b>Level 2 (8–13 marks)</b> Some analysis of economic and other factors influencing development. Some evaluation of the relative significance of economic factors, although not likely to be a balanced coverage of other factors.</p> <p><b>Level 1 (0–7 marks)</b> Limited analysis of economic and other factors influencing development. Little or no attempt to evaluate the relative significance of any of the factors.</p>

Question	Answer	Marks	Guidance
	coverage—all that can be reasonably tackled by an 18 year old in 45 minutes in an exam room.		<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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