

Geography

Advanced GCE A2 H483

Advanced Subsidiary GCE AS H083

Mark Schemes for the Units

January 2010

HX83/MS/R/10J

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F761 Managing Physical Environments

Question		Expected Answers	Mks	Rationale
Section A				
1	(a)	Study Fig. 1, an O.S. map extract showing a stretch of the River Mersey, Liverpool.		
	(i)	Identify the <u>four</u> different <u>types</u> of human activity taking place at locations <u>A</u> to <u>D</u> on Fig. 1.	4	Point mark. 1 mark for each correct answer. Must give more than statement of map symbol meaning. eg no mark for “ferry” or “aquarium” All four answers must be different Accept other reasonable alternatives
	(ii)	For any <u>two</u> of these activities, suggest why each one is taking place at that location.	6	No double penalty if types not specified in (i) Specific reasons are likely to vary for the different activities 1 mark for a valid reason: + 2/3 for quality of development L2 explanation must have specific reference to that location based on evidence from the map e.g. Aquarium – accessibility for visitors by A road and foot passenger ferry.
	(b)	State and explain <u>two</u> reasons why some river basins are vulnerable to flooding.	6	1 mark for a valid reason: + 2/3 for quality of development Physical characteristics of vulnerable areas valid if linked to input e.g. urban surfaces such as tarmac are impermeable and promote rapid surface run-off into channels leading to water exceeding bankful capacity. e.g. urban surfaces such as tarmac cause surface run-off and flooding.

	<p>(c) With reference to one or more located examples, explain how rock type and structure influence the development of landforms of river erosion.</p>	<p>Indicative content: Resistance to erosion processes is the key. This may be influenced by strength of particle bonding, chemical composition, and presence of faults/joints. Good answers will link to specific erosion processes. Weathering contribution may also be valid. Example(s) of appropriate landforms(s) should be used.</p> <p>Level 3: Uses well chosen example(s) to explain the influence of a number of rock/structure characteristics. Links explicitly explained and possibly related to specific erosion processes. Answer is well structured with almost faultless grammar and spelling. Geographical terminology is used accurately. (8-9 marks)</p> <p>Level 2: Clearly identified example(s) used to explain some valid influences of rock type/structure. Links stated and probably made to generic references to erosion. Answers may have poor structure with some inaccurate spelling and inaccurate use of geographical terminology. (5-7 marks)</p> <p>Level 1: Limited/no use of example(s). Descriptive observations of rock type/structure characteristics. No links established. Communication is basic with little structure and inaccurate spelling. If no located example(s) then top of Level 1 max. (0-4 marks)</p>	<p>9</p>	<p>Located example may be the name of a specific landform e.g. High Force waterfall or named river</p> <p>Comments on processes such as weathering and mass movement are relevant if clearly linked to geology and the resultant erosional landforms such as waterfalls or V shaped valleys</p> <p>Rock type <u>and</u> structure; at least two landforms required.</p> <p>Rock type <u>and</u> structure and one landform, or rock type <u>or</u> structure and two landforms</p> <p>General explanations of landforms without any real detail of geology = L1 max. May well refer to hard/soft rock only.</p> <p>No reference to rock/type or structure = 0</p>
		<p>Total</p>	<p>25</p>	

Question		Expected Answers	Mks	Rationale
2	(a)	Study Fig. 2, an O.S. map extract showing a stretch of the Dorset coastline near Poole.		
	(i)	Identify the <u>four</u> different <u>types</u> of human activity taking place at locations <u>A</u> to <u>D</u> on Fig. 2.	4	Point mark. 1 mark for each correct answer. Must give more than statement of map symbol meaning. e.g. no mark for "ferry", "nature reserve" All four answers must be different Accept other reasonable alternatives
	(ii)	For any <u>two</u> of these activities, suggest why each one is taking place at that location.	6	No double penalty if types not specified in (i) Specific reasons are likely to vary for the different activities 1 mark for a valid reason: + 2/3 for quality of development L2 explanation must have specific reference to that location based on evidence from the map e.g. Coastal path – designated route to walk along with views over Studland Bay and sand dunes behind, so attractive scenery.
	(b)	State and explain <u>two</u> reasons why some coastal areas need to be protected from the effects of natural processes.	6	1 mark for a valid reason: + 2/3 for quality of development e.g. cliff top hotels in tourist resorts are of high value due to the jobs they provide and the revenue they bring to the local economy and so the cliffs are worth protecting from erosion to prevent the loss of the hotel.

	<p>(c) With reference to one or more located examples, explain how rock type and structure influence the development of landforms of coastal erosion.</p>	<p>Indicative content: Resistance to erosion processes is the key. This may be influenced by strength of particle bonding, chemical composition, and presence of faults/joints. Good answers will link to specific erosion processes. Weathering contribution may also be valid. Example(s) of appropriate landforms(s) should be used.</p> <p>Level 3: Uses well chosen example(s) to explain the influence of a number of rock/structure characteristics. Links explicitly explained and possibly related to specific processes. Answer is well structured with almost faultless grammar and spelling. Geographical terminology is used accurately. (8-9 marks)</p> <p>Level 2: Clearly identified example(s) used to explain some valid influences of rock type/structure. Links stated and probably made to generic references to erosion. Answers may have poor structure with some inaccurate spelling and inaccurate use of geographical terminology. (5-7 marks)</p> <p>Level 1: Limited/no use of example(s). Descriptive observations of rock type/structure characteristics. No links established. Communication is basic with little structure and inaccurate spelling. If no located example(s) then top of Level 1 Max. (0-4 marks)</p>	<p>9</p>	<p>Located example may be the name of a specific landform e.g. Durdle Door or named stretch of coast e.g. Holderness. Comments on processes such as weathering, mass movement and refraction are relevant if clearly linked to geology and the resultant erosional landforms such as cliffs, arches and stacks</p> <p>Rock type <u>and</u> structure; at least two landforms required.</p> <p>Rock type <u>and</u> structure and one landform, or rock type <u>or</u> structure and two landforms</p> <p>General explanations of landforms without any real detail of geology = L1 max. May well refer to hard/soft rock only. No reference to rock/type or structure = 0</p>
		<p>Total</p>	<p>25</p>	

Question		Expected Answers	Mks	Rationale
3	(a)	Study Fig. 3, a photograph of a cold environment in Lapland, Finland.		
	(i)	Describe the main characteristics of the vegetation shown in Fig. 3.	4	Point mark or credit further descriptive detail but must have at least two different characteristics for max.
	(ii)	Suggest how climate has influenced <u>two</u> of these characteristics.	6	Comments about soil maybe relevant if part of a link between climate and vegetation. 1 mark for a valid reason: + 2/3 for quality of development e.g. Evergreen so that photosynthesis can commence at the start of the very short growing season so that time and energy are not used in growing leaves/needles first. e.g. Evergreen as the growing season is so short.
	(b)	Outline <u>two</u> ways in which cold environments provide challenges for economic development.	6	1 mark for a valid way: + 2/3 for quality of outline. e.g. Extreme low temperatures making working outside difficult and workers may only be allowed to work for a few hours at a time.

	(c)	<p>With reference to one or more located examples, explain how careful management in cold environments can help to ensure sustainability.</p>	<p>Indicative content: Two underlying principles - balancing socio-economic and environmental needs, attempting to meet the needs of the present generations without compromising the needs of future generations. Management strategies used should be linked to sustainability.</p> <p>Level 3: Uses well-chosen example(s) to explain at least one of the underlying principles. Links explicitly explained. Answer is well structured with almost faultless grammar and spelling. Geographical terminology is used accurately. (8-9 marks)</p> <p>Level 2: Clearly identified example(s) used to illustrate at least one underlying principle. Answers may have poor structure with some inaccurate spelling and inaccurate use of geographical terminology. (5-7 marks)</p> <p>Level 1: Limited/no use of example(s). Descriptive statement(s) of management strategies. No links established. Communication is basic with little structure and inaccurate spelling. If no located example then top of Level 1 max. (0-4 marks)</p>	9	<p>Located example(s) of cold environment(s) or place(s) within cold environment(s).</p> <p>e.g. raising oil pipelines above the ground in Alaska allows oil to be extracted, migration routes of caribou to be maintained and Inuits to hunt them for meat and fur.</p> <p>Link to sustainability must be explicit.</p> <p>Link to sustainability may be implied with reference to economy/people, and environment.</p> <p>Details of management strategies (probably environmental protection), but no link to sustainability. OR Some vague idea of sustainability, but no link to management</p>
Total				25	

Question		Expected Answers		Mks	Rationale
4	(a)	Study Fig. 4, a photograph of a hot arid environment in Arizona, U.S.A.			
		(i)	<p>Describe the main characteristics of the vegetation shown in Fig. 4.</p> <p>Indicative content: Low height, tall cacti, low density, limited diversity, xerophytic, succulent, phreatophytic, large/ribbed stems, short life cycle. May apply own knowledge in terms of detail such as long tap roots, widespread roots, spines, waxy cuticle.</p>	4	Point mark or credit further descriptive detail but must have at least two different characteristics for max. No credit for naming species.
		(ii)	<p>Suggest how climate has influenced <u>two</u> of these characteristics.</p> <p>Indicative content: Lack of rainfall, unreliability of rainfall, high temperatures, high evapotranspiration rates and wind are all relevant. Reference to predators and soil relevant if linked to climate. These should be linked to the characteristics identified in (i). Level 2: Accurate explanations of how two vegetation characteristics have been influenced by a range of climatic features. Explicit links made. Good use of technical language. (5-6 marks) Level 1: Some awareness of climatic characteristics with some use of technical language and tentative or stated links to at least one vegetation characteristics(s). One done well may reach the top of this level. (0-4 marks)</p>	6	1 mark for a valid reason: + 2/3 for quality of development. e.g. low and unreliable rainfall so plants store water in the stems when it does rain, expanding to increase capacity. Water can then be slowly used during dry or drought periods. e.g. they store water as there is little rainfall.
	(b)	<p>Outline <u>two</u> ways in which hot arid/semi-arid environments provide challenges for economic development.</p> <p>Indicative content: Ways include environmental constraints e.g. high temps, low precipitation, saline soils, high costs, remoteness, conflicts with indigenous populations, fragile ecosystems, unstable ground, low productivity, relief barriers, high winds. Level 2: Identifies two ways and outlines their influence. Explicit links to challenges present. (5-6 marks) Level 1: Identifies valid way(s). Outline may not be provided. One outlined well may reach the top of this level. (0-4 marks)</p>		6	1 mark for a valid way: + 2/3 for quality of outline e.g. low rainfall means that soils are dry and there is little opportunity for crops to uptake water and nutrients.

	(c)	<p>With reference to one or more located examples, explain how careful management in hot arid/semi-arid environments can help to ensure sustainability.</p>	<p>Indicative content: Two underlying principles - balancing socio-economic and environmental needs, attempting to meet the needs of present generations without compromising the needs of future generations. Management strategies used should be linked to sustainability.</p> <p>Level 3: Uses well-chosen example(s) to explain at least one of the underlying principles. Links explicitly explained. Answer is well structured with almost faultless grammar and spelling. Geographical terminology is used accurately. (8-9 marks)</p> <p>Level 2: Clearly identified example(s) used to illustrate at least one underlying principle. Answers may have poor structure with some inaccurate spelling and inaccurate use of geographical terminology. (5-7 marks)</p> <p>Level 1: Limited/no use of example(s). Descriptive statement(s) of management strategies. No links established. Communication is basic with little structure and inaccurate spelling. If no located example then top of Level 1 max. (0-4 marks)</p>	9	<p>Located example(s) of arid environment(s) or place(s) within arid environment(s).</p> <p>e.g. using PVC drainage pipes in Khushab reduces waterlogging of soil, increases yield of crops; farmers can sell their surplus for profit, homes no longer subsidised.</p> <p>Link to sustainability must be explicit.</p> <p>Link to sustainability may be implied with reference to economy/people, and environment.</p> <p>Details of management strategies (probably environmental protection), but no link to sustainability. OR Some vague idea of sustainability, but no link to management</p>
Total				25	

Question	Expected Answers	Mks	Rationale	
Section B				
5	<p>With reference to one or more river basins, describe and explain the different impacts of flooding.</p>	<p>Indicative content: Impacts include social (disruption to life/evacuation/homelessness, disease, political unrest), economic (damage to buildings, loss of trade for businesses, disruption to transport, insurance costs) and environmental (channel modification, erosion of topsoil, loss of habitats). Scale of the impacts will also differ. May also be positive impacts e.g. sediment deposition leading to fertile soils on floodplains.</p> <p>AO1 Knowledge and understanding</p> <p>Level 3: Detailed knowledge and understanding of at least two different types of flooding impact. Cause and effect are clearly and accurately explained and there is effective use of detailed exemplification. (11-13 marks)</p> <p>Level 2: Some knowledge and understanding of at least two types of flooding impact or more detailed knowledge and understanding of one. Cause and effect are linked but not fully explained. There is some use of exemplification. (7-10 marks)</p> <p>Level 1: Limited knowledge and understanding of at least one type of flooding impact. Cause and effect links are lacking and the answer is largely descriptive. There is limited exemplification. If no located example then top of Level 1 max. (0-6 marks)</p>	25	<p>Accept named river or specific event.</p> <p>Reference to causal factors and management must be linked clearly to impacts.</p> <p>Development of the explanation might include reasons for the severity of the impacts such as population distribution, level of economic development and precipitation intensity.</p>

	<p>AO2 Analysis and application</p> <p>Level 3: Clear analysis and application of knowledge about the different impacts of flooding. (5 marks)</p> <p>Level 2: Some analysis and application of knowledge about the impacts of flooding. (3-4 marks)</p> <p>Level 1: Limited analysis and application of knowledge about the impacts of flooding. (0-2 marks)</p> <p>AO3 Skills and communication</p> <p>Level 3: The answer is well organised, with accurate spelling, punctuation and grammar. Geographical terminology is used appropriately. Clear conclusion(s) are drawn. (6-7 marks)</p> <p>Level 2: The answer has some organisation, with generally accurate spelling, punctuation and grammar. Some use of appropriate geographical terminology. Conclusion(s) are attempted. (4-5 marks)</p> <p>Level 1: The answer has little or no organisation, with inaccuracies in spelling, punctuation and grammar. Limited use of appropriate geographical terminology. No conclusion(s) are attempted. (0-3 marks)</p>		<p>Differences in impact addressed explicitly</p> <p>Differences in impact addressed implicitly</p> <p>Differences in impact not addressed</p> <p>Concluding statements within the body of the text should be credited at this level.</p>
	Total	25	

Question	Expected Answers	Mks	Rationale
6	<p>With reference to one or more coastal areas, describe and explain the different ways that they can be protected from the effects of natural processes.</p>	25	<p>Development of the explanation might be explicit references to how the methods work. Clear links to specific process mechanisms are likely. Decision-making processes involved are also important.</p> <p>Likely to be generic references to processes rather than specific mechanisms.</p>
	<p>Indicative content: Ways include hard engineering (groynes, revetments, sea walls, breakwaters), soft engineering (beach nourishment/replenishment, slope re-grading, vegetation planting, ecomatting/geotextile) and managed retreat/realignment. Natural processes may include weathering and mass movement and even deposition as well as the more obvious erosion.</p> <p>AO1 Knowledge and understanding</p> <p>Level 3: Detailed knowledge and understanding of at least two ways. Cause and effect are well understood and there is effective use of detailed exemplification. (11-13 marks)</p> <p>Level 2: Some knowledge and understanding of at least two ways or more detailed coverage of one. Cause and effect are understood and there is use of exemplification. (7-10 marks)</p> <p>Level 1: Limited knowledge and understanding of at least one way. Cause and effect are not well understood and there is limited exemplification. If no located example then top of Level 1 max. (0-6 marks)</p>		

		<p>AO2 Analysis and application</p> <p>Level 3: Clear analysis and application of knowledge about the ways that coastal areas can be protected from the effects of natural processes. (5 marks)</p> <p>Level 2: Some analysis and application of knowledge about the ways that coastal areas can be protected from the effects of natural processes. (3-4 marks)</p> <p>Level 1: Limited analysis and application of knowledge about the ways that coastal areas can be protected from the effects of natural processes. (0-2 marks)</p> <p>AO3 Skills and communication</p> <p>Level 3: The answer is well organised, with accurate spelling, punctuation and grammar. Geographical terminology is used appropriately. Clear conclusion(s) are drawn. (6-7 marks)</p> <p>Level 2: The answer has some organisation, with generally accurate spelling, punctuation and grammar. Some use of appropriate geographical terminology. Conclusion(s) are attempted. (4-5 marks)</p> <p>Level 1: The answer has little or no organisation, with inaccuracies in spelling, punctuation and grammar. Limited use of appropriate geographical terminology. No conclusion(s) are attempted. (0-3 marks)</p>		<p>Different ways addressed explicitly</p> <p>Different ways addressed implicitly</p> <p>Different ways not addressed</p> <p>Concluding statements within the body of the text should be credited at this level.</p>
		Total	25	

Question	Expected Answers	Mks	Rationale	
7	<p>With reference to located examples of distinctive landforms, examine the impact of climate and weathering on the physical landscape of cold environments.</p>	<p>Indicative content: Climate is a major control on geomorphological processes, including those associated with the movement of ice. Weathering processes include freeze-thaw. The physical landscape contains distinctive landforms including cirques, arêtes, U-shaped valleys, waterfalls, lakes, moraines and outwash plains. Periglacial landforms also acceptable e.g. pingos, patterned ground.</p> <p>AO1 Knowledge and understanding</p> <p>Level 3: Detailed knowledge and understanding of the impact of both climate and weathering on the landscape. Cause and effect are well understood and there is effective use of detailed exemplification of process-landform linkages. (11-13 marks)</p> <p>Level 2: Some knowledge and understanding of the impact of both climate and weathering, or more detailed coverage of one. Cause and effect are understood and there is use of exemplification to illustrate the process-landforms linkages. (7-10 marks)</p> <p>Level 1: Limited knowledge and understanding of climate and/or weathering. Cause and effect are not well understood and there is limited exemplification of process-landform relationships. If no located example then top of Level 1 max. (0-6 marks)</p>	25	<p>Erosion may be relevant if linked to climate e.g. glacier advance when accumulation > ablation in “winter”.</p> <p>Effects of both climate and weathering on at least two landforms. Landforms likely to be named or located precisely.</p> <p>Effects of both climate and weathering on one landform or effects of one in detail on at least two landforms.</p> <p>Likely to be descriptive of landform(s) with low level, generic explanation.</p>

	<p>AO2 Analysis and application</p> <p>Level 3: Clear analysis and application of knowledge about the impact of climate and weathering on the physical landscape of cold environments. (5 marks)</p> <p>Level 2: Some analysis and application of knowledge about the impact of climate and weathering on the physical landscape of cold environments. (3-4 marks)</p> <p>Level 1: Limited analysis and application of knowledge about the impact of climate and weathering on the physical landscape of cold environments. (0-2 marks)</p> <p>AO3 Skills and communication</p> <p>Level 3: The answer is well organised, with accurate spelling, punctuation and grammar. Geographical terminology is used appropriately. Clear conclusion(s) are drawn. (6-7 marks)</p> <p>Level 2: The answer has some organisation, with generally accurate spelling, punctuation and grammar. Some use of appropriate geographical terminology. Conclusion(s) are attempted. (4-5 marks)</p> <p>Level 1: The answer has little or no organisation, with inaccuracies in spelling, punctuation and grammar. Limited use of appropriate geographical terminology. No conclusion(s) are attempted. (0-3 marks)</p>		<p>Concluding statements within the body of the text should be credited at this level.</p>
	Total	25	

Question	Expected Answers	Mks	Rationale	
8	<p>With reference to located examples of distinctive landforms, examine the impact of climate and weathering on the physical landscape of hot arid/semi-arid environments.</p>	<p>Indicative content: Climate is a major control on geomorphological processes, including those associated with both wind and water. Weathering processes include insolation/thermal expansion and salt crystallisation. The physical landscape contains distinctive landforms including sand dunes, canyons, sculptured rocks, wadis and salt pans.</p> <p>AO1 Knowledge and understanding Level 3: Detailed knowledge and understanding of the impact of both climate and weathering on the landscape. Cause and effect are well understood and there is effective use of detailed exemplification of process-landform linkages. (11-13 marks)</p> <p>Level 2: Some knowledge and understanding of the impact of both climate and weathering, or more detailed coverage of one. Cause and effect are understood and there is use of exemplification to illustrate the process-landforms linkages. (7-10 marks)</p> <p>Level 1: Limited knowledge and understanding of climate and/or weathering. Cause and effect are not well understood and there is limited exemplification of process-landform relationships. If no located example then top of Level 1 max. (0-6 marks)</p>	25	<p>Erosion may be relevant if linked to climate e.g. aeolian abrasion in strong winds.</p> <p>Effects of both climate and weathering on at least two landforms. Landforms likely to be named or located precisely.</p> <p>Effects of both climate and weathering on one landform or effects of one in detail on at least two landforms.</p> <p>Likely to be descriptive of landform(s) with low level, generic explanation.</p>

	<p>AO2 Analysis and application</p> <p>Level 3: Clear analysis and application of knowledge about the impact of climate and weathering on the physical landscape of hot arid/ semi-arid environments. (5 marks)</p> <p>Level 2: Some analysis and application of knowledge about the impact of climate and weathering on the physical landscape of hot arid/ semi-arid environments. (3-4 marks)</p> <p>Level 1: Limited analysis and application of knowledge about the impact of climate and weathering on the physical landscape of hot arid/ semi-arid environments. (0-2 marks)</p> <p>AO3 Skills and communication</p> <p>Level 3: The answer is well organised, with accurate spelling, punctuation and grammar. Geographical terminology is used appropriately. Clear conclusion(s) are drawn. (6-7 marks)</p> <p>Level 2: The answer has some organisation, with generally accurate spelling, punctuation and grammar. Some use of appropriate geographical terminology. Conclusion(s) are attempted. (4-5 marks)</p> <p>Level 1: The answer has little or no organisation, with inaccuracies in spelling, punctuation and grammar. Limited use of appropriate geographical terminology. No conclusion(s) are attempted. (0-3 marks)</p> <p>Total</p>	25	<p>Concluding statements within the body of the text should be credited at this level.</p>
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F762 Managing Change in Human Environments

Question		Expected Answers	Mks	Rationale
Section A				
1	(a)	Study Fig. 1, a photograph of an inner urban area in Liverpool.		
	(i)	Describe the evidence for urban decay shown in Fig. 1.	4	Explanation gains no credit. Accept list if appropriate.
	(ii)	Suggest <u>two</u> reasons for such urban decay.	6	Could relate to items identified in a (i) or be more generic. The two reasons can be uneven in development – with better answer lifting overall mark into level 2

	(b)	<p>Show how political factors influence land use in urban areas.</p>	<p>Indicative content: Planning controls – land use zoning Economic investment decisions Grants and loans Environmental management decisions/conservation Traffic management</p> <p>Urban areas may vary in scale.</p> <p>Level 2: Clearly identified observations about how political decisions/factors influence land use. Detailed observations about planning decisions. One idea very well expressed/developed can achieve level 2. (5-6 marks)</p> <p>Level 1: General or limited ideas about political decisions/planning decisions with some links to how they might affect land use. (0-4 marks)</p>	6	<ul style="list-style-type: none"> • Political factors can include economic and social observations if made in a political context. • General or specific observations about planning decisions (local or national). Land use can be considered in specific terms or in relation to general points (road building schemes etc).
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	(c)	<p>With reference to one or more located urban areas, explain methods used to manage traffic congestion.</p>	<p>Indicative content: An individual method or range of methods is acceptable.</p> <ul style="list-style-type: none"> • Candidates may express the answer through a transport policy, indicating a number of methods within one area. • Individual schemes to reduce traffic congestion might include: <ul style="list-style-type: none"> • Park and Ride • Traffic management systems • Road building • Parking controls • Congestion charging • Car sharing initiatives • Metro (trams/trains) • Integrated bus systems • Guided busway <p>Level 3: Uses a well chosen example(s) to explain in detail how traffic management can help reduce congestion. Links explicitly explained. Well structured response with good use of geographical terminology. (8-9 marks)</p> <p>Level 2: Clearly identified example(s) with some explanation of how traffic management method(s) is helping to reduce traffic congestion. Response has some structure and use of geographical terminology. (5-7 marks)</p> <p>Level 1: Limited use of locational example(s). Basic generic ideas which offer simple description with limited explanation. Poorly structured response with no use of geographical terminology. (0-4 marks)</p> <p>If no located example(s) then top of Level 1 max.</p> <p>Total</p>	<p>9</p>	<p>Urban areas may vary in scale – city, estate, single road etc.</p> <p>Key at this level is the tight linkage to how the method manages traffic congestion.</p> <p>Probably quite descriptive but accurate in methods.</p>
			25		

Question		Expected Answers	Mks	Rationale
2	(a)	Study Fig. 2, a photograph of a rural area in Wales.		
	(i)	<p>Describe the evidence for rural dereliction shown in Fig. 2.</p> <p>Indicative content dereliction/disrepair of buildings rubbish everywhere/overgrown stuff dumped everywhere overgrown path/road unmanaged woodland</p> <p>Level 2: Clearly identified 3 or more points of evidence or two developed ideas which show evidence of rural dereliction. Range of ideas which consider buildings and general area. (3-4 marks)</p> <p>Level 1: Basic description of the photograph with either two or less points or one developed ideas limited links to rural dereliction. Limited range of ideas. (0-2 marks)</p>	4	<p>Explanation gains no credit.</p> <p>Accept list if appropriate.</p>
	(ii)	<p>Suggest <u>two</u> reasons for such rural dereliction.</p> <p>Indicative content: Could include ideas about:</p> <ul style="list-style-type: none"> • Economic or social change • Loss of population – rural decline • Political decisions • Land use change • Limited opportunities due to factors such as remoteness. <p>Level 2: Identifies two reason(s) for the rural decay. Causal links clearly explained. Good use of technical language. (5-6 marks)</p> <p>Level 1: Identifies at least one reason for the rural decay. Links may be stated rather than explained. Gaps in technical language. One done well may reach the top of this level. (0-4 marks)</p>	6	<p>Could relate to items identified in a (i) or be more generic.</p> <p>The two reasons can be uneven in development – with better answer lifting overall mark into level 2</p>

	<p>(b) Show how political factors influence the development of rural areas.</p>	<p>Indicative content: Planning controls – land use zoning e.g. set aside Economic investment decisions Grants and loans - EU Development of settlements Environmental management decisions/conservation Leisure and recreational development. Traffic management</p> <p>General observations about regeneration/ infrastructure developments.</p> <p>Rural areas may vary in scale.</p> <p>Level 2: Clearly identified observations about how political decisions/factors influence the development of rural areas. One idea very well expressed/developed can achieve level 2. (5-6 marks)</p> <p>Level 1: General ideas about political decisions/factors/ planning decisions with some links to how they might influence the development of rural areas. (0-4 marks)</p>	6	<ul style="list-style-type: none"> • Political factors can include economic and social observations if made in a political context. • General or specific observations about planning decisions (local or national). • Agricultural decisions (subsidies/land use decisions (EU etc)).
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	(c)	<p>With reference to one or more located rural areas, explain methods used to manage the environmental impacts of recreation and leisure activities.</p>	<p>Indicative content:</p> <ul style="list-style-type: none"> • Accept a broad appreciation of recreation and leisure. • Can include observations about National Parks and protected areas – land use and planning controls • Can include links to specific environmental issues such as traffic impacts/ footpath erosion etc. <p>Level 3: Uses a well chosen example(s) to explain in detail how environmental impacts can be managed. Links explicitly explained. Well structured response with good use of geographical terminology. (8-9 marks)</p> <p>Level 2: Clearly identified example(s) with some explanation of how environmental impacts can be managed. Response has a basic structure and use of geographical terminology. (5-7 marks)</p> <p>Level 1: Limited use of locational example(s). Basic generic ideas which offer simple description with limited explanation. Poorly structured response with no use of geographical terminology. (0-4 marks)</p> <p>If no located example(s) then top of Level 1 Max.</p>	<p>9</p>	<p>Accept tourism. Environment can be physical and/or human.</p> <p>Rural areas may vary in scale – general, region, single valley or farm etc.</p> <p>Key at this level is the tight linkage to how the method manages environmental impacts.</p> <p>Probably quite descriptive but accurate in methods.</p>
			<p>Total</p>	<p>25</p>	

Question		Expected Answers	Mks	Rationale
3	(a)	Study Fig. 3, which shows Gross National Product (GNP) and energy use for selected countries (2006).		
	(i)	<p>Describe the relationship between Gross National Product and energy use shown in Fig. 3.</p> <p>Indicative content Higher GNP more energy – positive relationship Anomalies include Canada v Japan Lists vary in their orders Proportional differences vary</p> <p>Level 2: Uses data to express a clear relationship that suggests increasing energy use with development. Identifies anomalies. (3-4 marks)</p> <p>Level 1: Uses data to express a relationship that suggests increasing energy use with development. Max 1 mark if just basic comment about countries using more energy with no use of data. (0-2 marks)</p>	4	<p>Explanation gains no credit.</p> <p>For L2 needs some reference to data i.e. figures quoted + clear stress on pattern e.g. LEDC v MEDC or some comparative observations. Need some reference to anomalies for max.</p>
	(ii)	<p>Suggest <u>two</u> reasons for this relationship.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • Possible ideas might include; <ul style="list-style-type: none"> • Links to car use/ownership • Links to industrial development • Links to access to energy/electricity • Links to affordability • Links to access/resources <p>Level 2: Suggests two reasons and shows clearly how they might explain the relationship. (5-6 marks)</p> <p>Level 1: Two reasons not fully developed or suggests one reason with clear understanding and another with vague understanding. One done well might reach the top of this level. (0-4 marks)</p>	6	<ul style="list-style-type: none"> • Any two reasonable points can be used. These might be supply based or linked to wealth (demand). • Be aware of double crediting; i.e. 'rich countries have more cars and more domestic appliances which use more energy.' • Don't double penalise if incorrect relationship identified in a(i). <p>Key at this level is explanation of relationship.</p> <p>Probably focuses just on volume rather than relationship.</p>

	<p>(b) Show how physical factors influence energy supply.</p>	<p>Indicative content: Physical factors can include:</p> <ul style="list-style-type: none"> • Geological factors • Topographical factors – including rivers • Isolation/remoteness • Climate e.g. solar, wave or more general points e.g. rivers freeze • Vegetation – wood as a fuel <p>Level 2: Clearly identifies and explains how physical factors influence energy supply. One factor very well expressed/developed and one weak reason can achieve level 2. (5-6 marks)</p> <p>Level 1: General ideas about how physical factors influence energy supply. Limited detail/ exemplification. (0-4 marks)</p>	<p>6</p>	<p>Energy supply can include production and/or its transport. Some exemplification may be offered to explain points made.</p> <p>Clear cause and effect linkage to the energy supply.</p> <p>Probably a list of general points.</p>
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	(c)	<p>With reference to one or more located examples, examine how the exploitation of energy resources creates problems for the environment.</p>	<p>Indicative content: 'Problems for the environment' can be expressed in a number of ways, including;</p> <ul style="list-style-type: none"> • Damage caused by physical exploitation (mining etc.) • Changes to landscapes/impacts of water courses • Impact on flora/fauna and patterns of migration • Damage as a result of secondary development (roads, settlements) • Wider impacts such as acid rain & global warming • Damage as a result of accidents <p>Level 3: Uses a well chosen example(s) to explain in detail how energy exploitation can harm environments. Links explicitly explained. Well structured response with good use of geographical terminology. (8-9 marks)</p> <p>Level 2: Clearly identified example(s) with some clear explanation of how energy exploitation can harm environments. Links stated. Response has some structure and use of geographical terminology. (5-7 marks)</p> <p>Level 1: Limited use of locational example(s). Basic generic ideas which offer simple description of how energy exploitation might affect environments. Poorly structured response with no use of geographical terminology. (0-4 marks)</p> <p>If no located example(s) then top of Level 1 max.</p>	9	<p>Can include human environment as well as physical.</p> <p>Exploitation can include extraction and transport of energy resources.</p> <p>Scale of examples may vary.</p> <p>Clear focus on exploitation for max.</p> <p>Clear sense of place.</p>
Total				25	

Question		Expected Answers	Mks	Rationale
4	(a)	Study Fig. 4 which shows changes in global tourism by destination.		
	(i)	<p>Describe the pattern of change in tourist destinations shown in Fig. 4.</p> <p>Indicative content: All areas have gone up but at different rates Middle east increased the most by % Biggest growth in total is Europe Those with the lowest starting figure have grown the most</p> <p>Level 2: Uses data to describe clear changes both in terms of individual areas and overall pattern. Some observations about differing rates of change. (3-4 marks)</p> <p>Level 1: Uses data to express basic changes, 'they have gone up' or goes through each area to suggest that each has increased. Max 1 mark for basic comments about 'all have increased' with no use of data. (0-2 marks)</p>	4	<p>Explanation gains no credit.</p> <p>For L2 needs some reference to data i.e. figures quoted + clear stress on pattern e.g. LEDC v MEDC or some comparative observations.</p>
	(ii)	<p>Suggest <u>two</u> reasons for this pattern.</p> <p>Indicative content: Improved transport – e.g. air travel Increased awareness of places – advertising Increased political security Increased disposal wealth Rise of ecosystem & types of tourism</p> <p>Level 2: Suggests two reasons for this pattern and shows clearly how they link to the changes expressed in Fig. 4. (5-6 marks)</p> <p>Level 1: Two reasons not fully developed or suggests one reason with clear understanding and another with vague understanding. One done well might reach the top of this level. (0-4 marks)</p>	6	<ul style="list-style-type: none"> Any two reasonable points can be used. These might be generic ideas about tourism growth or specific points linked to particular areas. Be aware of double crediting; i.e. 'as countries become richer more people go on holiday'; increase in income create a growth in the demand for tourism or double penalising if pattern incorrect in a (i) <p>Key at this level is explanation of pattern.</p> <p>Probably focuses just on growth rather than pattern.</p>

	<p>(b) Show how physical factors influence the development of tourism.</p>	<p>Indicative content:</p> <p>Beaches and clean seas Climate – hot & sunny v snow Mountains Exotic vegetation and wildlife Location – distance/remoteness</p> <p>Level 2: Clearly identifies the importance of the physical environment in relation to the development of tourism. One factor very well expressed/developed and one weak factor can achieve level 2. (5-6 marks)</p> <p>Level 1: General points about how the physical environment influences the development/demand of tourism. Limited detail/exemplification. (0-4 marks)</p>	<p>6</p>	<ul style="list-style-type: none"> • Can be expressed in terms of the physical environment attracting visitors or supply led observations about developments, in particular physical environments. • Can be based around existing areas of tourism or areas currently being developed/extended. • Can be linked to relevant activities e.g. water sports <p>Some exemplification may be offered to explain points made.</p> <p>Clear cause and effect linkage to the development of tourism.</p> <p>Probably a list of general points.</p>
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	(c)	<p>With reference to one or more located examples, examine how the growth of tourism creates problems for people.</p>	<p>Indicative content: ‘Problems for people’ can be expressed in a number of ways, including;</p> <ul style="list-style-type: none"> • Conflict with visitors, clash of cultures. • Planning and resource problems e.g. water. • Land use conflicts • Environmental damage. • Economic problems, seasonality etc. <p>Level 3: Uses a well chosen example(s) to explain in detail how the growth of tourism creates problems for people. Links are explicitly explained. Well structured response with good use of geographical terminology. (8-9 marks)</p> <p>Level 2: Clearly identified example(s) with some clear explanation of how the growth of tourism can create problems for people. Some links stated. Response has some structure and use of geographical terminology. (5-7 marks)</p> <p>Level 1: Limited use of example(s). Basic generic ideas which offer simple description of how tourism can create problems for people. Poorly structured response with no use of geographical terminology. (0-4 marks)</p> <p>If no located example(s) then top of Level 1 max.</p>	9	<p>Scale of examples may vary.</p> <p>Clear focus on growth of tourism for max.</p> <p>Clear sense of place.</p>
			Total	25	

Question	Expected Answers	Mks	Rationale	
Section B				
5	<p>With reference to one or more located examples, explain how urban change can put increasing pressure on the environment.</p>	<p>Indicative content:</p> <ul style="list-style-type: none"> • 'Change' can be related to growth or decline. • 'Change' can be considered at a range of scales. • 'Pressures on the environment' might include; <ul style="list-style-type: none"> • land use change • dereliction and decay • pollution (water/air/noise) • links to specific points (traffic) • general observations about developing cities • links to waste (human/industrial/sewage etc.) <p>Pressures on the environment might include</p> <ul style="list-style-type: none"> • habitat loss • loss of open land • drainage changes • air & water pollution • micro-climate, acid rain <p>AO1 Knowledge and understanding</p> <p>Level 3: Detailed knowledge and understanding of how urban change can create environmental pressures. Cause and effect are well understood and there is effective use of detailed exemplification. (11-13 marks)</p> <p>Level 2: Some knowledge and understanding of how urban change can create environmental pressures. Cause and effect are understood and there is use of exemplification. (7-10 marks)</p> <p>Level 1: Limited knowledge and understanding of how urban change can create environmental pressures. Cause and effect are not well understood and there is limited exemplification. (0-6 marks)</p> <p>If no located example then top of level 1 max.</p>	25	<p>Accept one located urban area or one or more named and located type of urban change e.g. the development of shanty towns in LEDCs such as Brazil.</p> <p>Environment can include human as well as physical.</p> <p>Allow some historical perspective.</p> <p>Clear knowledge and understanding of the impact of change and increasing pressure.</p>

		<p>AO2 Analysis and application</p> <p>Level 3: Clear analysis of the issues of urban change and application of knowledge about how change can create environmental pressures. (5 marks)</p> <p>Level 2: Some analysis of the issues of urban change and application of knowledge about how change can create environmental pressures. (3-4 marks)</p> <p>Level 1: Limited analysis of the issues of urban change and application of knowledge about how change can create environmental pressures. (0-2 marks)</p> <p>AO3 Skills and communication</p> <p>Level 3: The answer is well structured with effective use of spelling, punctuation and grammar. Geographical terminology is used accurately. There is a clear conclusion. (6-7 marks)</p> <p>Level 2: The answer has some organisation with generally accurate spelling, punctuation and grammar. Some use of geographical terminology. There is a limited conclusion. (4-5 marks)</p> <p>Level 1: The answer has little or no organisation. Communication is basic with little structure and inaccurate spelling. There is no attempt at a conclusion. (0-3 marks)</p>		<p>If no reference to change but focus on existing environmental pressures then Max Level 1.</p> <p>Concluding statements within the body of the text should be credited at level 2</p> <p>Maximum level 1 if no conclusion.</p>
		Total	25	

Question	Expected Answers	Mks	Rationale	
6	<p>With reference to one or more located examples, explain how rural change can put increasing pressure on the environment.</p>	<p>Indicative content:</p> <ul style="list-style-type: none"> • 'Change' can be linked to growth or decline. • 'Change' can vary in scale and rate. • 'Pressures on the environment' might be linked to; <ul style="list-style-type: none"> • agricultural change/land use change • rural decline • resource development • rural development • increasing use of rural areas for recreation/ tourism. <p>Pressures on the environment might include</p> <ul style="list-style-type: none"> • habitat loss • deforestation etc. • drainage changes • air & water pollution • soil degradation • micro-climate, acid rain <p>AO1 Knowledge and understanding</p> <p>Level 3: Detailed knowledge and understanding of how change can create environmental pressures. Cause and effect are well understood and there is effective use of detailed exemplification. (11-13 marks)</p> <p>Level 2: Some knowledge and understanding of how change can create environmental pressures. Cause and effect are understood and there is use of exemplification. (7-10 marks)</p> <p>Level 1: Limited knowledge and understanding of how change can create environmental pressures. Cause and effect are not well understood and there is limited exemplification. (0-6 marks)</p> <p>If no located example then top of level 1 max.</p>	25	<p>Environment can include human as well as physical.</p> <p>Allow some historical perspective.</p> <p>Clear knowledge and understanding of the impact of change and increasing pressure.</p>

		<p>AO2 Analysis and application</p> <p>Level 3: Clear analysis of the issues of rural change and application of knowledge about how change can create environmental pressures. (5 marks)</p> <p>Level 2: Some analysis of the issues of rural change and application of knowledge about how change can create environmental pressures. (3-4 marks)</p> <p>Level 1: Limited analysis of the issues of rural change and application of knowledge about how change can create environmental pressures. (0-2 marks)</p> <p>AO3 Skills and communication</p> <p>Level 3: The answer is well structured with effective use of spelling, punctuation and grammar. Geographical terminology is used accurately. There is a clear conclusion. (6-7 marks)</p> <p>Level 2: The answer has some organisation with generally accurate spelling, punctuation and grammar. Some use of geographical terminology. There is a limited conclusion. (4-5 marks)</p> <p>Level 1: The answer has little or no organisation. Communication is basic with little structure and inaccurate spelling. There is no attempt at a conclusion. (0-3 marks)</p>		<p>If no reference to change but focus on existing environmental pressures then Max Level 1.</p> <p>Concluding statements within the body of the text should be credited at level 2</p> <p>Maximum level 1 if no conclusion.</p>
		Total	25	

Question	Expected Answers	Mks	Rationale
7	<p>With reference to one or more located examples, examine the social and economic opportunities created by the exploitation of energy resources.</p>	25	Exploitation can include extraction and transportation issues.
	<p>Indicative content:</p> <ul style="list-style-type: none"> • Opportunities can be based on individuals, communities and national governments. • Social may be quite broad ranging and might include small scale social opportunities (development of social clubs and social facilities in particular areas) or broader ideas about governments being able to use revenue to improve welfare • Infrastructure developments can be seen as economic and social. • Environmental factors if linked to social and economic opportunities. • Economic may be focused on jobs and incomes, but ideas about the multiplier might be expected. • Broader economic factors linked to increases in taxation, balance of payments etc. might be considered. <p>AO1 Knowledge and understanding</p> <p>Level 3: Detailed knowledge and understanding of the social and economic opportunities created by the exploitation of energy resources. Cause and effect are well understood and there is effective use of detailed exemplification. (11-13 marks)</p> <p>Level 2: Some knowledge and understanding of the social and economic opportunities created by the exploitation of energy resources. Cause and effect are understood and there is use of exemplification. (7-10 marks)</p> <p>Level 1: Limited knowledge and understanding of the social and economic opportunities created by the exploitation of energy resources. Cause and effect are</p>		

		<p>not well understood and there is limited exemplification. (0-6 marks)</p> <p>If no located example then top of level 1 max.</p> <p>AO2 Analysis and application</p> <p>Level 3: Clear analysis and application of knowledge of how energy exploitation creates social and economic opportunities. (5 marks)</p> <p>Level 2: Some analysis and application of knowledge about how energy exploitation creates social and economic opportunities. (3-4 marks)</p> <p>Level 1: Limited analysis and application of knowledge about how energy exploitation creates social and economic opportunities. (0-2 marks)</p> <p>AO3 Skills and communication</p> <p>Level 3: The answer is well structured with effective use of spelling, punctuation and grammar. Geographical terminology is used accurately. There is a clear conclusion. (6-7 marks)</p> <p>Level 2: The answer has some organisation with generally accurate spelling, punctuation and grammar. Some use of geographical terminology. There is a limited conclusion. (4-5 marks)</p> <p>Level 1: The answer has little or no organisation. Communication is basic with little structure and inaccurate spelling. There is no attempt at a conclusion. (0-3 marks)</p>		<p>Concluding statements within the body of the text should be credited at level 2.</p> <p>Maximum level 1 if no conclusion.</p>
		Total	25	

Question	Expected Answers	Mks	Rationale	
8	<p>With reference to one or more located examples, examine the social and economic opportunities created by the growth of tourism.</p>	<p>Expected Answers</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • Opportunities can be based on individuals, communities and national governments. • Social communities may be expressed at a number of levels, including meeting people from different cultures, opportunity to experience different language or broader ideas about governments being able to use revenue to improve welfare. • Infrastructure developments can be seen as economic and social. • Environmental factors if linked to social & economic opportunities. • Economic may be focused on jobs and income, but ideas about the multiplier might be expected. • Broader economic factors linked to increases in taxation, balance of payments etc. might be considered. <p>AO1 Knowledge and understanding</p> <p>Level 3: Detailed knowledge and understanding of the social and economic opportunities created by the growth of tourism. Cause and effect are well understood and there is effective use of detailed exemplification. (11-13 marks)</p> <p>Level 2: Some knowledge and understanding of the social and economic opportunities created by the growth of tourism. Cause and effect are understood and there is use of exemplification. (7-10 marks)</p> <p>Level 1: Limited knowledge and understanding of the social and economic opportunities created by the growth of tourism. Cause and effect are not well understood and there is limited exemplification. (0-6 marks)</p> <p>If no located example then top of level 1 Max.</p>	25	<p>Examples may be at a variety of scales e.g. local v regional v national</p> <p>Should be clear reference to growth of tourism</p>

		<p>AO2 Analysis and application</p> <p>Level 3: Clear analysis and application of knowledge about how the growth of tourism can create social and economic opportunities. (5 marks)</p> <p>Level 2: Some analysis and application of knowledge about how the growth of tourism can create social and economic opportunities. (3-4 marks)</p> <p>Level 1: Limited analysis and application of knowledge about how the growth of tourism can create social and economic opportunities. (0-2 marks)</p> <p>AO3 Skills and communication</p> <p>Level 3: The answer is well structured with effective use of spelling, punctuation and grammar. Geographical terminology is used accurately. There is a clear conclusion. (6-7 marks)</p> <p>Level 2: The answer has some organisation with generally accurate spelling, punctuation and grammar. Some use of geographical terminology. There is a limited conclusion. (4-5 marks)</p> <p>Level 1: The answer has little or no organisation. Communication is basic with little structure and inaccurate spelling. There is no attempt at a conclusion. (0-3 marks)</p>		<p>Concluding statements within the body of the text should be credited at level 2</p> <p>Maximum level 1 if no conclusion.</p>
		Total	25	

F763 Global Issues

Question	Answer	Mks	Guidance
	<p>Candidates should receive credit for particular issues identified in the resource or broader generic issues. These latter issues must originate from the resource.</p> <p>The balance between issue and strategies is likely to vary. Some answers may inter-mix issue and strategies.</p> <p>A response distinguishing between short and long term strategies is likely to be top of Level 2+.</p> <p>Strategies must be appropriate to the particular issue identified for Levels 2 and 3.</p>		<p>For each question in Section A:</p> <p>Level 3 (9 – 10 marks) Substantial knowledge and authoritative understanding of an appropriate issue. Clear application of relevant knowledge and understanding to the question set including appropriate management strategies. Clear structure and organisation. Communication is clear with maps, diagrams, and statistics, if appropriate. Accurate use of geographical terms.</p> <p>Level 2 (5 – 8 marks) Sound knowledge and understanding of an appropriate issue. Sound application of relevant knowledge and understanding to the question set including appropriate management strategies. Sound structure and organisation. Communication is generally effective with maps, diagrams, and statistics, if appropriate. Geographical terms are mainly used effectively.</p> <p>Level 1 (0 – 4 marks) Poor knowledge and understanding of an appropriate issue. Limited application of relevant knowledge and understanding to the question set including appropriate management strategies. Poor structure and organisation. Much inaccuracy in communication and limited and/or ineffective use of geographical terms.</p>

Question	Answer	Mks	Guidance
1	<p>The focus here is on hazards associated with mass movement and slope failure. A slope failure in the Andes is shown with a road under repair.</p> <p>Slopes exist in a state of equilibrium which can be disturbed by a range and combination of factors. Inclusion of reference to slope equilibrium likely to indicate top of Level 2+ response.</p> <p>Indicative Content</p> <p>Possible geographical issues include:</p> <ul style="list-style-type: none"> • One set of issues is the impact on human activities: disruption of communications, dislocation of economic activity e.g. farmers unable to get to market; loss of land/buildings • One set of issues relates human activities to slope destabilisation. Road building steepening slope angles and vegetation removal leading to changes in slope hydrology relevant. • One set of issues relates physical factors to slope destabilisation. Comments about earthquakes, periods of exceptionally high rainfall destabilising slopes in this region relevant. <p>Possible management:</p> <ul style="list-style-type: none"> • Appropriate management – if none offered then bottom of Level 2 max. • Comments about short term response i.e. road clearing to re-open link appropriate. • Comments about longer term strategies e.g. slope stabilisation techniques e.g. pinning; netting; vegetation planting; grading of slope appropriate. • Where both long and short term responses included likely to indicate top of Level 2+ response. 	10	<p>The issue identified can be either physical or human. Clearly the two sets of factors interact and so candidates have much to write about.</p>

Question	Answer	Marks	Guidance
2	<p>Candidates are expected to have a knowledge and understanding of the main components of ecosystems and to have studied at least one local ecosystem/environment, e.g. woodland, dunes or marsh.</p> <p>The resource shows biomass stores in a woodland ecosystem immediately after felling and should be familiar in its generic form to candidates.</p> <p>Indicative Content</p> <p>Possible geographical issues include:</p> <ul style="list-style-type: none"> • Idea of open systems important and inclusion likely to indicate Level 2+. • Secure understanding of energy flows into, within and out of system likely to indicate Level 2+. • Comments about issue can refer to the entire ecosystem/environment or to components within it e.g. individual organisms; species; populations; ecological processes e.g. energy flows or ecological succession. <p>Possible management:</p> <ul style="list-style-type: none"> • Appropriate management – if none offered then bottom of Level 2 max. Most likely to be afforestation but might be to allow natural regeneration. • Suggestion that such drastic removal of producers not happen again appropriate. For example clear cutting v selective harvesting of trees. • May look at modifying herbivore numbers or carnivores e.g. by moving them or culling until producers recover. • Credit appropriate management to any woodland ecosystem. • Where both long and short term responses included likely to indicate top of Level 2+ response. 	10	<p>The issue identified can be either physical or human. Clearly the two sets of factors interact and so candidates have much to write about.</p>

Question	Answer	Marks	Guidance
3	<p>Heavy snowfall and intense cold spells are explicitly mentioned in the Spec. as Climatic hazards to be studied. Candidates are expected to study both their formation and the range of hazards likely to result from these phenomena.</p> <p>The resource gives information on a particular snow storm in North America but the generic issues should be familiar to candidates.</p> <p>Indicative Content</p> <p>Possible geographical issues include:</p> <ul style="list-style-type: none"> • One set of issues is the impact on human activities: disruption of communications; dislocation of economic activity; physical damage to infrastructure and buildings; strains put on health care systems – including increased mortality amongst the most vulnerable e.g. elderly; education disrupted; additional cost of heating; • One set of issues relates physical factors to heavy snowfall and periods of intense cold. Very cold land surface to north of locations mentioned in extract leads to very cold air. High pressure extends southwards in winter as thermal equator migrates south of latitude equator taking with it the global atmospheric cells. Comments about lower atmosphere instability as air moves southwards thereby exacerbating snowfall likely to indicate Level 3. Although very cold, moisture levels of air high enough to give deep snow as origins over Arctic – Hudson Bay + local moisture input from Great Lakes. <p>Possible management:</p> <ul style="list-style-type: none"> • Comments about appropriate management varying with people in different locations e.g. rural/urban possible Level 2+ indicator. • Comments about appropriate management varying according to demographic and socio-economic factors e.g. elderly/young, well-off/less well-off – possible Level 2+ indicator. • Prediction and therefore advance warning to allow various measures to be in place. • Wide array of practical measures both individual e.g. snow chains on tyres and corporate e.g. health care preparations and increased power generation 	10	Candidates can stay within the confines of North America for their particular issue and strategies or can take a generic issue arising from heavy snowfall and intense cold and then appropriate strategies.

Question	Answer	Marks	Guidance
4	<p>'How and why does the number and rate of growth of population vary over time and space?' is one of the Questions for Investigation in this Option.</p> <p>The resource stimulates thinking about differential rates of population change amongst different countries and then asks candidates to consider appropriate management strategies.</p> <p>Indicative Content</p> <p>Possible geographical issues include:</p> <ul style="list-style-type: none"> • Clear groupings of countries as regards their fertility. • Basic LEDC/MEDC contrast required for top of Level 1. • Contrast amongst MEDCs e.g. the very low rates of some Asian countries + Eastern Europe; average hovering at or just below replacement level of 2.1 – this a possible Level 2 indicator. • Contrast amongst LEDCs – contrast between less developed and least developed a possible top of Level 2+ indicator; distinguishing of the very least developed characterised by the Sahelian nations a possible top of Level 2+ indicator. <p>Possible management:</p> <ul style="list-style-type: none"> • Appropriate management focussed on either concerns regarding growth or concerns regarding stagnation/decline. • Growth – housing/employment/health care/infrastructure provision. Range of strategies possible. • Stagnation/decline – housing/employment/health care/pensions. Range of strategies possible, including concerns regarding migrant flows. 	10	<p>Candidates might choose to focus on one group of countries e.g. LEDCs with high fertility or MEDCs with low fertility and deal with an issue arising from the relative circumstances. Another valid approach is to compare the fertility experience of different groups of countries.</p>

Question	Answer	Marks	Guidance
5	<p>One of the key ideas in this Option is that 'There are marked advantages for economic activity in working at a global rather than local scale.'</p> <p>FDI is a clear expression of globalisation and is of fundamental importance when investigating globalisation.</p> <p>Indicative Content</p> <p>Possible geographical issues include:</p> <ul style="list-style-type: none"> • Clear contrast between MEDCs and LEDCs in abilities to attract inward investment; former in receipt of some 3 to 4.5 times the investment compared with the latter. Basic contrast required for Level 2+. • Flows of capital can vary considerably through time. This point a possible Level 2 indicator. That flows into MEDCs vary more than those to LEDCs a possible top of Level 2 indicator. • Inflows of capital into MEDCs can result from either direct investment in new plant/operations or as a result of merger and acquisition, a likely Level 3 indicator. • FDI into LEDCS almost exclusively comes from MEDCs + NICs rather than other LEDCs, a possible Level 3 indicator. • Inclusion of comments about service sector receiving FDI not just manufacturing, a possible top of Level 2+ indicator. <p>Possible management:</p> <ul style="list-style-type: none"> • Many governments seek to encourage FDI. • MEDCs more able to manage effects than LEDCs as their regulatory powers and political influence greater. Trans-national arrangements such as EU facilitate FDI. • LEDCs rely disproportionately on FDI for major capital investment c.f. MEDCs, so less likely to insist on checks and balances, e.g. employment and environmental conditions. • Location of branch plants in LEDCs brings advantages as long as they remain in operation. Issues of leakage e.g. tourist industry relevant. 	10	

Question	Answer	Marks	Guidance
6	<p>The focus of this option is on inequalities, their patterns, causes and implications for communities and the environment.</p> <p>The map clearly indicates inequalities at a global scale as indicated by GNP per capita. It is helpful to the candidates that the figures are adjusted to take into account local purchasing power, as this facilitates comparison.</p> <p>Some use of physical and human factors impacting on the issue can be credited.</p> <p>Indicative Content</p> <p>Possible geographical issues include:</p> <ul style="list-style-type: none"> • Clear contrast between MEDCs and LEDCs and a middle group, including NICs • Comments about a global core/periphery relevant – a likely Level 2+ indicator; use of the terms North and South also appropriate especially when their meaning is well understood – a possible level 3 indicator. • Identification of sub-Saharan Africa as a particular geographical issue a possible Level 2 indicator. <p>Possible management:</p> <ul style="list-style-type: none"> • Appropriate management can take a wide variety of forms • Candidates may discuss the role of factors e.g. physical; economic; social; political which might be aiding a country's development or retarding it. Some secure exemplification will be required for top of level 2+ in this respect. Very generalised responses are unlikely to climb out of Level 1. • Comments about social development appropriate, the links with economic as seen in the maps, but also that economic does not always lead to social advance. Resource curse theory relevant here and a likely indicator of Level 3. • The roles of trans-national organisations such as World Bank and IMF appropriate. • Development of tertiary e.g. tourism is a possible • Discussion of various 'schools of thought' e.g. dependency theory; evolutionist; modernisation 	10	

Question	Answer	Marks	Guidance
7	<p><i>'Risks from flooding owe more to physical factors than human factors.'</i> <i>How far do you agree with this view?</i></p> <p>Flood risk reflects a combination of physical and human factors and in response to this question the candidates are asked to evaluate the relative significance of these two groups of factors.</p> <p>The Spec requests that candidates study one river and one coastal area prone to flooding and so we can anticipate some convincing exemplification in support of their arguments. They do not need to cover both here to gain Level 3.</p> <p>Indicative Content</p> <p>The more effective answers are likely to be those that acknowledge the fundamental importance of physical factors in creating the potential for flooding to occur but then suggest human activities as having a role to play. For example the expansion of a built-up area or changing agricultural practices in altering stores, processes and flows within a drainage basin; the reclamation and development of salt marsh/sand dunes for residential/industrial activities. Both these place human activity into an active role in determining flood risk.</p> <p>It would be quite appropriate to have the concerns regarding the impacts of the enhanced greenhouse effect discussed, both for river and coastal flooding.</p> <p>The contrasts between LEDCs and MEDCs are also relevant.</p>	30	<p>AO1 Knowledge and understanding</p> <p>Level 3 (8-9 marks) Substantial knowledge and authoritative understanding of both physical and human factors involved in the flood risk. Causes and effects are convincing. There is secure use of detailed exemplification.</p> <p>Level 2 (5-7 marks) Sound knowledge and understanding of physical and human factors. Some responses might be assessed at this level if they offer a particularly uneven account of either physical or human. Cause and effect is evident but not always convincing. There is some use of exemplification.</p> <p>Level 1 (0-4 marks) Poor knowledge and understanding of physical and human factors. Cause and effect not understood well. There is little exemplification. Some responses might only describe one set of factors.</p> <p>AO2 Analysis and application</p> <p>Level 3 (14-17 marks) Clear and convincing analysis of the various risk factors. 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>Level 2 (8-13 marks) Some analysis of the various risk factors. Some evaluation of the relative significance of</p>

		<p>the factors, both physical and human, although likely not to be balanced between the two sets.</p> <p>Level 1 (0-7 marks) Limited analysis of the various risk factors. Little or no attempt to evaluate the relative significance of any of the factors, physical and human.</p> <p>AO3 Skills and communication</p> <p>Level 3 (4 marks) 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>Level 2 (3 marks) 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>Level 1 (0-2 marks) Basic structure and organisation, with little or 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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Question	Answer	Marks	Guidance
8	<p>Assess the extent to which primary rather than secondary impacts are the more serious effects arising from volcanic eruptions.</p> <p>The section in the Spec outlining volcanic hazards explicitly states the requirement to investigate primary and secondary impacts.</p> <p>There are various interpretations of primary and secondary so be flexible. Secondary are subsequent to primary.</p> <p>Primary can include initial death and environmental destruction such as from lava and pyroclastic flows and surges including nuée ardente, ash and tephra fall, lahars, gases, landslides, tsunami, flooding from melting ice.</p> <p>Secondary may include disease, loss of economic activity, impact on infrastructure, resettlement, injection of dust into upper atmosphere and its effect there.</p> <p>Indicative Content</p> <p>Two separate accounts of effects, short and long term will not carry the response very far, rarely more than bottom of Level 2 especially in AO2.</p> <p>More effective answers are those that acknowledge that both sets are present but that their relative effects vary from place to place and from time to time.</p> <p>For example the repeated eruption of volcanoes such as Etna has varied considerable in their respective impacts.</p> <p>Comments about the contrasts between MEDC and LEDC are relevant and likely to indicate level 2+.</p> <p>The variety in types of volcanic eruptions and hence contrast in balance between primary and secondary is a possible top of Level 2+ indicator.</p>	30	<p>AO1 Knowledge and understanding</p> <p>Level 3 (8-9 marks) Substantial knowledge and authoritative understanding of both primary and secondary effects of volcanic eruptions. Causes and effects are convincing. There is secure use of detailed exemplification.</p> <p>Level 2 (5-7 marks) Sound knowledge and understanding of both primary and secondary effects of volcanic eruptions. Some responses might be assessed at this level if they offer a particularly uneven account of either long or short. Cause and effect are evident but not always convincing. There is some use of exemplification.</p> <p>Level 1 (0-4 marks) Poor knowledge and understanding of primary and secondary effects. Cause and effect not understood well. There is little exemplification. Some responses might only describe one set of effects.</p> <p>AO2 Analysis and application</p> <p>Level 3 (14-17 marks) Clear and convincing analysis of the various effects. There is effective evaluation of the relative significance of the effects, both primary and secondary, with a balanced coverage of the two sets.</p> <p>Level 2 (8-13 marks) Some analysis of the various effects. Some</p>

		<p>evaluation of the relative significance of the effects, both primary and secondary, although likely not to be balanced between the two sets.</p> <p>Level 1 (0-7 marks) Limited analysis of the various effects. Little or no attempt to evaluate the relative significance of any of the effects, both primary and secondary.</p> <p>AO3 Skills and communication</p> <p>Level 3 (4 marks) 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>Level 2 (3 marks) 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>Level 1 (0-2 marks) Basic structure and organisation, with little or 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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Question	Answer	Marks	Guidance
9	<p><i>Assess the degree to which human activity has unintended consequences for a local ecosystem/environment.</i></p> <p>One of the key ideas in the Spec is that human activity poses threats to physical environments in both planned and unintended ways. Here candidates are asked to consider the relative impact of these on an area.</p> <p>In association with this key idea, candidates are expected to have studied at least one local ecosystem/environment such as a woodland, dune or marsh: we can thus anticipate some convincing exemplification and this is likely to be a major factor when awarding AO1 marks.</p> <p>Local is intended to avoid large scale generalisations about, for example, the Amazon rainforest. These often end up being too vague to be really meaningful.</p> <p>Indicative Content</p> <p>Human activity should receive a wide interpretation, including agriculture, forestry, settlement, transport, industry, mineral extraction.</p> <p>It is perhaps helpful to think in terms of intended as 'direct' such as clear-cutting an area of forest and unintended as 'indirect', for example acid rain's effects on forests.</p> <p>Possible unintended consequences as a result of the enhanced greenhouse effect are also relevant. For example, the rise in sea levels and their effect on coastal environments/ecosystems.</p>	30	<p>AO1 Knowledge and understanding</p> <p>Level 3 (8-9 marks) Substantial knowledge and authoritative understanding of both planned and unintended consequences. Causes and effects are convincing. There is secure use of detailed exemplification.</p> <p>Level 2 (5-7 marks) Sound knowledge and understanding of both planned and unintended consequences. Some responses might be assessed at this level if they offer a particularly uneven account of either planned or unintended. Cause and effect is evident but not always convincing. There is some use of exemplification.</p> <p>Level 1 (0-4 marks) Poor knowledge and understanding of both planned and unintended consequences. Cause and effect not understood well. There is little exemplification. Some responses might only describe one set of effects.</p> <p>AO2 Analysis and application</p> <p>Level 3 (14-17 marks) Clear and convincing analysis of the two groups of consequences. There is effective evaluation of the relative significance of the effects, both planned and unintended, with a balanced coverage of the two sets.</p> <p>Level 2 (8-13 marks) Some analysis of the various consequences.</p>

		<p>Some evaluation of the relative significance of the consequences, both planned and unintended, although likely not to be balanced between the two sets.</p> <p>Level 1 (0-7 marks) Limited analysis of the various consequences. Little or no attempt to evaluate the relative significance of any of the consequences, either planned or unintended.</p> <p>AO3 Skills and communication</p> <p>Level 3 (4 marks) 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>Level 2 (3 marks) 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>Level 1 (0-2 marks) Basic structure and organisation, with little or 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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Question	Answer	Marks	Guidance
10	<p><i>To what extent can physical environments be managed to ensure sustainability?</i></p> <p>A question for investigation in this Option is, 'How can physical environments be managed to ensure sustainability?' The Spec suggests that this is explored within the context of '...at least one example of sustainable environmental management of a located physical environment...'. We must, therefore, be open to whatever spatial context the candidate chooses.</p> <p>A response based on one very detailed example and the contrasting methodology of using several examples, each in less detail, can both reach Level 3.</p> <p>Comments about the concept of 'sustainability' and of its contentious nature might indicate a Level 3 response. Amongst the weaker responses, the tendency to indulge in 'eco-babble' might prove irresistible.</p> <p>Indicative Content</p> <p>A key idea is that environments/ecosystems consist of a variety of interdependent and interconnected elements, with the two pivotal interactions being the flow of energy and the cycling of nutrients.</p> <p>Discussion based on the management of these interactions has the potential to take the response into Level 3, particularly if it offers detailed exemplification from the example(s) studied.</p>	30	<p>AO1 Knowledge and understanding</p> <p>Level 3 (8-9 marks) Substantial knowledge and authoritative understanding of environmental management. Causes and effects are convincing. There is secure use of detailed exemplification.</p> <p>Level 2 (5-7 marks) Sound knowledge and understanding of environmental management. Cause and effect is evident but not always convincing. There is some use of exemplification.</p> <p>Level 1 (0-4 marks) Poor knowledge and understanding of environmental management. Cause and effect not understood well. There is little exemplification.</p> <p>AO2 Analysis and application</p> <p>Level 3 (14-17 marks) Clear and convincing analysis of environmental management. There is effective evaluation of the relative success of the management as regards sustainability.</p> <p>Level 2 (8-13 marks) Some analysis of environmental management. Some evaluation of the relative significance of the relative success of the management as regards sustainability.</p>

		<p>Level 1 (0-7 marks) Limited analysis of environmental management. Little or no attempt to evaluate the relative success of the management as regards sustainability.</p> <p>AO3 Skills and communication</p> <p>Level 3 (4 marks) 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>Level 2 (3 marks) 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>Level 1 (0-2 marks) Basic structure and organisation, with little or 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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Question	Answer	Marks	Guidance
11	<p>To what extent are the impacts of tropical storms more than just environmental?</p> <p>Tropical storms and the ways they represent hazards to people are one of the questions for investigation in this Option. Clearly, in order to answer this question successfully, candidates require secure knowledge of the conditions that give rise to the development of tropical storms. Armed with this they can then assess the relative importance of the environmental impacts compared to others such as socio-economic.</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>Indicative Content</p> <p>Comments about storm surges, coastal and river flooding, mass movements are all relevant. Level 3 responses might be indicated by discussion of the interconnections between atmospheric and other hazards. For example, mass movements result from the interconnections between high input of precipitation from the tropical storm and the underlying ground conditions (geology, slope angle, vegetation cover).</p> <p>Impacts on socio-economic patterns and processes should be discussed. Impacts on economy (opportunity here for links with the AS Tourism and energy options for example), education and health, transport are appropriate. Impacts on political events might be a Level 3 indicator in AO1 and 2, for example the aftermath of Katrina.</p>	30	<p>AO1 Knowledge and understanding</p> <p>Level 3 (8-9 marks) Substantial knowledge and authoritative understanding of the nature of tropical storms and the hazards they pose to people. Causes and effects are convincing. There is secure use of detailed exemplification.</p> <p>Level 2 (5-7 marks) Sound knowledge and understanding of the nature of tropical storms and the hazards they pose to people. Cause and effect is evident but not always convincing. There is some use of exemplification.</p> <p>Level 1 (0-4 marks) Poor knowledge and understanding of tropical storms and the hazards they pose to people. Cause and effect not understood well. There is little exemplification.</p> <p>AO2 Analysis and application</p> <p>Level 3 (14-17 marks) Clear and convincing analysis of the ways tropical storms represent a hazard to people. There is effective evaluation of the relative impacts of tropical storms.</p> <p>Level 2 (8-13 marks) Some analysis of the ways tropical storms represent a hazard to people. Some evaluation of the relative significance of the impacts of tropical storms.</p>

		<p>Level 1 (0-7 marks) Limited analysis of the ways tropical storms represent a hazard to people. Little or no attempt to evaluate the relative significance of the impacts of tropical storms.</p> <p>AO3 Skills and communication</p> <p>Level 3 (4 marks) 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>Level 2 (3 marks) 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>Level 1 (0-2 marks) Basic structure and organisation, with little or 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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Question	Answer	Marks	Guidance
12	<p><i>Evaluate strategies used to reduce the impacts of climatic hazards.</i></p> <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>Key aspects of hazard management are the extent to which the hazard can be predicted and the assessment of the management techniques.</p> <p>There is some interesting discussion to be had evaluating strategies aimed at different types of climatic hazards. Some climatic hazards are relatively immediate and short lived, tornadoes for example, whereas heat waves tend to be rather longer in duration and impact. Such discussions are likely to be in Level 3 responses.</p> <p>We must be careful, however, not to reward parts of a response that slip into non-climatic hazards even though they might be closely related, for example flooding.</p> <p>Indicative Content</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.</p> <p>A wide variety of strategies can be employed and so we must be open to whatever climatic hazards and their specific strategies candidates wish to discuss.</p> <p>Level 3 responses might be characterised by their explicit linking of strategy with a specific type of hazard. They are likely to draw distinctions between EMDW and ELDW countries and between urban and rural.</p>	30	<p>AO1 Knowledge and understanding</p> <p>Level 3 (8-9 marks) Substantial knowledge and authoritative understanding of the nature of climatic hazards and the strategies employed to manage their impacts. Causes and effects are convincing. There is secure use of detailed exemplification.</p> <p>Level 2 (5-7 marks) Sound knowledge and understanding of the nature of climatic hazards and the strategies employed to manage their impacts. Cause and effect is evident but not always convincing. There is some use of exemplification.</p> <p>Level 1 (0-4 marks) Poor knowledge and understanding of the nature of climatic hazards and the strategies employed to manage their impacts. Cause and effect not understood well. There is little exemplification.</p> <p>AO2 Analysis and application</p> <p>Level 3 (14-17 marks) Clear and convincing analysis of the strategies used to reduce the impacts of climatic hazards.</p> <p>Level 2 (8-13 marks) Some analysis of the strategies used to reduce the impacts of climatic hazards.</p>

		<p>Level 1 (0-7 marks) Limited analysis of the strategies used to reduce the impacts of climatic hazards.</p> <p>AO3 Skills and communication</p> <p>Level 3 (4 marks) 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>Level 2 (3 marks) 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>Level 1 (0-2 marks) Basic structure and organisation, with little or 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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Question	Answer	Marks	Guidance
13	<p><i>To what extent do changes in technology and society result in changes in the definition of resources?</i></p> <p>A Question for Investigation within the Population and resources Option is 'How can resources be defined and classified?' The content has 'how changes in technology and society may result in changes in the definition of resources.'</p> <p>For example, the rise of oil as a key energy resource and as a raw material in the 20th century can be linked to technological changes in exploration, extraction, transportation and processing, in particular by the MEDCs. An interesting point for evaluation is how far some of the oil producing areas are able to exploit oil's potential as a resource for themselves.</p> <p>The rise of eco-tourism presents an interesting example of a resource whose exploitation by tourism is relevant here. At the top end we might expect the more discerning candidates to discuss the issue of shared resources, the 'commons' such as fish stocks for example.</p> <p>Indicative Content</p> <p>Perhaps discussion of this topic is likely to begin with some of the usual ways of defining resources, renewable/non-renewable, finite/infinite, biotic/abiotic, natural and human. The more convincing discussions, Level 2+, will then go into when and how changes in technology and society impact on what is and what is not considered to be resource.</p> <p>A key aspect of the development of the response will be the degree to which it looks at the perception of the factor and the decision then whether it is a resource or if it is a pest, weed, dangerous or of no value. The perceptions of a society might alter through time, sometimes in response to technology but not always. Wind power is an interesting example here with changing attitudes towards this through time. Level 3 responses are likely to deal with such material.</p>	30	<p>AO1 Knowledge and understanding</p> <p>Level 3 (8-9 marks) Substantial knowledge and authoritative understanding of the nature of resources. The link between a society, its technological capabilities and its perception of resources is convincing. There is secure use of detailed exemplification.</p> <p>Level 2 (5-7 marks) Sound knowledge and understanding of the nature of resources. The link between a society, its technological capabilities and its perception of resources is sound. There is some use of exemplification.</p> <p>Level 1 (0-4 marks) Poor knowledge and understanding of the nature of resources. The link between a society, its technological capabilities and its perception of resources is weak. There is little exemplification.</p> <p>AO2 Analysis and application</p> <p>Level 3 (14-17 marks) Clear and convincing analysis of the way resources can be defined and how this can change from one society to another, spatially or temporally and with changes in technology.</p> <p>Level 2 (8-13 marks) Some analysis of the way resources can be defined and how this can change from one society to another, spatially or temporally and</p>

		<p>with changes in technology.</p> <p>Level 1 (0-7 marks) Limited analysis of the way resources can be defined and how this can change from one society to another, spatially or temporally and with changes in technology.</p> <p>AO3 Skills and communication</p> <p>Level 3 (4 marks) 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>Level 2 (3 marks) 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>Level 1 (0-2 marks) Basic structure and organisation, with little or 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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Question	Answer	Marks	Guidance
14	<p><i>Evaluate the relative significance to population change of social, economic and political factors.</i></p> <p>One of the Key Ideas in Option B1, Population and resources, is that population changes in response to a number of social, economic and political factors.</p> <p>We must not be rigid in our interpretation of what constitutes such factors and be open to a variety of interpretations from the candidates.</p> <p>This also provides an opportunity for some effective historical perspectives to be offered.</p> <p>The scale of the area discussed can also vary from the global to the local.</p> <p>Indicative Content</p> <p>A key indicator for Level 3 responses is a convincing discussion of the interaction of a variety of relevant factors and that at different places at different times, different factors are more or less significant in bringing about population change.</p> <p>Level 2 responses are likely to include several different factors but not be as neither as evaluative nor as wide ranging.</p> <p>Level 1 responses will tend to offer something of a list of factors.</p> <p>Population change may include natural change and/or net migration.</p>	30	<p>AO1 Knowledge and understanding</p> <p>Level 3 (8-9 marks) Substantial knowledge and authoritative understanding of the factors influencing population change. There is secure use of detailed exemplification.</p> <p>Level 2 (5-7 marks) Sound knowledge and understanding of the factors influencing population change. There is some use of exemplification.</p> <p>Level 2 (0-4 marks) Poor knowledge and understanding of the factors influencing population change. There is little exemplification.</p> <p>AO2 Analysis and application</p> <p>Level 3 (14-17 marks) Clear and convincing analysis of the interaction amongst factors influencing population change. There is effective evaluation of their relative influence.</p> <p>Level 2 (8-13 marks) Some analysis of the interaction amongst factors influencing population change. Some evaluation of their relative influence.</p> <p>Level 1 (0-7 marks) Limited analysis of the interaction amongst factors influencing population change. Little or no attempt to evaluate their relative influence.</p>

		<p>AO3 Skills and communication</p> <p>Level 3 (4 marks) 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>Level 2 (3 marks) 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>Level 1 (0-2 marks) Basic structure and organisation, with little or 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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Question	Answer	Marks	Guidance
15	<p>Assess the extent to which globalisation brings advantages only to MEDCs.</p> <p>A Key Idea in Option B2 is that globalisation of economic activity ‘... may bring advantages and disadvantages to various areas.’ Environmental, economic, social and political benefits and problems are to be studied.</p> <p>This could be seen as MEDC v LEDC v NIC evaluation or advantages v disadvantages for MEDCs evaluation.</p> <p>Indicative Content</p> <p>Low level responses are likely to be characterised by discussions simply stating that there are advantages to MEDCs. They might mention cheap labour for TNCs and obtaining raw materials.</p> <p>Higher levels may also go into advantages for LEDCs such as branch plant sites which bring wages and taxes. Towards the upper end mention might be made of infrastructure developments and the availability of markets for TNCs.</p> <p>Level 3, especially in AO2, will be characterised by evaluation of the disadvantages for MEDCs and/or MEDC v LEDCs v NIC. Comments about the loss of employment in MEDCs in certain industries, textiles, clothing and footwear for example.</p> <p>Extension of the discussion into tertiary economic activity might also characterise the top of L2+. For example the location of call centres and the growth in holidays taken around the globe by people from MEDCs.</p>	30	<p>AO1 Knowledge and understanding</p> <p>Level 3 (8-9 marks) Substantial knowledge and authoritative understanding of the nature of globalisation. Causes and effects of globalisation are convincing. There is secure use of detailed exemplification.</p> <p>Level 2 (5-7 marks) Sound knowledge and understanding of the nature of globalisation. Causes and effects of globalisation are evident but not always convincing. There is some use of exemplification.</p> <p>Level 1 (0-4 marks) Poor knowledge and understanding of the nature of globalisation. Causes and effects of globalisation are weak There is little exemplification.</p> <p>AO2 Analysis and application</p> <p>Level 3 (14-17 marks) Clear and convincing analysis of the issue of globalisation and an effective evaluation of its impacts on different areas.</p> <p>Level 2 (8-13 marks) Some analysis of the issue of globalisation and some evaluation of its impacts on different areas.</p> <p>Level 1 (0-7 marks) Limited analysis of the issue of globalisation and limited evaluation of its impacts on different</p>

		<p>areas.</p> <p>AO3 Skills and communication</p> <p>Level 3 (4 marks) 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>Level 2 (3 marks) 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>Level 1 (0-2 marks) Basic structure and organisation, with little or 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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Question	Answer	Marks	Guidance
16	<p><i>Evaluate the role of international trade agreements in influencing global patterns of production.</i></p> <p>The role of international trade negotiations and agreements in influencing global production patterns is explicitly stated in the Spec within the Globalisation Option.</p> <p>There are a range of possible agreements to consider but the expectation is not that any one response will offer a comprehensive coverage although Level 3 responses will convince with their grasp of the range.</p> <p>Indicative Content</p> <p>It is likely that the various efforts of WTO and the GATT procedures and policies will be discussed to a greater or lesser degree by Levels 1 + 2 responses. Credit should also be given to more regional agreements such as involving the EU, NAFTA or ASEAN for example, as these also engage with global patterns of production. Such material might indicate a Level 3 response.</p> <p>Examples can contrast where such agreements bring advantages and disadvantages and such evaluation is likely to suggest Level 2+.</p> <p>Comments about access to markets, the location of economic activity such as manufacturing, the terms of trade and the degree of protectionism allowed are all relevant.</p>	30	<p>AO1 Knowledge and understanding</p> <p>Level 3 (8-9 marks) Substantial knowledge and authoritative understanding of international trade agreements. Causes and effects of international trade agreements are convincing. There is secure use of detailed exemplification.</p> <p>Level 2 (5-7 marks) Sound knowledge and understanding of international trade agreements. Causes and effects of international trade agreements are evident but not always convincing. There is some use of exemplification.</p> <p>Level 1 (0-4 marks) Poor knowledge and understanding of the nature of international trade agreements. Causes and effects of international trade agreements are weak. There is little exemplification.</p> <p>AO2 Analysis and application</p> <p>Level 3 (14-17 marks) Clear and convincing analysis of the issue of international trade agreements and an effective evaluation of their impacts on different areas.</p> <p>Level 2 (8-13 marks) Some analysis of the issue of international trade agreements and some evaluation of their impacts on different areas.</p>

		<p>Level 1 (0-7 marks) Limited analysis of the issue of international trade agreements and limited evaluation of their impacts on different areas.</p> <p>AO3 Skills and communication</p> <p>Level 3 (4 marks) 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>Level 2 (3 marks) 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>Level 1 (0-2 marks) Basic structure and organisation, with little or 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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Question	Answer	Marks	Guidance
17	<p><i>'The level of economic development influences the quality of life.'</i> Discuss.</p> <p>The Spec has, as one its Key Ideas in Option B3, Development and Inequalities, the relationship between level of economic development and quality of life. This is a fundamental link to investigate in the study of this topic.</p> <p>The vast majority of candidates are likely to construct a strong argument fundamentally agreeing with the statement in the question. The correlation between economic development and quality of life, however measured, is a strong one, if imperfect.</p> <p>Indicative Content</p> <p>It is the 'how far does...' aspect of the question that will discriminate amongst the responses. Comments about distribution of incomes and the level of government spending on social infrastructure are areas that could move the discussion forward into top of Level 2+. Discussion that identified countries that might not be in the upper income sectors and yet score well in terms of democratisation of their society, in particular as regards the role and status of women, might indicate Level 3 responses.</p> <p>Comments about how economic development and quality of life might be assessed are relevant as long as the focus remains on the question.</p>	30	<p>AO1 Knowledge and understanding</p> <p>Level 3 (8-9 marks) Substantial knowledge and authoritative understanding of the relationship between economic development and quality of life. Causes and effects of the relationship are convincing. There is secure use of detailed exemplification.</p> <p>Level 2 (5-7 marks) Sound knowledge and understanding of the relationship between economic development and quality of life. Causes and effects of the relationship are evident but not always convincing. There is some use of exemplification.</p> <p>Level 1 (0-4 marks) Poor knowledge and understanding of the relationship between economic development and quality of life. Causes and effects of the relationship are weak. There is little exemplification.</p> <p>AO2 Analysis and application</p> <p>Level 3 (14-17 marks) Clear and convincing analysis of the issue of economic development and quality of life and an effective evaluation of their impacts on different areas.</p> <p>Level 2 (8-13 marks) Some analysis of the issue of economic development and quality of life and some</p>

		<p>evaluation of their impacts on different areas.</p> <p>Level 1 (0-7 marks) Limited analysis of the issue of economic development and quality of life and limited evaluation of their impacts on different areas.</p> <p>AO3 Skills and communication</p> <p>Level 3 (4 marks) 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>Level 2 (3 marks) 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>Level 1 (0-2 marks) Basic structure and organisation, with little or 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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Question	Answer	Marks	Guidance
18	<p><i>With reference to ONE named country, assess the degree to which inequalities within it have been reduced.</i></p> <p>One of the Questions for Investigation in Option B3, Development and inequalities asks to what extent inequalities can be reduced. The associated content states that this should be looked at within the context of a named country.</p> <p>The focus of much regional development in a wide variety of countries has been the economic, with growth, wealth creation and jobs to the fore.</p> <p>Inequalities may be whole country e.g. wealth, gender, race rather than regional.</p> <p>Indicative Content</p> <p>Level 1 responses are likely to pick up on the economic aspects of inequalities with descriptions of change through time in some measure(s) of regional or demographic group economic health, average incomes or unemployment rates for example.</p> <p>Depending on the country studied will be the degree of success in reducing inequalities, Levels 2 + 3, will go on into discussing inequalities in terms of social factors, as the Specification requests the candidates should. Evaluation of the reduction in social inequality, perhaps seen in factors such as life expectancy, or the degree of self-governance such as regional government, would be helpful.</p> <p>Friedmann's model offers a theoretical framework of changing regional relationships within the overall development of a country and its successful employment in an answer might indicate a Level 3 response.</p>	30	<p>AO1 Knowledge and understanding</p> <p>Level 3 (8-9 marks) Substantial knowledge and authoritative understanding of the relationship between economic development and reducing inequalities. Causes and effects of the relationship are convincing. There is secure use of detailed exemplification.</p> <p>Level 2 (5-7 marks) Sound knowledge and understanding of the relationship between economic development and reducing inequalities. Causes and effects of the relationship are evident but not always convincing. There is some use of exemplification.</p> <p>Level 1 (0-4 marks) Poor knowledge and understanding of the relationship between economic development and reducing inequalities. Causes and effects of international trade agreements are weak. There is little exemplification.</p> <p>AO2 Analysis and application</p> <p>Level 3 (14-17 marks) Clear and convincing analysis of the issue of inequalities and an effective evaluation of the impacts of economic change on different aspects e.g. groups, regions.</p> <p>Level 2 (8-13 marks) Some analysis of the issue of regional development and some evaluation of the impacts of economic change on different</p>

		<p>aspects e.g. groups, regions.</p> <p>Level 1 (0-7 marks) Limited analysis of the issue of and limited evaluation of the impacts of economic change on different aspects e.g. groups, regions.</p> <p>If no named country unlikely to be higher than bottom L2.</p> <p>AO3 Skills and communication</p> <p>Level 3 (4 marks) 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>Level 2 (3 marks) 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>Level 1 (0-2 marks) Basic structure and organisation, with little or 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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F764 Geographical Skills

Question			Expected Answers	Mks	Rationale
Section A					
1	(a)	Study Fig. 1, which presents data collected in an investigation of a microclimate.			
	(i)	Suggest <u>two</u> advantages of using this technique for showing such data.	<p>Indicative content: Accept isopleths, isolines or isotherms. Advantages could include: ability to interpolate (guess or project gaps in the data), indicates gradients (trend surfaces) of values, visual impression etc. Higher level candidates will clearly link the technique to showing spatial data.</p> <p>Level 2: Candidates suggest either two detailed advantages of using isolines or one detailed and one more limited advantage. Clear reference made to isotherm map. [4-5 marks]</p> <p>Level 1: Candidates suggest two limited or one detailed advantage(s) of using isolines. Limited, if any, reference made to isotherm map. [0-3 marks]</p>	5	Reference to map or 'such data' for max 5.

		<p>(ii) Describe and justify <u>one</u> alternative technique which could be used to present spatial data.</p>	<p>Indicative content: Other techniques could include choropleth, located proportional symbols such as bar charts etc. but could also include other types of spatial data so could include various types of maps, flow lines, trip lines etc. Lower level answers will probably spend excessive time describing the method and how to draw it. Credit effective attempts at illustrating the end product of the technique.</p> <p>The crucial thrust is the justification. This should focus on how effective the method is at showing what types of spatial data or over what type/size of area. It could cover visual impact, ease of accuracy, ease of drawing, range of data that can be shown etc. Equally it can be justified by showing its advantages over other techniques including isolines.</p> <p>Level 3: Candidates offer a detailed description and justification, covering a wide range of aspects, with a valid technique well linked to its ability to portray spatial data. [8-10 marks]</p> <p>Level 2: Candidates offer an unbalanced description/justification – probably the latter less detailed, covering a range of aspects, with a valid technique linked to its ability to portray spatial data. [5-7 marks]</p> <p>Level 1: Candidates offer a limited, if any, description/justification, covering few of the aspects, poorly linked to its ability to portray spatial data.</p> <p>If either description or justification clearly missing then max Level 1. [0-4 marks]</p>	<p>10</p>	<p>Allow other spatial tech e.g. dot maps & appropriate use of photos.</p> <p>Need clear 'justification' to reach L3.</p> <p>Unbalanced or one sided justification.</p> <p>No attempt at justification.</p>
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	<p>(b) Outline <u>two</u> potential uses of geographic information systems (GIS) in geographical investigations.</p>	<p>Indicative content: GIS has a number of potential roles in geographical investigations:</p> <ul style="list-style-type: none"> • collecting data e.g. data logging to an exact co-ordinate • accessing secondary data e.g. census returns, remote sensing images • recording data e.g. tied to an exact location • presenting data e.g. map overlays (layering) • analysing data e.g. ask questions of data <p>Level 2: Candidates give a clear and detailed outline of two potential uses with clear relevance to geographical investigation stages and/or activities. Some exemplification can be expected at this level. [4-5 marks]</p> <p>Level 1: Candidates give a limited outline of two potential uses with limited, if any, relevance to geographical investigation stages and/or activities. If only one use then max Level 1. [0-3 marks]</p>	5	<p>Also credit use of GPS to locate investigations. Cannot reach max 5, unless some ref. to spatial aspect.</p> <p>Credit use of packages such as:-.AEGIS; Arcview Memory Map; Stamp.</p> <p>The correct use of the GIS specific terminology such as raster and vector would indicate a strong Level 2 answer. Some development expected beyond basic statement.</p>
		Total	20	

Question		Expected Answers	Mks	Rationale
2	(a)	Study Fig. 2, which shows the result of a Spearman's Rank correlation test (r_s) between two variables and part of the critical values table for r_s .		
	(i)	With the aid of Fig. 2, interpret the result of the test.	5	

Indicative content:
 The result means:
 A positive correlation – both increase together
 A strong relationship – they are likely to be related
 A significant relationship – between 95% & 99% (i.e. null hypothesis likely to be rejected)

Two points interpreted in detail will suffice. Candidates should make clear reference to the critical values table.

Level 2: Candidates clearly and accurately interpret Fig 2. Clear reference made to Fig. 2 especially the critical values table. **[4-5 marks]**

Level 1: Candidates give a limited or inaccurate interpretation of Fig. 2 with little, if any, linkage to critical values table. **[0-3 marks]**

		<p>(ii) Evaluate the usefulness of the Spearman's Rank correlation test in the analysis of geographical data.</p>	<p>Indicative content: This is less about the Spearman's Rank correlation test as it is about an evaluation of the usefulness of such methods in the analysis of geographical data. Usefulness could cover a variety of aspects:</p> <ul style="list-style-type: none"> • Ability to confirm the strength and direction of a relationship • It provides a statement of the level of confidence in the relationship • It is particularly useful when a scatter graph appears ambiguous <p>Evaluation could also cover some of the issues involved in their use such as:</p> <ul style="list-style-type: none"> • Form of the data distribution (is it normal?) • Ease of calculation • Only indicates that they are associated not why • Could be the result of coincidence • Crucial role of the null hypothesis • Spearman can be used for parametric or non-parametric data. <p>There is no need to write out the formula or do a calculation.</p> <p>Level 3: Candidates clearly evaluate in detail a wide range of uses and limitations of Spearman's Rank correlation. There is clear linkage to analysing geographical data. [8-10 marks]</p> <p>Level 2: Candidates evaluate a range of the uses and limitations of Spearman's Rank correlation. There may be some linkage to analysing</p>	<p>10</p>	<p>Full evaluation with examples, for full marks.</p> <p>Unbalanced or one sided evaluation.</p>
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			geographical data. [5-7 marks]		
			Level 1: Much may be descriptive of Spearman's Rank correlation. Candidates evaluate a limited range, if any, of uses and/or limitations of Spearman's Rank correlation. There will be little, if any, linkage to analysing geographical data. [0-4 marks]		Descriptive.
	(b)	How can sample size affect the reliability of data collected in a geographical investigation?	Indicative content: This is a recurrent theme – reliability . The meaning of this term is crucial here. This is not specifically related to correlations but many candidates will probably take this approach. Most will focus on samples being too small. Sample size may: <ul style="list-style-type: none"> • Be too small to be statistically reliable so can't do correlation tests etc. • Make it easy to miss an aspect • Exaggerate the role of anomalies • Distort patterns, trends etc. Level 2: Candidates give a range of points, or have developed one point well, about sample size clearly linked to their impact on the reliability of data collected. [4-5 marks] Level 1: Candidates give a limited or superficial outline of one or more points about sample size with limited, if any, linkage to their impact on the reliability of data collected. [0-3 marks]	5	
			Total	20	

Question		Expected Answers	Mks	Rationale
3	(a) Study Fig. 3, a photograph of part of the area used for a geographical investigation. Justify <u>two</u> pieces of information you would require to make the photograph a useful resource in a report	<p>Indicative content: Two pieces of information could include:</p> <p>a) Information about the photograph such as:</p> <ul style="list-style-type: none"> • time of day/week • date • direction <p>b) Information about the area shown such as:</p> <ul style="list-style-type: none"> • the pedestrianised area • shop types • upper floor usage • type/number of pedestrians <p>Low level responses will typically say ‘shops’ whilst higher may suggest the type of shop e.g. vacant estate agent</p> <p>It is the justification that is crucial and should clearly relate to how it provides helpful/useful information for a geographical (which can be taken to include a wide range of research) investigation.</p> <p>Level 2: Candidates suggest two appropriate and detailed pieces of information well justified in terms of their use (in any stage of an investigation). Clear reference to Fig. 3. [4-5 marks]</p> <p>Level 1: Candidates suggest two appropriate but superficial pieces of information with little attempt to justify their use. Little, if any, reference to Fig. 3. [0-3 marks]</p>	5	<p>Key is the link to why the information makes this photo useful as a resource.</p> <p>Broadly generic answers.</p>

	<p>(b) Evaluate the use of secondary data in geographical investigations.</p>	<p>Indicative content: The question is about secondary data in general but candidates may focus purely on photographs. Uses of secondary data include:</p> <ul style="list-style-type: none"> • comparison with your primary data over time or space • it may be more reliable as larger data collection • it adds other aspects to your primary data, tells you something else about the area <p>Evaluation is the crucial differential: Some may point out the limitation of secondary data/photographs such as:</p> <ul style="list-style-type: none"> • their source or origin, who has compiled them and why • it may be dated • it may not be strictly comparable to your primary data etc. <p>Many, probably weaker candidates, will just see the advantages of such data.</p> <p>Level 3: Candidates clearly evaluate in detail a range of appropriate uses of secondary data or the use of a range of types of secondary data in geographical investigations. Some attempt at exemplification can be expected at this level. [8-10 marks]</p> <p>Level 2: Candidates evaluate a limited range of appropriate uses of secondary data or the use of a range of types of secondary data in geographical investigations. Limited attempt at exemplification can be expected at this level. [5-7 marks]</p>	<p>10</p>	<p>'Secondary' data is open to a wide range of interpretation.</p> <p>Full evaluation with examples, for full marks.</p> <p>Unbalanced or one sided evaluation.</p>
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			<p>Level 1: Candidates offer little, if any, evaluation of the uses of secondary data in geographical investigations. Much will be vague or descriptive of types of data. [0-4 marks]</p>		Descriptive of the types of secondary data.
	(c)	<p>Outline the value of carrying out a 'pilot' study for a geographical investigation.</p>	<p>Indicative content: Pilot studies are carried out for a number of reasons including:</p> <ul style="list-style-type: none"> • To test the effectiveness of equipment, questionnaires etc. enabling their fine tuning to what is needed • To identify potential hazards, problems, bottlenecks etc. • To pre-test the data collection strategy e.g. type of sampling • To see if it can be done in that time and at that location <p>The value might include saving time/effort, increasing reliability/accuracy of data collection, avoiding accidents, identifying the unexpected snags/limitations or risks.</p> <p>Level 2: Clear focus on at least two of the potential roles of pilot surveys, or one development in detail. There is some assessment of their value. Probable use of examples to illustrate points. [4-5 marks]</p> <p>Level 1: Limited, if any, attempt at evaluation of the use of pilot studies with simplistic statements. Limited depth and little use of examples. [0-3 marks]</p>	5	
			Total	20	

Question	Expected Answers	Mks	Rationale	
Section B				
4	<p>Discuss the extent to which the strategies for conducting your chosen investigation related to the geographical ideas, theories or concepts on which it was based. State the title of the Investigation.</p>	<p>Indicative content: This requires an evaluation of the extent to which strategies (hypotheses selection, planning – timing, location etc., data collection methodology etc.) used related to some underlying geographical i.e. spatial aspect. Be tolerant – some will refer to specific models e.g. Burgess, others concepts such as distance decay, succession etc.</p> <p>Candidates should evaluate how and why it related. This is very much a cause effect evaluation i.e. why did that geographical idea etc. result in that approach. It would be difficult to accept a negative approach as this stage is the starting point not the end conclusion.</p> <p>If no titled investigation stated then max level 1. If little connection between their title and the evaluation (i.e. largely generic) then max low level 2. Credit detailed evidence of an individual investigation.</p> <p>Level 3: Candidates clearly evaluate in detail the extent to which the strategies for their named investigation are based on one or more geographical concepts, models or ideas. Cause and effect are clear and realistic. Answer is well structured with effective use of grammar and accurate spelling. Geographical terminology is used accurately. [16-20 marks]</p> <p>Level 2: Candidates evaluate the extent to which the strategies for their named investigation are based on one or more geographical concepts, models or</p>	20	<p>If more than one investigation, then only credit the most effective.</p> <p>Allow broad interpretation of geographical ideas – should be some spatial or locational element.</p> <p>They are not required to discuss validity of methods nor their findings.</p> <p>Candidates who refer to the way that their strategies may not closely follow a theory in places should be credited. Caution: May imply or quote the title in the body of the text.</p> <p>Cause effect is the linkage of strategies to the geographical concepts, models etc.</p> <p>Level 2 needs clear ref. to models/concepts etc.</p>

	<p>ideas. Some cause and effect are attempted. Answer may have some structure with some inaccurate spelling but has appropriate use of geographical terminology. [10-15 marks]</p> <p>Level 1: Candidates offer limited, if any, evaluation of the extent to which their strategies used in their named investigation are based on geographical concepts, models or ideas. No real cause and effect and much is descriptive. Communication is basic with little structure and inaccurate spelling/use of geographical terminology. [0-9 marks]</p>		<p>Description of methods or strategies or answers that ignore strategies but look at geographical concepts etc.</p> <p>Generic or little evidence of their investigation.</p>
	Total	20	

Question	Expected Answers	Mks	Rationale	
5	<p>Evaluate the methods you used to collect the data for a geographical investigation. State the title of the investigation.</p>	<p>Expected Answers</p> <p>Indicative content: Collection methods could include sampling strategy, use of equipment, design of questionnaire, organisation (timing, location, allocation of tasks), primary v secondary etc. The challenge is the evaluation in terms of their effectiveness (either as collecting strategies in themselves or their usefulness in later stages such as recording or analysis). Weaker responses will be largely descriptive. Evaluation could include its effectiveness at using equipment/ questionnaires, collecting accurate or appropriate data, or more practical aspects such as doing it in the time available etc. Many will see this as an evaluation of their sampling methodology but others will take a wider view. Be wary of candidates who repeat essentially the same method e.g. multiple questionnaires or who see lots of faults. If no titled investigation stated then max level 1. If little connection between their title and the evaluation (i.e. largely generic) then max low level 2. Credit detailed evidence of an individual investigation.</p> <p>Level 3: Candidates describe and clearly evaluate in detail their data collection method(s) with clear linkage to their named investigation. Reference to a wide range of factors and their interaction and/or connection is expected in the evaluation at this level. Answer is well structured with effective use of grammar and accurate spelling. Geographical terminology is used accurately. [16-20 marks]</p> <p>Level 2: Candidates describe and evaluate their data collection method(s) with linkage to their named</p>	20	<p>The key to this is to evaluate the methods. This is not an evaluation of the whole investigation.</p> <p>Caution: May imply or quote the title in the body of the text.</p> <p>Clear evaluation – not just the problems, with some explanation of its relative effectiveness.</p> <p>Long list of equipment with some recognition of its limitations.</p>

	<p>investigation. Some reference to the way factors interconnect. Answer may have some structure with some inaccurate spelling but has appropriate use of geographical terminology. [10-15 marks]</p> <p>Level 1: Candidates offer largely description with little, if any, evaluation of their data collection method(s). Little linkage to their named investigation. Communication is basic with little structure and inaccurate spelling/use of geographical terminology. [0-9 marks]</p>		<p>Description of what they did. Generic or little evidence of their methods/investigation.</p>
	Total	20	

Grade Thresholds

Advanced GCE Geography (H483)
 Advanced Subsidiary GCE Geography (H083)
 January 2010 Examination Series

Unit Threshold Marks

Unit		Maximum Mark	A	B	C	D	E	U
F761	Raw	75	55	49	43	37	32	0
	UMS	100	80	70	60	50	40	0
F762	Raw	75	52	47	42	37	32	0
	UMS	100	80	70	60	50	40	0
F763	Raw	90	71	62	53	44	36	0
	UMS	120	96	84	72	60	48	0
F764	Raw	60	45	40	36	32	28	0
	UMS	80	64	56	48	40	32	0

Specification Aggregation Results

Overall threshold marks in UMS (ie after conversion of raw marks to uniform marks)

	Maximum Mark	A	B	C	D	E	U
H083	200	160	140	120	100	80	0

The cumulative percentage of candidates awarded each grade was as follows:

	A	B	C	D	E	U	Total Number of Candidates
H083	17.7	39.1	70.8	89.1	98.3	100.0	295

295 candidates aggregated this series

For a description of how UMS marks are calculated see:

<http://www.ocr.org.uk/learners/ums/index.html>

Statistics are correct at the time of publication.

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