

A Level Geography
H481/02 Human interactions

MARK SCHEME

Duration: 1 hour 30 minutes

MAXIMUM MARK 66

MARKING INSTRUCTIONS**PREPARATION FOR MARKING****SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

YOU MUST MARK 5 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 50% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the scoris messaging system.

5. Crossed Out Responses

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional

judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add the SEEN annotation to confirm that the work has been seen.
7. Award No Response (NR) if:
 - there is nothing written in the answer space.














Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The scoris **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.** If you have any questions or comments for your Team Leader, use telephone, email or the scoris messaging system.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

10. Annotations

Annotation	Meaning
	Unclear or Indicates material for which there is no credit
	Blank page
	Development of a point
	Evaluation
	Significant amount of material which doesn't answer the question
	Level 1
	Level 2
	Level 3
	Used to denote that points had been seen and noted but mostly where credit was given
	Highlighting an issue e.g. irrelevant paragraph. Use in conjunction with another stamp e.g.  or 
	Omission mark

NE	No place specific detail
R	Rubric error, placed at start of response not being counted

11. Subject-specific Marking Instructions

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

USING THE MARK SCHEME

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

In your marking, you will encounter valid responses which are not covered by the Mark Scheme: these responses must be credited. You will encounter answers which fall outside the 'target range' of Bands for the paper which you are marking. Please mark these answers according to the marking criteria.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

LEVELS OF RESPONSE QUESTIONS:

The indicative content indicates the expected parameters for candidates' answers, but be prepared to recognise and credit unexpected approaches where they show relevance.

Using 'best-fit', decide first which set of level descriptors best describes the overall quality of the answer. Once the level is located, adjust the mark concentrating on features of the answer which make it stronger or weaker following the guidelines for refinement.

Highest mark: If clear evidence of all the qualities in the level descriptors is shown, the HIGHEST Mark should be awarded.

Lowest mark: If the answer shows the candidate to be borderline (i.e. they have achieved all the qualities of the levels below and show limited evidence of meeting the criteria of the level in question) the LOWEST mark should be awarded.

Middle mark: This mark should be used for candidates who are secure in the level. They are not 'borderline' but they have only achieved some of the qualities in the level descriptors.

Be prepared to use the full range of marks. Do not reserve (e.g.) highest level marks 'in case' something turns up of a quality you have not yet seen. If an answer gives clear evidence of the qualities described in the level descriptors, reward appropriately.

Quality of extended response will be assessed in questions marked with an (*). Quality of extended response is not attributed to any single assessment objective but instead is assessed against the entire response for the question.

	AO1	AO2	AO3	Quality of extended response
Comprehensive	A wide range of detailed and accurate knowledge that demonstrates fully developed understanding that shows full relevance to the demands of the question. Precision in the use of question terminology.	<p>Knowledge and understanding shown is consistently applied to the context of the question, in order to form a:</p> <p>clear, developed and convincing analysis that is fully accurate.</p> <p>clear, developed and convincing interpretation that is fully accurate.</p> <p>detailed and substantiated evaluation that offers secure judgements leading to rational conclusions that are evidence based.</p>	Quantitative, qualitative and/or fieldwork skills are used in a consistently appropriate and effective way and with a high degree of competence and precision.	There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.
Thorough	A range of detailed and accurate knowledge that demonstrates well-developed understanding that is relevant to the demands of the question. Generally precise in the use of question terminology.	<p>Knowledge and understanding shown is mainly applied to the context of the question, in order to form a:</p> <p>clear and developed analysis that shows accuracy.</p> <p>clear and developed interpretation that shows accuracy.</p> <p>detailed evaluation that offers generally secure judgements, with some link between rational conclusions and evidence.</p>	Quantitative, qualitative and/or fieldwork skills are used in a suitable way and with a good level of competence and precision.	There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.

Reasonable	Some sound knowledge that demonstrates partially developed understanding that is relevant to the demands of the question. Awareness of the meaning of the terms in the question.	Knowledge and understanding shown is partially applied to the context of the question, in order to form a: sound analysis that shows some accuracy. sound interpretation that shows some accuracy. sound evaluation that offers generalised judgements and conclusions, with limited use of evidence.	Quantitative, qualitative and/or fieldwork skills are used in a mostly suitable way with a sound level of competence but may lack precision.	The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
Basic	Limited knowledge that is relevant to the topic or question with little or no development. Confusion and inability to deconstruct terminology as used in the question.	Knowledge and understanding shows limited application to the context of the question in order to form a: simple analysis that shows limited accuracy. simple interpretation that shows limited accuracy. Un-supported evaluation that offers simple conclusions.	Quantitative, qualitative and/or fieldwork skills are used inappropriately with limited competence and precision.	The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.

Question		Answer	Marks	Guidance
1	(a)	<p>Study Fig.1, a computer-generated design for an urban development. Use <u>one</u> piece of evidence from Fig.1 to explain how planners and architects have attempted to create a successful urban place.</p> <ul style="list-style-type: none"> • Environmental quality including trees, shrubs, grass areas and open space (✓) ; creates attractive environment for residents and employees (DEV); helps create an area with good air quality (DEV) • Mixed land use - residential, recreation, employment, transport, walkways, retail, restaurants (✓); encourages mixed community use and sense of community (DEV); creates a sense of place which serves people of wide-ranging identity (DEV) • Variety of accommodation - larger properties, and apartments (✓); attracts variety of different types of household (DEV); inward facing balconies, pool areas help create sense of community (DEV) • Varied use of open space - in central ground area and on upper walkways (✓); provides access to shops and services (DEV); allows opportunity for different types of recreational use (DEV) • Vertical land-use zoning – ground floor shops, restaurants, higher floors residential (✓); maximum use of space (DEV); elevates accommodation above noise (DEV); creates space for communal activities (DEV) and walkways / road at ground level (DEV) • Accessibility by walkway and road (✓); provides access to housing, shops, services and recreational areas (DEV); allows access within the complex and connections to other urban areas (DEV). 	<p>3 AO2 x2 AO3 x1</p>	<p>AO2 – 2 marks AO3 – 1 mark</p> <p>1 x 1 (✓) for specific evidence interpreted from the resource.</p> <p>2 x 1 (DEV) for drawing conclusions from the specific resource evidence to explain how planners and architects attempt to create a successful urban place.</p>

Question		Answer	Marks	Guidance
1	(b)	<p>Study Fig. 2, which shows OS 1:25,000 map extracts of an area in the rural-urban fringe of Ipswich for 1955 and 2015. Using evidence from Fig. 2, suggest the roles of different players that may have been involved in driving economic change in this area.</p> <p>Level 3 (6-8 marks) Application of knowledge and understanding is thorough. Analysis of the roles of different players / stakeholders in driving economic change in this area is clear, developed and accurate (AO2).</p> <p>Demonstrates thorough investigation of the OS maps to fully evidence the impact of different players / stakeholders in driving economic change in this area. Ideas linking map evidence to the roles of different players / stakeholders are good (AO3).</p> <p>Level 2 (3-5 marks) Application of knowledge and understanding is reasonable. Analysis of the roles of different players / stakeholders in driving economic change in this area is sound and accurate (AO2).</p> <p>Demonstrates reasonable investigation of the OS maps to provide some evidence of the impact of different players / stakeholders in driving economic change in this area. Ideas linking map evidence to the roles of different players / stakeholders are sound (AO3).</p>	<p>8 AO2 x4 AO3 x4</p>	<p>Indicative content</p> <p>AO2 – 4 marks</p> <p>Application of knowledge and understanding to analyse the roles of different players / stakeholders in driving economic change in this area could potentially include:</p> <ul style="list-style-type: none"> • National government - strategic planning of major transport links, such as planning optimum route, negotiating compulsory purchase of farmland, dealing with local resident opinion in enquiries • National road construction companies - which may be part of the operations of a TNC • Local government / borough council - responsible for local transport planning, planning new housing estates and minor roads, developing other infrastructure and public transport • Village councils - concerned with economic impact of additional population on services and changes in employment opportunities • Environment Agency /Lead local flood authorities /Ipswich Borough Council - flood risk monitoring and advice on areas of potential housing, industrial and road development • Industrial companies, TNCs / local businesses - seeking accessible edge-of-town sites on areas of relatively low land value • Property developers - building new housing near road junctions or village expansion favoured by commuters • Farmers - involved in land purchase and the impact of structural economic change in the area • EU • Heritage associations

Question		Answer	Marks	Guidance
		<p>Level 1 (1-2 marks) Application of knowledge and understanding is basic. Analysis of the roles of different players / stakeholders in driving economic change in this area is basic and accurate (AO2).</p> <p>Demonstrates basic investigation of the OS maps providing limited evidence of the impact of different players in driving economic change in this area. Ideas about the roles of different players / stakeholders are limited, with limited or no link to OS map evidence (AO3).</p> <p>0 marks No response worthy of credit.</p>		<p>AO3 - 4 marks Evidence from investigation and interpretation of the OS maps, which could potentially include:</p> <ul style="list-style-type: none"> • Construction of the A14 trunk road - major by-pass route with links to the national road network (126440) • Clover leaf junction (1345) - links A14 to minor arterial roads for Ipswich, villages such as Sproughton and new industrial estates • Industrial estate (134454) - north of sugar beet factory • Residential expansion of Sproughton (126447) • Evidence of areas of farmland reduced by residential and industrial developments - Red House Farm /River's Farm • Construction developments avoid immediate floodplain of River Gipping (e.g. 138447)
1	(c)	<p>Explain <u>two</u> ways that differing levels of income influence social inequality.</p> <p>Level 3 (5-6 marks) Demonstrates thorough knowledge and understanding of the ways differing levels of income influence social inequality (AO1). This will be shown by including well-developed ideas about the links between income and social inequality.</p> <p>Level 2 (3-4 marks) Demonstrates reasonable knowledge and understanding of the ways differing levels of income influence social inequality (AO1). This will be shown by including developed ideas about the links between income and social inequality.</p>	6 AO1 x6	<p>Indicative content AO1 – 6 marks Knowledge and understanding of the ways differing levels of income influence social inequality could potentially include:</p> <ul style="list-style-type: none"> • ability to purchase goods and services. People living in absolute poverty cannot afford essentials - food, clothing, shelter. • access to housing, ability to purchase or rent housing. Variations in quality of housing, sanitation, overcrowding, lead to inequalities in health. • health is closely linked to level of income; housing quality, access to health services, poor diet and unhealthy life styles affect morbidity and mortality rates. • access to education is influenced by income; e.g. children in poor families in LIDCs / EDCs expected to contribute to household income have limited prospect of education, whereas some children may benefit if parents can purchase a house within the

Question		Answer	Marks	Guidance
		<p>Level 1 (1-2 marks) Demonstrates basic knowledge and understanding of the ways differing levels of income influence social inequality (AO1). There may be simple ideas about the links between income and social inequality.</p> <p>0 marks No response worthy of credit.</p>		<p>catchment of a particular school / private education / university fees</p> <ul style="list-style-type: none"> access to services affects quality of life and standard of living; people with higher incomes are advantaged since they can afford transport and / or access to services. <p>Allow reference to inequalities at all scales</p>
1	(d)*	<p>How far do you agree that place identity at a local scale is shaped by natural characteristics?</p> <p>AO1 Level 3 (6–8 marks) Demonstrates thorough knowledge and understanding of ways in which natural characteristics and other factors shape place identity at local scale. The answer should include accurate place-specific detail.</p> <p>Level 2 (3–5 marks) Demonstrates reasonable knowledge and understanding of ways in which natural characteristics and other factors shape place identity at local scale. The answer may include some place-specific detail which is partially accurate.</p> <p>Level 1 (1–2 marks) Demonstrates basic knowledge and understanding of ways in which natural characteristics and other factors shape place identity at local scale. There is an attempt to include place-specific detail but it is inaccurate.</p> <p>0 marks No response worthy of credit.</p>	<p>16 AO1 x8 AO2 x8</p>	<p>Indicative content</p> <p>AO1 – 8 marks Knowledge and understanding of place identity at a local scale and how this is shaped by natural characteristics and other factors could potentially include:</p> <ul style="list-style-type: none"> natural characteristics <ul style="list-style-type: none"> relief altitude aspect drainage geology climate soil and natural vegetation other factors <ul style="list-style-type: none"> demographic characteristics socio-economic characteristics cultural features political influences characteristics of the built environment legacy of past characteristics

Question	Answer	Marks	Guidance
	<p>AO2</p> <p>Level 3 (6–8 marks) Application of knowledge and understanding is thorough. Analysis is clear, developed and accurate. Evaluation of the relative importance of natural characteristics and other factors in shaping place identity at local scale is detailed. Judgements are secure and evidence based leading to rational conclusions.</p> <p>Level 2 (3–5 marks) Application of knowledge and understanding is reasonable. Analysis is sound and shows some accuracy. Evaluation of the relative importance of natural characteristics and other factors in shaping place identity at local scale is sound. Judgements and conclusions are generalised, with limited use of evidence.</p> <p>Level 1 (1–2 marks) Application of knowledge and understanding is basic. Analysis is simple and limited in accuracy. Evaluation of the relative importance of natural characteristics and other factors in shaping place identity at local scale is unsupported and conclusions are simple.</p> <p>0 marks No response worthy of credit.</p> <p>Quality of extended response</p> <p>Level 3 There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p>Level 2 There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and</p>		<p>AO2 – 8 marks</p> <p>Application of knowledge and understanding to analyse and evaluate the significance of natural characteristics relative to other factors in shaping place identity at the local scale could potentially include:</p> <ul style="list-style-type: none"> • evaluation of the importance of natural characteristics relative to other characteristics in shaping place identity • the impact of change on place identity such as the effects of globalisation - increasing connectivity, shifting flows of people, investment and ideas • the idea that all factors / characteristics interact and that place identity at local scale is not just the result of one set of factors but many in combination • the idea that natural characteristics may have had more impact on place identity in the past than the present

Question			Answer	Marks	Guidance
			supported by some evidence. Level 1 Information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.		
2	(a)	(i)	<p>Study Fig. 3, which shows the share of intra-regional imports of merchandise within the EU, for selected EU countries, 2014. Suggest <u>two</u> advantages of the data presentation technique in Fig. 3 for showing variation in the share of intra-regional imports of merchandise within the EU?</p> <ul style="list-style-type: none"> • clear / effective visual representation of the data in rank order of size (✓) allows comparison of individual countries (DEV) contrasts between Germany and France and the UK or between Germany and Cyprus (DEV) • accurate representation of the data (✓) since length of bars is proportional to the share of imports they represent (DEV) Germany has twice share of UK (DEV) • placement of % figures at the end of each bar (✓) assists interpretation of the chart since precise data is shown (DEV) Germany 20.9, Greece 0.8 (DEV) • countries are named for each discrete bar (✓) which helps interpretation of the geographical / spatial pattern of imports, (DEV) contrast between countries of western and eastern areas of the EU (DEV) • bar charts are a simple and widely understood technique (✓); in this case the chart emphasises the large differences in import share between the wealthier more industrial countries in the west of the EU and the less 	4 AO3 x4	<p>AO3 – 4 marks</p> <p>2 x 1 (✓) for identifying an appropriate advantage of the bar chart used in Fig.3, to show variation in the share of intra-regional imports of merchandise within the EU.</p> <p>2 x 1 (DEV) for explaining the advantage.</p>

Question			Answer	Marks	Guidance
			wealthy countries of the east (DEV)		
2	(a)	(ii)	<p>Explain <u>two</u> factors that might account for the variation in imports shown in Fig. 3</p> <p>Level 2 (3-5 marks) Application of knowledge and understanding is thorough. Analysis of factors that account for variation in imports is sound and shows accuracy (AO2).</p> <p>Level 1 (1-2 marks) Application of knowledge and understanding is basic. Analysis of factors that account for variation in imports is simple and there is limited accuracy (AO2).</p> <p>0 marks No response worthy of credit.</p>	5 AO2 x5	<p>AO2 – 5 marks</p> <p>Application of knowledge and understanding to analyse factors that might account for variation in imports could potentially include:</p> <ul style="list-style-type: none"> • size of population (✓); directly related to demand for goods; higher total demand for goods may lead to higher amount / value of imports of merchandise; e.g. contrast Germany, 20.9%, large population, and Latvia, 0.3%, much smaller population. • wealth / spending power of population (✓); directly related to ability to purchase wide range / large amount of goods; higher total demand for goods leads to higher total value of merchandise imports; e.g. contrasts in wealth between UK, 10.2%, and Bulgaria, 0.6% • scale of secondary industry (✓) related to purchasing power of manufacturers; and to demand for raw materials / component parts linked to value of imports; e.g. Germany, 20.9%, car manufacturers import components from other EU countries, by contrast Romania, 1.6%, manufacturing industry is on a smaller scale. • diversified industrial structure / broader industrial base (✓); greater overall purchasing power; and demand for component parts, imported more easily, without tariffs within EU; e.g. diverse industrial economy of France, 11.8%, narrower industrial base of Latvia, 0.3%. • monetary policy of EU member states outside the Eurozone (✓); might involve strengthening domestic currency against the €; makes imports from Eurozone cheaper and more in demand; e.g. stronger £ against € increases demand for imports in the UK

Question		Answer	Marks	Guidance
2	(b)	<p>With reference to one EDC <u>case study</u>, explain the current global pattern of its exports.</p> <p>Level 3 (6–8 marks) Demonstrates thorough knowledge and understanding of the current global export pattern of an EDC. This will be shown by including well-developed explanations. The answer should include accurate place-specific detail.</p> <p>Level 2 (3–5 marks) Demonstrates reasonable knowledge and understanding of the current global export pattern of an EDC. This will be shown by including developed explanations. The answer may include some place-specific detail which is partially accurate.</p> <p>Level 1 (1–2 marks) Demonstrates basic knowledge and understanding of the current global export pattern of an EDC. This will be shown by including simple explanations. There is an attempt to include place-specific detail but it is inaccurate.</p> <p>0 marks No response worthy of credit.</p>	8 AO1 x8	<p>Indicative content AO1 – 8 marks</p> <p>Reference to a case study must be included; there is no requirement for a candidate to make reference to more than one case study.</p> <p>Knowledge and understanding of the current global pattern of exports from any one EDC could potentially include:</p> <ul style="list-style-type: none"> • investment in infrastructure e.g. ports, airports, enables merchandise export to global markets; (e.g. India - refined petroleum, chemicals, pharmaceuticals to USA, EU, UAE, China, Singapore) • export of services; (e.g. India - IT related and outsourcing services to wide range of global markets including ACs, other EDCs and LIDCs plus MNCs) • capital exports e.g. industrial / MNC investments abroad (FDI); (e.g. India exports capital investment - China/Asian countries and 'South' markets in S. America and sub-SA) • establishment of bilateral / multilateral trade agreements; (e.g. India and ASEAN/EU trading blocs, or India and China, Japan, Singapore, South Korea, Thailand) • government policy; (e.g. India trade liberalisation, reduced tariffs, controls on foreign trade and investment have helped trade links between India and a wide range of global markets) • natural physical resources of a country enable production of goods which are in demand from diverse countries;(e.g. India, gems, jewellery, cotton fabric exported to USA, China, UK) • human resources, including skilled /educated labour force; (e.g. India, highly qualified IT workforce, exports IT services to businesses in Europe, North America, EDCs and MNCs)

Question			Answer	Marks	Guidance
					<ul style="list-style-type: none"> investment in technology in communications and transport increases global export markets; (e.g. India exports services and merchandise to wide range of ACs, EDCs and LIDCs) interdependence with trading partners helps establish and sustain trade links in merchandise, services and capital; (e.g. India and China, India and UK)
3	(a)	(i)	<p>Study Fig. 4, which shows number of intra-regional immigrants within the EU for selected EU countries, 2014. Suggest <u>two</u> advantages of the data presentation technique in Fig. 4 for showing variation in the number of intra-regional immigrants within the EU?</p> <ul style="list-style-type: none"> clear / effective visual representation of the data in rank order of size (✓) allows comparison of individual countries (DEV) contrasts between Germany, UK and Spain or between Germany and Estonia are clear (DEV) accurate representation of the data (✓) since length of bars is proportional to number of immigrants they represent (DEV) Germany four times that of Spain (DEV) placement of actual figures at the end of each bar (✓) assists interpretation of the chart since precise data is shown (DEV) Germany 415,900, Romania 1,200 (DEV) countries are named for each discrete bar (✓) which helps interpretation of the geographical / spatial pattern of immigration, e.g. contrast between western and eastern areas of the EU (DEV) bar charts are a simple and widely understood technique (✓); in this case the chart emphasises the large differences in number of immigrants between the wealthier more industrial countries in the west of the EU 	<p>4 AO3 x4</p>	<p>AO3 – 4 marks</p> <p>2 x 1(✓) for identifying an appropriate advantage of the bar chart used in Fig.4, to show variation in the number of intra-regional immigrants within the EU.</p> <p>2 x 1 (DEV) for explaining the advantage.</p>

Question			Answer	Marks	Guidance
			and less wealthy countries of the east (DEV)		
3	(a)	(ii)	<p>Explain <u>two</u> factors that might account for the variation shown in Fig. 4.</p> <p>Level 2 (3-5 marks) Application of knowledge and understanding is thorough. Analysis of factors that account for variation in immigration is sound and shows accuracy (AO2).</p> <p>Level 1 (1-2 marks) Application of knowledge and understanding is basic. Analysis of factors that account for variation in immigration is simple and there is limited accuracy (AO2).</p> <p>0 marks No response worthy of credit.</p>	5 AO2 x5	<p>AO2 – 5 marks</p> <p>Application of knowledge and understanding to analyse factors that might account for variation in immigration could potentially include:</p> <ul style="list-style-type: none"> wage differentials (✓); economic migrants are attracted to those countries where wages are higher; often intend to work for 2 / 3 years, sending financial remittances back to family e.g. contrast Germany and Romania real /perceived opportunities (✓); low / highly skilled workers migrate to countries where employment opportunities might be available; more chance of employment and higher income e.g. contrast UK and Latvia family reunification (✓); this may occur where earlier migrants become established in the host country, perhaps providing accommodation and employment in a family-run business; e.g. contrast UK and Poland access to services (✓); perceived / real opportunities to gain access to education for migrant children; and access to health services; e.g. large numbers migrate to UK, Germany differential participation in the Schengen Area (✓); no internal border controls /common visa policy within this area; free movement to travel, live and work within the Schengen Area but not in EU countries outside it e.g. contrast Germany (in), Rep Ireland (out) retirement migration (✓); it may be profitable to sell up and buy a property in retirement more cheaply in another EU country climate /quality of life attract retired people from northern EU to

Question		Answer	Marks	Guidance
				south e.g. UK residents have retired to Spain
3	(b)	<p>With reference to one AC <u>case study</u>, explain the social challenges caused by international migration.</p> <p>Level 3 (6–8 marks) Demonstrates thorough knowledge and understanding of social challenges caused by international migration for an AC. This will be shown by including well-developed explanations of the social challenges. The answer should include accurate place-specific detail.</p> <p>Level 2 (3–5 marks) Demonstrates reasonable knowledge and understanding of social challenges for an AC caused by international migration for an AC. This will be shown by including developed explanations of the social challenges. The answer may include some place-specific detail which is partially accurate.</p> <p>Level 1 (1–2 marks) Demonstrates basic knowledge and understanding of social challenges caused by international migration for an AC This will be shown by including simple explanations of the social challenges. There is an attempt to include place-specific detail but it is inaccurate.</p> <p>0 marks No response worthy of credit.</p>	8 AO1 x8	<p>Indicative content AO1 – 8 marks</p> <p>Knowledge and understanding of social challenges caused by international migration for an AC could potentially include:</p> <ul style="list-style-type: none"> • integration of migrants into society / social conflict with the host society and other immigrant communities. (e.g. Barriers to integration of immigrants into USA society include language, socio-economic attainment, political participation, residential location, size of unauthorised populations) • uncontrolled, illegal immigrant populations increase demand for resources such as housing, education, health care, water supply. (e.g. USA, large unauthorised populations concentrated in particular localities place pressure on resources such as, Mexicans in southern California) • human trafficking across international borders /exploitation of men, women and children for forced labour – a human rights issue (e.g. high proportion of reported cases in California and Texas; long USA land and sea borders are difficult to control) • coping with number of refugees and asylum seekers (e.g. current USA migration policy accepts limited number of refugees, apportioned by major world region; migrants receiving humanitarian relief are also accepted into the USA; USA screens Syrian refugees in Jordanian refugee camps)

Question	Answer	Marks	Guidance
4*	<p>'It is the strategies of the UN which offer the most effective protection of human rights in areas of conflict.' To what extent do you agree?</p> <p>AO1 Level 3 (6–8 marks) Demonstrates thorough knowledge and understanding of UN and other strategies for protecting human rights in areas of conflict. The answer should include accurate place-specific detail.</p> <p>Level 2 (3–5 marks) Demonstrates reasonable knowledge and understanding of UN and other strategies for protecting human rights in areas of conflict. The answer may include some place-specific detail which is partially accurate.</p> <p>Level 1 (1–2 marks) Demonstrates basic knowledge and understanding of UN and other strategies for protecting human rights in areas of conflict. There is an attempt to include place-specific detail but it is inaccurate.</p> <p>0 marks No response worthy of credit.</p>	<p>16 AO1 x8 AO2 x8</p>	<p>Indicative content</p> <p>AO1 – 8 marks Knowledge and understanding of strategies of the UN and other organisations for protecting human rights in areas of conflict, could potentially include:</p> <p><i>United Nations</i></p> <ul style="list-style-type: none"> • authorising military intervention where thought necessary • organising peace-keeping and peace-building missions which aim to protect civilians • organising humanitarian aid through various UN agencies such as WHO, UNHCR, UNICEF • co-ordinating the input of other organisations such as NGOs and national governments • establishing treaties / conventions • implementation of MDGs and SDGs under the longer term UN Development Programme • promoting ideas and values via UN special representatives and rapporteurs <p><i>Regional Organisations</i></p> <ul style="list-style-type: none"> • the work of other supra-national bodies such as NATO, EU, ASEAN <p><i>National Governments</i></p> <ul style="list-style-type: none"> • establishing Acts of Parliament creating new and more appropriate laws • signing and ratifying treaties • strengthening rule of law <p><i>NGOs</i></p> <ul style="list-style-type: none"> • working with local communities to provide education, food and water, medical aid, shelter • reinforcing norms / human rights including rights of women, children and refugees

Question	Answer	Marks	Guidance
	<p>AO2</p> <p>Level 3 (6–8 marks) Application of knowledge and understanding is thorough. Analysis is clear, developed and convincing and accurate. Evaluation of the effectiveness of UN and other strategies for protecting human rights in areas of conflict is detailed and substantiated. Judgements are secure and evidence based leading to rational conclusions.</p> <p>Level 2 (3–5 marks) Application of knowledge and understanding is reasonable. Analysis is clear, developed and shows accuracy. Evaluation of the effectiveness of UN and other strategies for protecting human rights in areas of conflict is detailed. Judgements are generally secure with some link between rational conclusions and evidence.</p> <p>Level 1 (1–2 marks) Application of knowledge and understanding is basic. Analysis is simple and shows limited accuracy. Evaluation of the effectiveness of UN and other strategies for protecting human rights in areas of conflict is un-supported and offers simple conclusions.</p> <p>0 marks No response worthy of credit.</p> <p>Quality of extended response</p> <p>Level 3 There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p>		<ul style="list-style-type: none"> • ensuring local elections are more democratic <p>AO2 – 8 marks Application of knowledge and understanding to analyse and evaluate strategies of the UN and other organisations for protecting human rights in areas of conflict, could potentially include:</p> <ul style="list-style-type: none"> • effectiveness of UN strategies relative to those of other organisations such as regional organisations, national governments and NGOs which may be involved in different and specific aspects of human rights • short-term benefits of UN organised intervention • long-term benefits UN strategies for stability and subsequent development • benefits of establishing treaties to safeguard human rights and UN effectiveness in encouraging countries to sign, ratify and conform to them • the importance of co-ordinating the work of different organisations and encouraging co-operation in promoting and protecting human rights in areas of conflict • UN intervention may have short term negative impact such as effects of UN sanctioned military intervention <p>Place-specific detail could be drawn from any instances of human rights violation in areas of conflict such as: Mali, South Sudan, Ukraine, Afghanistan</p>

Question	Answer	Marks	Guidance
	<p>Level 2 There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p> <p>Level 1 Information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</p>		
5*	<p>‘The most significant role in regulating the challenge of conflict is fulfilled by the UN.’ Discuss.</p> <p>AO1 Level 3 (6–8 marks) Demonstrates thorough knowledge and understanding of the role of the UN and other organisations in regulating the challenge of conflict. The answer should include accurate place-specific detail.</p> <p>Level 2 (3–5 marks) Demonstrates reasonable knowledge and understanding of the role of the UN and other organisations in regulating the challenge of conflict. The answer may include some place-specific detail which is partially accurate.</p> <p>Level 1 (1–2 marks) Demonstrates basic knowledge and understanding of the role of the UN and other organisations in regulating the challenge of conflict. There is an attempt to include place-specific detail but it is inaccurate.</p> <p>0 marks No response worthy of credit.</p>	<p>16 AO1 x8 AO2 x8</p>	<p>Indicative content</p> <p>AO1 – 8 marks Knowledge and understanding of the role of the UN and other organisations in regulating the challenge of conflict, could potentially include:</p> <p><i>United Nations</i></p> <ul style="list-style-type: none"> • military intervention sanctioned by UN Security Council if thought necessary • organisation of humanitarian aid under the auspices of UN agencies such as UNHCR (refugees), UNICEF (children), WHO (health) and UNDP (development) • establishment of peace-keeping and peace-building missions • encouraging national governments to sign and ratify treaties • co-ordinating and encouraging co-operation in the work of all other agencies <p><i>Regional organisations</i></p> <ul style="list-style-type: none"> • diplomatic, monitoring, and rapid response in urgent humanitarian crises by NATO or OSCE for example <p><i>National governments</i></p> <ul style="list-style-type: none"> • ratifying treaties • creating new laws

Question	Answer	Marks	Guidance
	<p>AO2</p> <p>Level 3 (6–8 marks) Application of knowledge and understanding is thorough. Analysis is clear, developed and convincing and accurate. Evaluation of the effectiveness of the role of the UN and other organisations in regulating the challenge of conflict is detailed and substantiated. Judgements are secure and evidence based leading to rational conclusions.</p> <p>Level 2 (3–5 marks) Application of knowledge and understanding is reasonable. Analysis is clear, developed and shows accuracy. Evaluation of the role of the UN and other organisations in regulating the challenge of conflict is detailed. Judgements are generally secure with some link between rational conclusions and evidence.</p> <p>Level 1 (1–2 marks) Application of knowledge and understanding is basic. Analysis is simple and shows limited accuracy. Evaluation of the role of the UN and other organisations in regulating the challenge of conflict is un-supported and offers simple conclusions.</p> <p>0 marks No response worthy of credit.</p>		<p>NGOs</p> <ul style="list-style-type: none"> • working in local communities to provide education, food and water, medical aid, shelter • roles of mediation, monitoring and providing early warning of new violence • reinforcing norms / human rights • ensuring local elections are more democratic <p>AO2 – 8 marks Application of knowledge and understanding to analyse and evaluate the role of the UN and other organisations in regulating the challenge of conflict, could potentially include:</p> <ul style="list-style-type: none"> • the importance of the UN's roles relative to those of other organisations involved in regulating the conflict such as regional organisations, the national government(s), and other CSOs • the benefits of UN intervention such as shelter and protection for civilians and aid workers • the negative impact of military intervention such as further loss of life, disrespect for human rights, damage to property, population displacement • the success of UN agencies in providing food and water, medical aid and education in the short term • the long term success of UN intervention in the development process such as improvements in health, education, agricultural production, protection of human rights, rule of law • significance of UN role in co-ordinating the work of all other organisations involved • importance of backing by UN member states and its global reach in provision of finance and personnel for missions

Question	Answer	Marks	Guidance
	<p>Quality of extended response</p> <p>Level 3 There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p>Level 2 There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p> <p>Level 1 Information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</p>		<ul style="list-style-type: none"> • the value of the specific aims of peacekeeping and peacebuilding missions • the value of NGO work ‘in the field’, for example being in a position to work with families, provide training, assist in development of sustainability in local economies, reinforce acceptable norms of behaviour and promote democracy <p>Place-specific detail could be drawn from any instances of conflict such as:</p> <p>Threats to sovereignty e.g. Mali Ethnic conflict e.g. South Sudan Acts of aggression / threats to territorial integrity e.g. Ukraine National government failing to protect its citizens e.g. South Sudan Civil war /insurgency e.g. Afghanistan</p>

Assessment Objectives (AO) grid

Candidates answer question 1 and **either** question 2 **or** question 3 **and either** question 4 **or** question 5.

This has been considered in the totals indicated below.

Question	AO1	AO2	AO3	Marks
1a		2	1	3
1b		4	4	8
1c	6			6
1d*	8	8		16
Either 2ai			4	4
2aia		5		5
2b	8			8
Or 3ai			4	4
3aia		5		5
3b	8			8
Either 4*	8	8		16
Or 5*	8	8		16
Total	30	27	9	66