

**Published Mark Scheme for  
GCE A2 Geography**

**January 2010**



MARK SCHEMES (2010)

Foreword

***Introduction***

Mark Schemes are published to assist teachers and students in their preparation for examinations. Through the mark schemes teachers and students will be able to see what examiners are looking for in response to questions and exactly where the marks have been awarded. The publishing of the mark schemes may help to show that examiners are not concerned about finding out what a student does not know but rather with rewarding students for what they do know.

***The Purpose of Mark Schemes***

Examination papers are set and revised by teams of examiners and revisers appointed by the Council. The teams of examiners and revisers include experienced teachers who are familiar with the level and standards expected of 16- and 18-year-old students in schools and colleges. The job of the examiners is to set the questions and the mark schemes; and the job of the revisers is to review the questions and mark schemes commenting on a large range of issues about which they must be satisfied before the question papers and mark schemes are finalised.

The questions and the mark schemes are developed in association with each other so that the issues of differentiation and positive achievement can be addressed right from the start. Mark schemes therefore are regarded as a part of an integral process which begins with the setting of questions and ends with the marking of the examination.

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all the markers are following exactly the same instructions and making the same judgements in so far as this is possible. Before marking begins a standardising meeting is held where all the markers are briefed using the mark scheme and samples of the students' work in the form of scripts. Consideration is also given at this stage to any comments on the operational papers received from teachers and their organisations. During this meeting, and up to and including the end of the marking, there is provision for amendments to be made to the mark scheme. What is published represents this final form of the mark scheme.

It is important to recognise that in some cases there may well be other correct responses which are equally acceptable to those published: the mark scheme can only cover those responses which emerged in the examination. There may also be instances where certain judgements may have to be left to the experience of the examiner, for example, where there is no absolute correct response – all teachers will be familiar with making such judgements.

The Council hopes that the mark schemes will be viewed and used in a constructive way as a further support to the teaching and learning processes.



## CONTENTS

A2 1





New  
Specification



*Rewarding Learning*

**ADVANCED**  
**General Certificate of Education**  
**January 2010**

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## **Geography**

**Assessment Unit A2 1**

*assessing*

**Human Interactions and Global Issues**

**[AG211]**

**TUESDAY 26 JANUARY, MORNING**

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**MARK  
SCHEME**

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## Foreword

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The Council hopes that the mark schemes will be viewed and used in a constructive way as a further support to the teaching and learning processes.



## Introductory Remarks

The assessment objectives (AOs) for this specification are listed below. Students must:

AO1 demonstrate knowledge and understanding of the content, concepts and processes;

AO2 analyse, interpret and evaluate geographical information, issues and viewpoints and apply understanding in unfamiliar contexts;

AO3 select and use a variety of methods, skills and techniques (including the use of new technologies) to investigate questions and issues, reach conclusions and communicate findings.

## General Instructions for Markers

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all markers are following exactly the same instructions and making the same judgements so far as this is possible. Markers must apply the mark scheme in a consistent manner and to the standard agreed at the standardising meeting.

It is important to recognise that in some cases there may be other correct responses that are equally acceptable to those included in this mark scheme. There may be instances where certain judgements have to be left to the experience of the examiner, for example, where there is no absolute, correct answer.

Markers are advised that there is no correlation between length and quality of response. Candidates may provide a very concise answer that fully addresses the requirements of the question and is therefore worthy of full or almost full marks. Alternatively, a candidate may provide a very long answer which also addresses the requirements of the question and is equally worthy of full or almost full marks. It is important, therefore, not to be influenced by the length of the candidate's response but rather by the extent to which the requirements of the mark scheme have been met.

Some candidates may present answers in writing that is difficult to read. Markers should take time to establish what points are being expressed before deciding on a mark allocation. However, candidates should present answers which are legible and markers should not spend a disproportionate amount of time trying to decipher writing that is illegible.

## Levels of Response

For questions with an allocation of six or more marks three levels of response will be provided to help guide the marking process. General descriptions of the criteria governing levels of response mark schemes are set out on the next page. When deciding about the level of a response, a "best fit" approach should be taken. It will not be necessary for a response to meet the requirements of all the criteria within any given level for that level to be awarded. For example, a Level 3 response does not require all of the possible knowledge and understanding which might be realistically expected from an AS or AL candidate to be present in the answer.

Having decided what the level is, it is then important that a mark from within the range for that level, which accurately reflects the value of the candidate's answer, is awarded.

## General Descriptions for Marking Criteria

Knowledge and Understanding	Skills	Quality of Written Communication	
<p>The candidate will show a wide-ranging and accurate knowledge and a clear understanding of the concepts/ideas relevant to the question. All or most of the knowledge and understanding that can be expected is given.</p>	<p>The candidate will display a high level of ability through insightful analysis and interpretation of the resource material with little or no gaps, errors or misapprehensions. All that is significant is extracted from the resource material.</p>	<p>The candidate will express complex subject matter using an appropriate form and style of writing. Material included in the answers will be relevant and clearly organised. It will involve the use of specialist vocabulary and be written legibly and with few, if any, errors in spelling, punctuation and grammar.</p>	3
<p>The candidate will display an accurate to good knowledge and understanding of many of the relevant concepts/ ideas. Much of the body of knowledge that can be expected is given.</p>	<p>The candidate will display evidence of the ability to analyse and interpret the resource material but gaps, errors or misapprehensions may be in evidence.</p>	<p>The candidate will express ideas using an appropriate form and style of writing. Material included will be relevant and organised but arguments may stray from the main point. Some specialist terms will be used and there may be occasional errors in spelling, punctuation and grammar. Legibility is satisfactory.</p>	2
<p>The candidate will display some accurate knowledge and understanding but alongside errors and significant gaps. The relevance of the information to the question may be tenuous.</p>	<p>The candidate will be able to show only limited ability to analyse and interpret the resource material and gaps, errors or misapprehensions may be clearly evidenced.</p>	<p>The candidate will have a form and style of writing which is not fluent. Only relatively simple ideas can be dealt with competently. Material included may have dubious relevance. There will be noticeable errors in spelling, punctuation and grammar. Writing may be illegible in places.</p>	1

## Section A

- 1 (a) 'Describe', so we don't need to know why. Global contrasts in such a situation require at least some appreciation of the pattern across the earth, even if they then go on to focus more narrowly. If no sense of the global scale is communicated, maximum [2]. [4]
- (b) (i) They have to study fertility measures, plural, so they must have another one, Crude Birth Rate for example. [1] for naming this other fertility measure and [2] for the explanation of the way it is calculated. [3]
- (ii) This is from Box 1 (ii), so they have the background knowledge to apply to the new material. Resource 1A shows largely economic factors with the urban non-slum showing the lowest fertility. Resource 1B has political overtones as it is the policy that has caused these issues, but it also reinforces economic and has social material, too.
- If only one resource is used, maximum Level 2.
  - If any of the 3 factors is omitted, maximum Level 2.
  - If two out of three are not there, Level 1.

### Level 3 ([6]–[8])

There is use of both resources to a decent level and the candidate is able to demonstrate command of the topic and the language and terminology.

### Level 2 ([4]–[5])

Two sub-optimal routes to Level 2 were identified above. Full answers at this level have merit, but may lack the depth and detail needed for higher reward.

### Level 1 ([1]–[3])

Answers here may be incomplete; if full they will lack complete understanding and may be troubled by inadequate language use. [8]

- (c) The question's focus is on service provision; if the answer adopts another one, confine to Level 1. No case study material, Level 1. If either the area of origin or the area of destination is entirely absent, maximum Level 2. Level 3 answers do not have to be precisely balanced, but should deal with both types of area.

**Level 3 ([11]–[15])**

The answers here have good focus on service provision. There is some coverage of both types of area and the case study material has proper detail. Language and terminology are commendable.

**Level 2 ([6]–[10])**

There is a concentration on services with either a really good coverage of one type of area or, if the answer has more balance, it might lack some detail with regard to the studies.

**Level 1 ([1]–[5])**

A Level 1 answer has something to reward but given that it is getting so few marks it must be flawed. In this case it might be because the focus is not on services or there is inadequate case study use. Certainly there will be little command of the material.

[15]

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- 2 (a) Economic migrants are seeking to better themselves and/or their families [1]; asylum seekers are seeking a safe haven from a situation where they have been or would be in danger [1]. The other [1] for some sort of valid comparison, the former are more 'pulled'; the latter more 'pushed' for example.

[3]

- (b) (i) Childhood deaths show a reasonably steady decrease; births and children per woman rise in the late nineteenth century and then fall in a somewhat lumpy way during the twentieth century. So death rates, as represented by childhood deaths, fall first followed by birth rates, all as the Demographic Transition Model says, which should lead them into their explanation.
- Just description, Level 1.
  - Only two curves mentioned, maximum Level 2

**Level 3 ([7]–[8])**

Useful description, using figures, plus a sensible explanation. All three curves included.

**Level 2 ([4]–[6])**

Two curves handled well or all three but without sufficient detail or with less depth.

**Level 1 ([1]–[3])**

Some material worthy of credit but explanation weak or absent and little detail.

[8]

- (ii) Over time women started to have their first child later [1] and their final child earlier [1]. Thus their reproductive period, which had peaked at about 14 years for those born in the late 1880s fell to about 6 years for those born in 1931 ([1] for figures). A shorter reproductive period meant generally that the women had fewer babies [1]. [4]
- (c) This is 'impact', so do not allow material on causes or operation except as used for explanation and context. If the focus is not on impact, confine to Level 1. This is the little emperors in China and the development of ethnic ghettos in Canadian cities on the negative side as well as the reduction in Chinese rate of growth and the development of Canadian resources or equivalents on the positive side. For Level 3 there would need to be a balance in this way. If only one case study is used, maximum Level 2 and this only for very good, detailed answers.

**Level 3 ([11]–[15])**

Both case studies are used and in reasonable balance. The answer has depth in that both positive and negative impacts are evaluated. Detail is good and the candidate displays command of both language and material.

**Level 2 ([6]–[10])**

A very good answer that has no balance between the case studies can be here. Generally both studies will be seen with material in reasonable detail but maybe without the command of a Level 3 answer.

**Level 1 ([1]–[5])**

Flawed answers are here, those that have taken the wrong tack, although obviously with some material worthy of credit. Full answers will lack understanding and may display problems with language. [15]

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- 3 (a) (i) 'To help you' means that there has to be more than just an interrogation of the resource; if there is not, maximum Level 2. The footprints are bigger for the most developed regions, it is clear enough; look at that big foot over North America.

**Level 3 ([5]–[6])**

There is use of Resource 3A including figures; there is extra material, too. The language and terminology are appropriate and the candidate displays command of the topic.

**Level 2 ([3]–[4])**

An excellent answer on Resource 3A can be here. Mostly they will be full answers but lacking detail, such as not quoting figures.

**Level 1 ([1]–[2])**

There must be material worthy of credit, but answers here will lack command and language use may be weak. [6]

- (ii) They know what ecological footprints are: the concept deals with human demand on the planet. The built up land footprint, as they are told, considers housing, transport, industry, reservoirs, dams; as it says it focuses on land use, thus it is a sub-set of full ecological footprints. [4]
- (b) Belfast: a cul-de-sac, so no through traffic, any cars or people in the street need to be there and strangers can be picked out. The cars belonging to the household are usually able to park outside the house, so they can be supervised. There are driveways with gates so the children can play outside in safety, the dog can be let out into the garden and not escape and even the motorbike has a safe place to be stored. [2] for getting least two of these types of thing.
- Berlin: Flats/apartments with common open space outside that 'belongs' to nobody. Common entrances and passageways that are not overlooked, or cared for and, as can clearly be seen have been subject to vandalism and graffiti. Nowhere for children or dogs to be allowed out safely; nowhere to park cars or bikes where they can be supervised [2]. [1] for making direct comparisons. [5]

- (c) From Box 2, this is their Curitiba or equivalent study. There are 5 sub-divisions of Box 2, so there is plenty of material. Do not expect all five to be covered or even mentioned, an answer that focuses on, say, the re-use of industrial areas is acceptable as is a more general answer that looks at policies generally. There does have to be a focus on planning issues and policies, especially for Level 3. Case study detail is important, as ever. No case study, confine to Level 1. Allow credit for a Local Agenda 21 case study.

**Level 3 ([11]–[15])**

The answer is full with depth and detail in the case study. There is a focus on planning issues and policies and the answer is couched in appropriate language and terminology.

**Level 2 ([6]–[10])**

There is use of a case study and some work on policies. The answer, though commendable, may lack some depth and detail.

**Level 1 ([1]–[5])**

Answers with absent or inadequate case study detail will be here. If a full approach is seen, the answer must be lacking in understanding or command to find itself in Level 1. [15]

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- 4 (a) (i) What can they pick out from the photographs?

- A wide straight road
- Central, dedicated bus lanes
- Easily spotted taxis, they are all yellow
- Much use of public transport
- Integrated transport planning: the bike racks are next to the metro stations.
- Encouragement of cycling, double-decker cycle racks
- Management of pedestrians, countdowns until the signal changes
- Restrictions on parking
- Investment in roads, the urban elevated motorway.

All this suggests a pro-active, rather interventionist management system with things being managed and regulated. Only the urban motorway gives much of a hint of policies favouring the car, otherwise they seem to be pro-public transport and cycling. In fact the street scenes don't show many private cars at all. Most people seem to get around Taipei on the ubiquitous scooters (which – but don't expect this because you can't see it from the Resources – help to cause dreadful air pollution). No reference to the resources (though how could this be so?) Level 1.

**Level 3 ([5]–[6])**

A comprehensive account that takes material from the Resources and explains the policies. The candidate is confident in his/her use of the material and displays proper use of language and terminology.

**Level 2 ([3]–[4])**

There is adequate resource use and the candidate is able to make a reasonable attempt at discovering a policy framework, though the answer may lack some depth.

**Level 1 ([1]–[2])**

Inadequate or absent resource use probably matched with a lack of grasp of the demands of the question although they must be some merit, perhaps in describing one of the scenes. [6]

- (ii) They are not shown enough to realise this, but Taipei is an ugly city with little attempt at urban aggrandisement (other than memorials to Chiang Kai-shek). They are told that the rather banal little building that is North Gate, which at least has a Chinese-style roof, is the oldest building in the city, even though it is little over a century old. It still stands, so it is conserved to that extent. But it is dwarfed by an urban motorway so no care has been taken for its setting, so that is not a good point for conservation. Then, again, at least the motorway curves round the building, so that is something. They are told to consider the elevated road, so [1] for an answer which has something else valid but does not do so. For the full [3] we need to see that the elevated road has taken a detour round the building. Alternatively for [3] the area (including road) has been redeveloped but the building has been conserved. [3]

- (b) 'To help you', so they have to bring in their own material. If it is just on Rwanda, maximum Level 2. They are told to discuss, so an answer which seems rather just to copy the aims out is not doing so and will be confined to Level 1. Social and environmental considerations are needed. Full balance is not required but for Level 3 both have to be covered in decent depth.

**Level 3 ([5]–[6])**

Both considerations are here. There is use of Resource 4E and their own material and the answer is at good depth. The language and terminology are at least adequate.

**Level 2 ([3]–[4])**

An answer which leaves out social or environmental can get here if everything else is very good; similarly, an answer which leaves out either Rwanda or their own material can be here. Full answers will lack the depth and command needed for Level 3.

**Level 1 ([1]–[2])**

Answers which have more than one sub-optimal problem will be here. Full answers will be flawed in terms of understanding and/or use of language. [6]



- (c) This is Box 1, outcome (iii). They have a Local Agenda 21 study and this is the opportunity to use it. The focus has to be planning for sustainability, so seek an understanding of that for high reward. No case study, Level 1.

**Level 3 ([11]–[15])**

There is the necessary focus on planning for sustainability. They clearly understand about Local Agenda 21 and their case study has decent depth. Language and terminology are good.

**Level 2 ([6]–[10])**

The focus may be a little fuzzy or the case study a little light on detail but answers at this level otherwise have control and merit if inadequate depth.

**Level 1 ([1]–[5])**

Lack of an adequate case study would see candidates here. Otherwise answers are short on understanding or detail, though still have something worthy of credit.

[15]

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- 5 (a) Ethnicity refers to social groups with a shared history, sense of identity, geography and cultural roots. There are a number of factors that can be combined to define ethnicity. The specification lists primary and secondary factors. This question asks for an explanation of the role of any two of the primary factors in creating an ethnic group. The specification lists race, nationality, language, religion and perceived ethnic identity as primary factors. The candidates can select any two. The answer should fall into two parts:

- (i) Award out of 2 marks for the definition of ethnicity
- (ii) Award out of 4 marks for the discussion of their chosen primary factors.

Regarding the definition of ethnicity – look for the sense of it rather than a textbook definition. The key ideas are factors that unite similar individuals and exclude those who do not possess these unifying traits.

In dealing with the primary factors that create an ethnic group, the candidate needs to define their chosen factor and explain how this factor operates. E.g. Race refers to the physical characteristics of a population including skin colour, facial features, hair type and stature. Racial characteristics are immediately obvious and therefore individuals can be classified fairly easily. However, as a result of movements of people and racial mixing there are no clear-cut divisions any more. Candidates may refer to examples but that is not a requirement. There are only 4 marks (2 x 2 marks) for two factors so do not expect long answers.

[6]

(b) (i) Multiculturalism refers to a political ideology whereby the various groups in society are allowed to maintain and express their ethnicity in terms of language, religion, customs etc. Successive Australian governments actively pursued policies against multiculturalism. Possible reasons for this include fear of ethnic conflict, racism and white supremacist attitudes. Some candidates may have studied Australia's migration policy and may know something of the white Australia policy but that is not needed here and the question can be answered from the resource. Award 2 marks for at least an implied understanding of multiculturalism and 2 marks for the possible reasons. There has to be at least two reasons. If only one reason is given award 1 mark. [4]

(ii) The Australian government abandoned their policy towards the Aboriginal people in the 1970s but it was not until the 1990s that a public enquiry was set up. This enquiry did find that the Australian government had violated the Aboriginal people's human rights and some efforts were made to help trace family members. However, as no financial compensation was available to the Aboriginal people and an apology for past injustices only came in 2008. The policies have not received unanimous support across Australia and the Aboriginals remain socially and economically disadvantaged as the bullet points at the end of Resource 5 indicate. This is straightforward. We need to see thorough resource use and evaluation.

- If there is no evaluation award 2 marks maximum
- If there is no resource use award 2 marks maximum. [5]

(c) This is a national case study of ethnic conflict. The case study can be either MEDC or LEDC but it must be at the national scale. They have to explain the underlying causes of the conflict and discuss the outcomes and responses to the conflict. If one part is omitted completely, maximum Level 2. As there is only one case study on the specification there should be no confusion but if someone uses a case study at the wrong scale then award from level 1.

### Level 3 ([11]–[15])

There is a correct choice of case study. There is good understanding shown with depth and detail in all aspects. The answer is well written.

### Level 2 ([6]–[10])

The case study is still correctly chosen but there is less detail and depth throughout or one aspect is only dealt with in a superficial manner. English is still good.

### Level 1 ([1]–[5])

This answer is lacking in detail and depth on all aspects or there may be incorrect information. Use of English may be flawed. [15]

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6 (a) Unequal distribution of resources and political power: These can be a source of ethnic conflict because they create an underclass of underprivileged people who will feel resentful towards the ruling population etc. Resources in this context refer to jobs, housing, education etc. Political power refers to voting rights, freedom to campaign at local and national elections, freedom of speech etc. It is probably easier to answer this question with examples but that is not a requirement. All of the marks are to be awarded for the clarity and depth of explanation. [5]

(b) (i) Autonomy is self-government given to a region which still remains part of a nation state. The Autonomous region will have control over some matters pertaining to that region and may also have tax collecting powers. The region is not an independent region and the degree of autonomy is determined by the national government. For 2 marks do not expect much detail here. A clear definition will suffice. [2]

(ii) Autonomy has been used to minimise or resolve ethnic conflict in a number of areas. In Resource 6 there is detail on how autonomy has been employed by the Spanish government in Catalonia and the Basque provinces. There are positive outcomes in Spain notably in the Basque Provinces where the government claim that autonomy helped bring about a ceasefire in that region. In Catalonia, autonomy has enabled the people retain their own language and sense of culture. However, opponents of autonomy, mostly from outside Catalonia see this a potential threat to the cohesion of Spain as a whole and fear the ultimate disintegration of the country. The Basque Provinces see autonomy as a dynamic process demanding more and more control over their own territory and hold the threat of renewed violence if their demands are not met. From that point of view autonomy can have a destabilising effect on a country. The candidates have to use the resource to help them so they need extra material in their answer. This can either be additional examples or a deeper discussion.

- They have to address the extent to which they agree that autonomy can be a positive response to ethnic conflict. Failure to state an opinion award from Level 2 maximum.
- If there is no extra material/no resource use confine to level 1

### **Level 3 ([7]–[8])**

A thorough answer, which makes good use of the resource and demonstrates an understanding of autonomy and has adequate extra material, would be at this level. The candidate demonstrates sound understanding and writes in good English.

### **Level 2 ([4]–[6])**

An answer at this level will still have good material, but the depth and detail will be less than the previous level. There may inadequate use of the resource or the concept of autonomy is not fully evaluated. English is of good quality.

### **Level 1 ([1]–[3])**

An answer at this level will have serious weaknesses in terms of detail, depth and accuracy. There may also be errors in English. [8]

- (c) This is their urban case study. They have to discuss the economic, social and spatial outcomes of ethnic diversity in their chosen city. Allow some flexibility in the interpretation of social and economic outcomes as they do overlap. However, if either social, economic or spatial outcomes are omitted completely award from level 2 maximum.

**Level 3 ([11]–[15])**

There is a correct choice of case study. There is good understanding shown with depth and detail in all aspects. The answer is well written.

**Level 2 ([6]–[10])**

The case study is still correctly chosen but there is less detail and depth throughout or one aspect is only dealt with in a superficial manner. English is still good.

**Level 1 ([1]–[5])**

This answer is lacking in detail and depth on all aspects or there may be incorrect information. Use of English may be flawed. The choice of case study may be inappropriate.

[15]

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**Section A**

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## Section B

- 7 (a) If only a simple statement/description is presented a maximum of [2] marks may be awarded. Detailed, valid comments may be awarded a maximum of [4]. If the candidate has presented comment on both activities, the better set of comments should be rewarded. [4]
- (b) A clear description of primary data collection should be given, along with comment on the effectiveness of the technique employed.

### Level 3 ([5]–[6])

An appropriate data collection method is described with a high level of detail. Strong, valid comment on the effectiveness of the technique is given. Terminology is good.

### Level 2 ([3]–[4])

An appropriate data collection method is described with some detail. Some valid comment on the effectiveness of the technique is given. Terminology may be restricted.

### Level 1 ([1]–[2])

An inappropriate data collection method may be described, or the comments presented may not relate to air pollution. Alternatively, an appropriate technique may be described in a cursory manner. Comment on the effectiveness of the technique may be absent, invalid, or cursory. [6]

- (c) The candidate is asked to outline the impacts of air pollution upon both people and the environment, and to describe and evaluate the strategies implemented.

### Level 3 ([14]–[20])

The answer refers to a relevant case study example of an appropriate scale. The impacts upon both people and the environment are clearly outlined. A range of strategies used to manage the pollution issue is clearly described and strongly evaluated (either discreetly or generically). Appropriate details are given.

### Level 2 ([7]–[13])

The answer refers to a relevant case study example of an appropriate scale. The impacts upon both people and the environment are outlined. Some strategies used to manage the pollution are described and possibly evaluated. Case study detail is restricted.

### Level 1 ([1]–[6])

The answer may refer to a case study of an inappropriate scale or nature. One or more elements of the question (impacts upon people or environment/description of strategies/evaluation of strategies) may be neglected. Case study detail may be very restricted. [20]

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8 (a) If only a simple statement/description is presented a maximum of [2] marks may be awarded. Detailed, valid comments may be awarded a maximum of [4]. If the candidate has presented comment on both applications, the better set of comments should be rewarded. [4]

(b) A clear description of primary data collection should be given, along with comment on the effectiveness of the technique employed.

**Level 3 ([5]–[6])**

An appropriate data collection method is described with a high level of detail. Strong, valid comment on the effectiveness of the technique is given. Terminology is good.

**Level 2 ([3]–[4])**

An appropriate data collection method is described with some detail. Some valid comment on the effectiveness of the technique is given. Terminology may be restricted.

**Level 1 ([1]–[2])**

An inappropriate data collection method may be described, or the comments may not relate to nuclear energy. Alternatively, an appropriate technique may be described in a cursory manner. Comment on the effectiveness of the technique may be absent, invalid, or cursory. [6]

(c) The candidate is asked to evaluate the actual and potential problems associated with nuclear energy generation. Reference to places, both within the British Isles and elsewhere, should be made.

**Level 3 ([14]–[20])**

Strong, valid references are made to places, both within the British Isles and elsewhere, for illustration. A range of actual and potential problems associated with nuclear energy generation is clearly described and strongly evaluated (either discreetly or generically). Comments are well-developed and with good use of terminology. A high level of detail is given.

**Level 2 ([7]–[13])**

Although valid references are made to places for illustration, they may be imbalanced in respect of either the British Isles or alternative locations. A range of actual and potential problems associated with nuclear energy generation is described and possibly evaluated, although comments may be under-developed and with restricted use of terminology. Details are restricted.

**Level 1 ([1]–[6])**

One or more elements of the question (reference to British Isles locations, reference to locations outside of the British Isles, actual/potential problems/evaluation) may be neglected. Comments may be cursory only, or lack validity. Use of terminology may be poor. Case study detail may be very restricted. [20]

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- 9 (a) Technologically advanced inputs include artificial fertilisers, genetically modified crops, intensive animal farming etc. There is no specified list so we have to be flexible here. They have to give a brief description of one positive impact that resulted from the use of these technologically advanced inputs. For 4 marks we do not require a lot of detail. The answer must name the technologically advanced input [1] and show how agriculture has benefited as result. They will have studied examples of this in their regional case study of agriculture change and this might be the best way to tackle this question.
- For full marks the candidate should have some figures or examples to use.
  - An answer that is nothing more than generalisations should not be awarded more than 2 marks. [4]
- (b) One data collection technique relating to agricultural change should be described and its effectiveness evaluated.

**Level 3 ([5]–[6])**

The chosen technique is described fully and it is related to the aims of the investigation. The effectiveness of the technique is evaluated. Appropriate terminology is used.

**Level 2 ([3]–[4])**

At this level the answer still has merit but it lacks the required depth and detail. Alternatively, the evaluation of the effectiveness of the technique is limited. There may be inadequacies in terminology.

**Level 1 ([1]–[2])**

The chosen technique is not described accurately and/or the evaluation is missing or is not properly related to the aims of the investigation. There is limited use of terminology. [6]

- (c) This is their chosen global issues case study. They need to use their material to answer the question set. Do not over reward a candidate who does not follow the exact requirements of the question. They will need to discuss GM crops and explain why some places are faced with increased food prices/shortages. They may call upon their studies of Boserup and Malthus here. Some of the points they might discuss include – the increase in land given over to biofuels, increase in demand for food supplies from emerging countries such as China and India, loss of cultivated land due to changes associated with global climate change and increased demand for food caused by growing world population. They then need to discuss how GM crops might ease this situation. They may discuss anything from higher yielding seeds to crops that have higher calorific value, specially adapted cereals which have shorter growing seasons, fruit and vegetables with longer shelf life etc. They will also need to look at the negative aspects of GM crops before finally deciding on the extent to which they agree with the statement in the question.

**Level 3 ([14]–[20])**

At this level the candidate has provided a balanced answer. The issues of increased food prices/shortages are discussed competently. The controversy surrounding GM crops is dealt with in a measured and informed manner. The candidate has facts and examples and these are used to good effect. The opposing issues are discussed thoroughly before a final decision is made regarding the statement given. The answer is well written using appropriate terminology and showing very good written communication skills.

**Level 2 ([7]–[13])**

This is still a competent answer addressing all aspects of the question but the level of depth and detail is less than above. There may be fewer examples/reasons given for the increase in food prices/shortages or the role of GM crops is less well explained. Alternatively, the candidate may not have demonstrated adequate balance in reaching a decision on the statement. Nevertheless, there is still adequate understanding shown and the main difference between a level 2 and a level 3 answer is the depth and detail used. Quality of language is good.

**Level 1 ([1]–[6])**

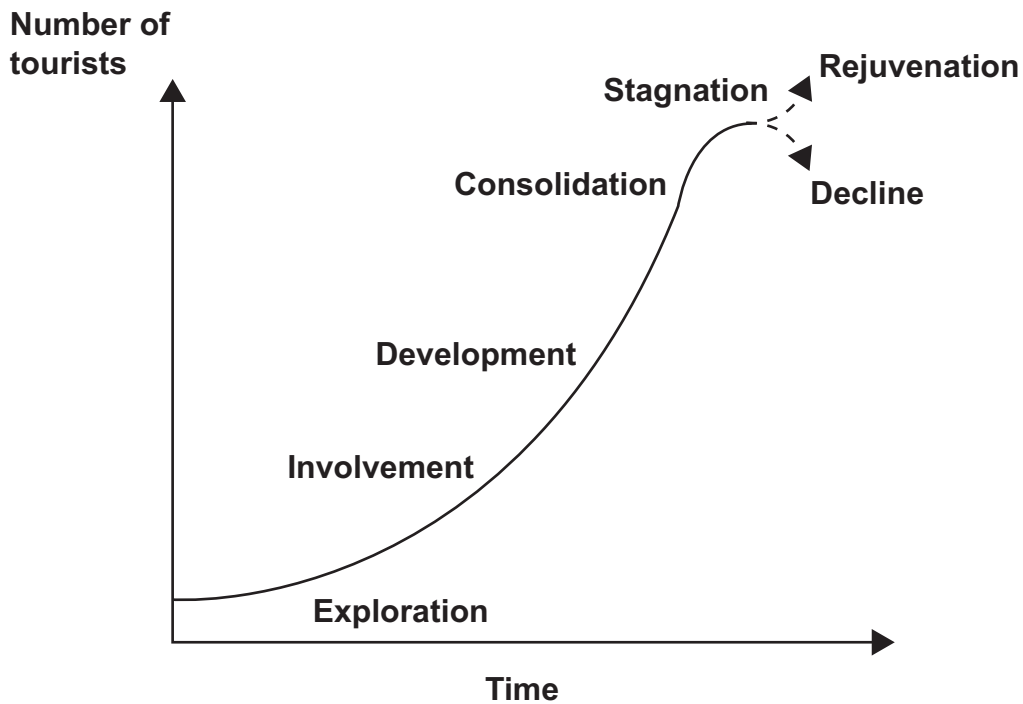
At this level the answer is seriously flawed either in accuracy, depth and/or detail. The candidate is not in control of the topic. The answer is short showing only partial understanding or knowledge. Written English may be flawed.

[20]

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- 10 (a) The Butler Model of tourism change describes how a tourist resort goes through a life cycle. At the beginning a resort grows in popularity through the exploration and involvement stages and the number of tourists increases. The resort then becomes very developed with more and more facilities for the tourist trade and by stage 4, tourism has become a major part of the local economy. Eventually the resort suffers from over development or saturation. Saturation is followed by decline and loss of popularity or else the resort undertakes a process of rejuvenation. They may include a diagram but that is not essential. A diagram without further annotation can be awarded [2]. [4]



- (b) One data collection technique relating to tourism should be described and its effectiveness evaluated.

**Level 3 ([5]–[6])**

The chosen technique is described fully and it is related to the aims of the investigation. The effectiveness of the technique is evaluated. Appropriate terminology is used.

**Level 2 ([3]–[4])**

At this level the answer still has merit but it lacks the required depth and detail. Alternatively, the evaluation of the effectiveness of the technique is limited. There may be inadequacies in terminology.

**Level 1 ([1]–[2])**

The chosen technique is not described accurately and/or the evaluation is missing or is not properly related to the aims of the investigation. There is limited use of terminology. [6]

(c) This is their chosen global issues case study. They need to use their material to answer the question set. Do not over reward a candidate who does not follow the exact requirements of the question. They will need to discuss ecotourism and explain the advantages and disadvantages of this type of development. Some of the points they might discuss include – the increased money that comes to a region as result of any form of tourism development, the increase in demand for locally produced goods, the potential for jobs etc for local people and all of this set in a framework of environmentally sensitive developments. On the other side any form of tourism inevitably changes a region and there is always a risk of damage to sensitive environments. There are also issues relating to leakage of tourist revenue out of the region and the threat of forced removal of tribal groups from their traditional homelands. There is not a definitive list of issues that they have to discuss but they must demonstrate an understanding of both sides of the argument before finally deciding on the extent to which they agree with the statement in the question. They may make reference to actual examples of places to support their answer.

**Level 3 ([14]–[20])**

At this level the candidate has provided a balanced answer. The issues surrounding ecotourism are discussed competently. The opposing issues are discussed thoroughly before a final decision is made regarding the statement given. The answer is well written using appropriate terminology and showing very good written communication skills.

**Level 2 ([7]–[13])**

This is still a competent answer addressing all aspects of the question but the level of depth and detail is less than above. There may be fewer examples or the candidate may not have demonstrated adequate balance in reaching a decision on the statement. Nevertheless, there is still adequate understanding shown and the main difference between a level 2 and a level 3 answer is the depth and detail used. Quality of language is good.

**Level 1 ([1]–[6])**

At this level the answer is seriously flawed either in accuracy, depth and/or detail. The candidate is not in control of the topic. The answer is short showing only partial understanding or knowledge. Written English may be flawed.

[20]	30
<b>Section B</b>	<b>30</b>
<b>Total</b>	<b>90</b>



