



Rewarding Learning

ADVANCED
General Certificate of Education
2012

Geography

Assessment Unit A2 1

assessing

Human Interactions and Global Issues

[AG211]

THURSDAY 24 MAY, AFTERNOON

MARK SCHEME

MARK SCHEMES

Foreword

Introduction

Mark Schemes are published to assist teachers and students in the 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 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 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.

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 that 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.

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 of 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>	
<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 of 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

Option A: Impact of Population Change

- 1 (a) • As a country moves through the various stages of development its death rate falls and the causes of death change. This is associated with the epidemiological transition.
- We are interested in the epidemiological transition, not in a general description of development or the demographic transition model. If that is all you see, Level 1.
 - Note there is no requirement for examples, but good answers may well use them.

Level 3 ([5]–[6])

A sound answer that uses appropriate concepts and language about the epidemiological transition. There is clear evidence of knowledge and application and proper focus on the question asked.

Level 2 ([3]–[4])

A reasonable answer which does match the epidemiological transition against development but maybe without the command of answers getting higher reward.

Level 1 ([1]–[2])

A sub-optimal route to Level 1 was identified above. Others would be partial answers or those that displayed limited understanding. [6]

- (b) • The statistics identify the improvements in educational attainment by South Korean women, together with an increase in their labour force participation rate.
- South Korea has urbanised considerably over the period and the contribution of primary industry to its GDP had declined markedly.
 - The question asks for much more than description; if that is all that is given, Level 1 only.
 - The suggestion as to what happens to the fertility rate must be that it will have fallen.
 - The explanation might consider that this is the norm as women become better educated and take up careers and as a society modernizes.
 - Modernisation is identified by the increasing urbanisation and the change from a traditional economy.
 - The photographs help show changing gender roles and, perhaps, expectations, from the traditional scene in the field with a squad of women picking out stones contrasted to the city women under their parasols who are living a more modern life and who may well have fewer children as a result.
 - Do not require specific reference to the photographs for entry into Level 3, but the table must be properly used.

Level 3 ([7]–[9])

There is full use of the table and the candidate is able to explain what must be an expected fall in birth rate along the lines identified above. The answer demonstrates good understanding of both changing gender roles and of modernisation and how these matters are reflected in fertility rates.

Level 2 ([4]–[6])

There is recognition that fertility rates will have fallen and some use of the table to explain why this might be so. The breadth of the answer may be wanting, but the candidate remains on top of the concepts.

Level 1 ([1]–[3])

A simple description will be placed here along with partial answers and those that fail to display sufficient understanding of the issues demonstrated by the Resources. [9]

- (c) • It is migration policy, so fertility answers go in Level 1, together with any answers that do not focus upon evaluation.
- There should be contextual material as to why the policy was put into place, the aims, but the thrust has to be the evaluation. Did the policy achieve what it set out to accomplish?
 - The evaluation may well take economy and society into account; if there is not a decent range of impacts, Level 2 maximum.
 - If the aims are not described, Level 2 maximum.

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Level 3 ([11]–[15])

The answer has an appropriate case study with good detail displayed. A range of impacts, maybe including economy and society are dealt with in reasonable balance. The focus is on the evaluation of the policy, although it must briefly explain why it was imposed, the aims. The language use is appropriate and the candidate in command of the material.

Level 2 ([6]–[10])

The answer focuses upon the evaluation of a national migration policy and contains material on aims. There is some command although the depth may be lacking a little.

Level 1 ([1]–[5])

Perhaps because of length or lack of understanding, the candidate does not display decent knowledge of the topic under discussion. Evaluation might be replaced by simple description. [15]

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- 2 (a) • Refugees are seeking refuge, by definition they are running away, thus they are not attracted to the area to which they go; more repelled from the area they have left.
- So it is push factors, urgent life and limb push factors that are in the ascendancy in their case: warfare, famine, natural disaster. Think of refugee camps, not of themselves attractive destinations. If they do not see the balance towards push factors, Level 2 maximum. If only definitions are given, Level 1.

Level 3 ([5]–[6])

Higher marks will go to detailed answers, which may well exemplify the situation, though there is no actual requirement for place reference. The balance towards push factors is clearly identified and explained.

Level 2 ([3]–[4])

There is discussion of factors affecting refugees. The answer is sensible but may lack depth.

Level 1 ([1]–[2])

Candidates who do not show sufficient understanding of the issues are here together with those who just give definitions. [6]

- (b) • Several major points emerge:
- remittances are of overwhelming importance to the Ghanaian economy overall with even official flows comprising 13% of the economy; the actual figure is certain to be much higher;
 - cash, goods and food are all sent, but note that much, presumably of the income, is set aside for specific purposes either for the migrant to return to, or for their community.
 - family members are major recipients, mostly children and siblings.
- The thrust of the answer has to be on the implications of out-migration for the sending area, so what do we see?
- Investment therein, if only for the return migrant.
 - Support of family members, maybe engendering chain migration.
 - Support for the community – ceremonies, church and community projects.
- All this is 'to help' them, so there is a need also for their own material.
 - Regarding social stability, outmigration may cause problems especially if there is chain migration that removes the most able members of society, although the investment from remittances towards family needs may help social stability.
 - Out-migration can be a good thing economically if it removes redundant labour but it must reduce local demand and thresholds. However, the Ghanaian material identifies economic investment, which would be on the positive side of the equation.
 - No or inadequate resource use, Level 1.
 - No own material, Level 2 maximum.
 - Implications of in-migration, though how could this be so, Level 1.
 - Economic activity and social sustainability both are needed in reasonable balance for Level 3.

Level 3 ([7]–[9])

The answer is full with considerable use of the Ghana material married to sufficient of their own work. The focus is on the implications for the source area and the answer covers both economic activity and social sustainability in reasonable, though not necessarily precise balance. Good detail and depth.

Level 2 ([4]–[6])

The answer concentrates on the question asked with some mention of both economic activity and social stability. Balance and depth may be becoming questionable.

Level 1 ([1]–[3])

Essays presenting sub-optimal answers were identified above. Some other answers may be too short or unfinished. A full answer at this level will lack control and command. [9]

- (c) • It is fertility so the candidate who misreads the question, and answers with migration goes into Level 1.
- It is a national policy we seek, so any regional policies, say recent suggestions that Shanghai wants to ease the anti-natalist policy in its area again must go to Level 1.
 - If the aims are not described, Level 2 maximum.
 - There can, should, be contextual material as to why the policy was put into place, the aims, but the thrust has to be the evaluation. Did the policy achieve what it set out to accomplish?
 - The evaluation may well take economy and society into account; if there is not a decent range of impacts, Level 2 maximum.
 - If the aims are not described, Level 2 maximum.

Level 3 ([11]–[15])

The answer has an appropriate case study with good detail displayed. A range of impacts, maybe including economy and society are dealt with in reasonable balance. The focus is on the evaluation of the policy, although it must briefly explain why it was imposed, the aims. The language use is appropriate and the candidate in command of the material.

Level 2 ([6]–[10])

The answer focuses upon the evaluation of a national fertility policy and contains material on aims. There is some command although the depth may be lacking a little.

Level 1 ([1]–[5])

Perhaps because of length or lack of understanding, the candidate does not display decent knowledge of the topic under discussion. Evaluation might be replaced by simple description. [15]

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Option B: Planning for Sustainable Settlements

- 3 (a)
- One definition of a carbon footprint is the total amount of greenhouse gases produced to directly and indirectly support human activities, usually expressed in equivalent units of carbon dioxide (CO₂). Also accept material relating just to CO₂.
 - The level of development affects things, as higher levels of development are associated with greater purchases of material goods and more travel and transport than in less developed areas.
 - Better answers will have examples and details in support.

Level 3 ([5]–[6])

The answers here will display command and will have some scientific rationale. There will be detail and quite probably exemplification. Both tasks are dealt with.

Level 2 ([3]–[4])

Adequate answers will be at Level 2. They will display understanding, but lack the cogency of those getting Level 3. Both tasks are attempted.

Level 1 ([1]–[2])

To score only Level 1 on a question set out in such a straightforward fashion will be a sign of a lack of understanding on the candidate's part or that the answer is only partly completed. [6]

- (b)
- No resource use, Level 1.
 - They are not obliged to add any of their own exemplar material but if they do, that is fine as long as there is some information taken from Manhattan.
 - Environmental: air quality, species diversity, etc is needed as is social: leisure, recreation, etc. No precise balance is required but if either is absent or very sketchy, Level 2 maximum.
 - The endpoint is sustainability; if that is not discussed, Level 2 maximum.

Level 3 ([7]–[9])

The answer makes good use of the opportunities presented by Resource 3. It considers both environmental and social aspects in fair balance and is written in competent English using appropriate terminology. Sustainability is prominent.

Level 2 ([4]–[6])

Unbalanced answers or those which give some but not sufficient attention to sustainability can be here. There is resource use and the candidate displays some competence in handling the information and concepts of this part of the specification.

Level 1 ([1]–[3])

Answers that do not use the resource are here, as are those that display insufficient balance without being compensated for by decent quality in the aspect they have chosen. Full answers at Level 1 will not present sufficient command of the material and/or terminology and concepts. [9]

- (c)
- No case study or inappropriate case study, Level 1.
 - There are two tasks: dealing with the different modes of transport and how they impact sustainability – an underground railway is more energy efficient and less polluting than cars, for example – and then how the modes impact planning. Cars need car parks, traffic lights, road networks and they can be planned; undergrounds require massive capital investment followed by constant maintenance etc. It all depends on their case study.
 - Do not worry about seeking distinctions between ‘traffic’ and ‘transport’ planning, most will just lump them together and that is acceptable.
 - Reasonable balance is needed for Level 3.
 - Make sure ‘prepared’ answers deal with the question set before giving them high reward.

Level 3 ([11]–[15])

The case study will be suitable and handled in good detail. There will be focus on the question as set, including planning, with both aspects covered in reasonable balance. Sustainability will form a significant part of the answer, which will use appropriate language and terminology.

Level 2 ([6]–[10])

An answer that carries out one of the tasks well can be here. The case study will be acceptable but may lack some depth.

Level 1 ([1]–[5])

A badly unbalanced answer will receive Level 1 along with those that display poor understanding of the topic, little focus on the question asked or where an inappropriate case study has been chosen. [15]

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- 4 (a)
- This is straight from the specification and requires them to move beyond the environment to consider what people need: recreation opportunities: safe, clean facilities, the ability to bring up their children etc.
 - Award marks for command of the material, place reference is to be welcomed but is not required.

Level 3 ([5]–[6])

The answer has command of the language and the topic. Both social and environmental issues are covered and in reasonable balance. The focus is on sustainable development.

Level 2 ([3]–[4])

Both social and environmental matters are covered but there may be issues over balance. There is some command of the material but the focus may be blurred.

Level 1 ([1]–[2])

Partial answers, such as those missing social or environmental matters will be at Level 1 together with those which do not concentrate on the question as asked or which do not have adequate knowledge of the topic. [6]

- (b)
- There are four policies. Candidates may make comments on each sequentially, which is fine; otherwise they may write a more general piece and deal with the issues within their text.
 - Do expect all four to be covered, if not with precise balance between all of them; there has to be clear and substantial use made of the Resource for high reward.

- They might use the lead-in from the Resource to become aware that there are decisions that are being ducked despite the urgency of the situation, i.e. those relating to restricting car ownership, for which there is no policy.
- Only three policies discussed, maximum Level 2.
- One or two policies only, Level 1.

Level 3 ([7]–[9])

All policies are covered and the focus is properly on the effectiveness of the proposals for Beijing. The answer displays command of the issues and uses appropriate language and terminology.

Level 2 ([4]–[6])

The policies that are discussed are dealt with in a satisfactory manner but the answer may lack something in command of the topic and the material, although there is a focus on the situation in Beijing.

Level 1 ([1]–[3])

Answers with poor use of the resource are here. Full answers will be flawed, perhaps only describing rather than evaluating. Answers may be unfinished and/or poorly presented. [9]

- (c)
- Any three, so for candidates that do more than three, mark them all and award for the three best responses.
 - Do not mark out of $[5] \times 3$, but certainly for Level 3 there has to be some balance.
 - No case study or an inappropriate case study, Level 1.
 - Only two factors, maximum Level 2.
 - Don't worry about 'urban land-use and planning'; if they conflate the two, that is acceptable.
 - The command is 'explain how', so answers that do not do so must go into Level 1.

Level 3 ([11]–[15])

Three issues are selected and the answer discusses them in reasonable balance. The case study is detailed; it is not generalities attached to a name. The language and terminology display decent understanding of the issues and their expression in the chosen city.

Level 2 ([6]–[10])

Two issues are dealt with in acceptable depth or three at less depth, perhaps with imbalance in the attention paid to each. There is case study work and reasonable command and exemplification of the material.

Level 1 ([1]–[5])

Answers are weak through lacking length, depth or understanding. Case study material in particular may cause concern. If only one issue is considered, put the candidate here. [15]

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Option C: Issues in Ethnic Diversity

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- 5 (a) Any one economic and any one spatial outcome is acceptable. They have only to describe each one so we are not looking for long answers here. Look for an understanding of how ethnic diversity has resulted in these outcomes. Economic outcomes include :

- the cost of providing separate services such as schools if the ethnic groups are not integrated;
- the negative effects on the economy where there is conflict between rival groups;
- the potential tourism opportunity where one or more groups have a distinctive culture;
- increased service provision and therefore job opportunities.

Spatial outcomes include:

- segregated residential areas and ghettos
- territorial demarcation.

This is not a definitive list. They do not have to use examples but that might make it easier. However, full marks are available to those who answer well with no examples.

(2 × [3]) [6]

- (b) (i) The causes of ethnic conflict in Kyrgyzstan from Resource 5 include:

- discrimination of the Uzbeks;
- resurgence of historical animosities in the post soviet era;
- Uzbeks claim there is unequal distribution of resources;
- sectarianism;
- human rights abuses associated with the recent violence.

Their task is to identify two of these causes and give a brief explanation how conflict has followed. Award [1] for identifying the cause and [2] for the brief explanation.

(2 × [3]) [6]

- (ii) This ethnic conflict has only recently attracted international attention for a number of reasons including its strategic importance to the USA, Russia and China; the recent discovery of natural gas and the potential of ethnic violence spreading across the border to China.

Award [1] for a plausible reason and up to [2] for a brief development of the reason.

[3]

- (c) The specification lists annexation, colonisation and migration as processes creating ethnic diversity. The choice of case study can be either LEDC or MEDC. Obviously, the detail of their answer will depend on their case study choice. We might see the processes of colonisation and annexation operating mainly in a LEDC. In the case of a LEDC colony, migration of a ruling class and military personnel or the forced movement of a labour force would all lead to ethnic diversity. In a MEDC migration of those from former colonial territories looking for a better lifestyle etc leads to ethnic diversity. In recent times the migration of economic migrants and asylum seekers are contributing to increased ethnic diversity. They need to give a sound description of the ethnic diversity of their chosen country and then evaluate the role these processes played in creating this ethnic diversity. They need to address all of the three processes mentioned even if one process played no part in the ethnic make-up of their case study.

- If there is no case study and there is only a discussion of processes, then award out of Level 1 maximum.

- If there is only one process used, award from Level 2 maximum.
- If there is no evaluation but the processes are discussed, award from **Level 2** maximum.

Level 3 ([11]–[15])

The pattern of ethnic diversity is outlined clearly with facts and figures. There is good understanding shown. The 3 processes are understood and there is depth, detail and adequate evaluation. The answer is well written.

Level 2 ([6]–[10])

Apart from the situations described above, there is less detail and depth throughout or the processes/evaluation are handled less rigorously than at the previous level. English is still adequate.

Level 1 ([1]–[5])

Apart from the situation described above, 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) **Segregation:** The physical separation or segregation of ethnic groups maintains ethnic diversity because it minimises the opportunities for social interaction. Segregation can evolve through economic or social processes or for security. The net result is that the various groups live separate lives with little understanding of the cultural norms of other groups. In cities in the UK, including Belfast, there are enclaves of ethnic groups with their own services, schools, places of worship and recreation.

Discrimination: In many ethnically diverse societies a minority group is actively discriminated against. This can take the form of unfair allocation of housing or jobs or the minority group may not enjoy the same freedom of religious, political or cultural expression as the ruling population. Discrimination maintains ethnic diversity because it confines one sector of the population to an inferior niche in society and it also foments anger and hostility in the underprivileged group.

No need for examples but that might help their explanation. Look for an understanding of the 2 processes and how they maintain ethnic diversity.

(2 × [3])

[6]

- (b) The economic and social impacts of ethnic conflict in Sri Lanka are listed in the bullet points in Resource 6. They have to use this resource and their own material to explain the economic and social impacts of ethnic conflict. The emphasis is on explanation so do not over-reward anyone who simply repeats the material here.
- Either social or economic impacts are omitted, Level 2 maximum.
 - No additional material, Level 2 maximum.
 - No use of the Resource, Level 1 maximum.
 - No explanation of the impacts of ethnic conflict, Level 1 maximum.

Level 3 ([7]–[9])

This is a thorough answer that has excellent resource use and additional material. The social and economic impacts of ethnic conflict are explained competently. Use of English is good.

Level 2 ([4]–[6])

Apart from the sub-optimal situation described above, answers at this level are still adequate but lacking some depth and detail. There is still an emphasis on explanation of the social and economic impacts of ethnic conflict and extra material is included but it is more superficial than at the higher level. Use of English is adequate.

Level 1 ([1]–[3])

Apart from the sub-optimal situations described above, an answer at this level is seriously flawed by inaccuracies or irrelevant material. There may also be grammatical errors. [9]

- (c) There are several things to do here. Ethnicity has to be defined with reference primary and secondary factors and examples are needed. There is no absolute number of primary and secondary factors to be used but look for at least three in each case for a Level 3 answer. They must address the issue of perceived ethnic identity and discuss the extent to which they agree with the statement given.
- If they only look at primary or secondary factors award from Level 2 maximum.
 - No examples used, award from Level 1 only.

Level 3 ([11]–[15])

There is good detail here. The candidate addresses all aspects of the question competently. The detail on primary and secondary factors is accurate, the examples used are relevant. Their position relative to the statement is clear and the answer is written in good English.

Level 2 ([6]–[10])

Apart from the sub-optimal situation described above, this is still a good answer and the candidate is still in control of the topic. The main reason for awarding from this level is lack of depth and/or detail. Use of English is acceptable.

Level 1 ([1]–[5])

The sub-optimal situation above is at this level. Otherwise, a Level 1 answer will most likely be lacking in relevant accurate detail. There may also be grammatical errors. [15]

Section A

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Section B

Global Issues

- 7 (a) Award [1] for identification of a primary gaseous pollutant (carbon dioxide, methane, sulphur dioxide, CFCs) and the remaining [3] for explanation as to why an increase in this pollutant would cause concern to environmentalists. If only a simple statement/description is presented, or if the 'increase' aspect is neglected, a maximum of [2] may be awarded. [4]

- (b) A clear statement of one relevant aim related to air pollution should be given, along with appropriate comment on the relevant conclusions reached in relation to this aim.

Level 3 ([5]–[6])

One clear, relevant aim is outlined. Detailed, valid and relevant comment on the conclusions reached in relation to this aim is given. Terminology is good.

Level 2 ([3]–[4])

Although a relevant aim is outlined, it may lack clarity. Although comment on the conclusions reached in relation to this aim is given, it may be underdeveloped or restricted in detail. Terminology may be restricted.

Level 1 ([1]–[2])

An inappropriate aim may be outlined, or the aim may not relate to the topic of air pollution. Comment on the conclusions reached in relation to this aim may be omitted or, if present, be cursory or invalid. [6]

- (c) The candidate is asked to discuss the extent to which they agree with the statement within the context of a global scale case study. They may choose to agree or disagree, providing that they support their case adequately. Evidence may include global temperature patterns, melting of ice caps, migration of species, monsoon failures, changes in El Niño effect etc.

Level 3 ([14]–[20])

The statement is explicitly addressed in the context of an appropriate scale case study. The candidate clarifies their position in relation to the statement. The discussion provided is well-developed, detailed and valid, perhaps offering evidence for both sides of the debate. Terminology is precise.

Level 2 ([7]–[13])

The statement is addressed in the context of an appropriate scale case study. The candidate makes some attempt to clarify their position in relation to the statement. The discussion provided may be underdeveloped and/or lacking in detail, perhaps offering evidence for one side of the debate only. The answer may be lacking in precise terminology.

Level 1 ([1]–[6])

A case study of an inappropriate scale may have been used. One or more elements of the question (clarification of position in relation to statement, evidence, discussion) may have been neglected. Comments may be invalid, cursory or non-relevant. Use of terminology may be poor. [20]

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- 8 (a) Nuclear waste is a problem because of the long contamination period, problems finding suitable storage sites and the possibilities of pollution during transit. Contact with waste may also lead to the development of cancers, emotional problems, impaired fertility, and increased numbers of birth abnormalities. There may also be political difficulties associated with handling of nuclear waste.

If only a simple statement is given, or only one valid reason presented, a maximum of [2] may be awarded. Detailed, valid reasons (such as leakage of radioactivity in transit, long half-lives, medical issues, bioaccumulation) may be awarded a maximum of [4]. [4]

- (b) A clear statement of one relevant aim relating to nuclear energy should be given, along with appropriate comment on the relevant conclusions reached in relation to this aim.

Level 3 ([5]–[6])

One clear, relevant aim is outlined. Detailed, valid and relevant comment on the conclusions reached in relation to this aim is given. Terminology is good.

Level 2 ([3]–[4])

Although a relevant aim is outlined, it may lack clarity. Although comment on the conclusions reached in relation to this aim is given, it may be underdeveloped or restricted in detail. Terminology may be restricted.

Level 1 ([1]–[2])

An inappropriate aim may be outlined, or the aim may not relate to the topic of nuclear energy. Comment on the conclusions reached in relation to this aim may be omitted or, if present, be cursory or invalid. [6]

- (c) A number of risks are associated with the development of nuclear energy including, for example: human fallibility; political differences and associated difficulties including nuclear weapons; nuclear accidents and associated fallout, illness; occupational exposure; effects on air, water and ecology. However, the expansion of nuclear energy production may permit the British Isles to address their energy gap with low carbon emissions, thus addressing concerns about global warming/climate change. This would be within the context of the production of relatively small amounts of waste.

The candidate is asked to discuss the extent to which they agree with the given statement and to justify their opinion. Thus, reference to the statement is an integral expectation of the response. Reference to the British Isles should be made for Level 3.

Level 3 ([14]–[20])

Each element of the question is strongly addressed: candidate's opinion in relation to the statement; justification; and references to place within the British Isles. Comments are well-developed and with good use of terminology. A high level of detail is given.

Level 2 ([7]–[13])

Although each element of the question is addressed this may be in an unbalanced fashion. Comments may be underdeveloped and terminology/details may be restricted.

Level 1 ([1]–[6])

One or more elements of the question may be neglected. Comments may be cursory only, perhaps lacking validity or detail validity. Use of terminology may be poor. [20]

- 9 (a) Agribusiness refers to the 'industrialisation' of farming. Often there is some connection with a large corporation. Farms are large, modern, highly mechanized, employ modern farming methods and are often concerned with the production of one product only. The advantages range from increased productivity, lower food prices and new job opportunities. They have to give a definition of agribusiness and a brief explanation of one of its advantages. For [4] we do not require a lot of detail. 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.
- Award out of [2] for the definition and out of [2] for the explanation. [4]
- (b) One relevant aim of the investigation should be clearly stated, related to agricultural change. There should be appropriate comment on the conclusions reached in relation to the original aim.

Level 3 ([5]–[6])

One clear and relevant aim is outlined. Detailed, valid and relevant comment on the conclusions reached in relation to the aim is given. Appropriate terminology is used and the candidate shows sound understanding of the topic.

Level 2 ([3]–[4])

At this level the answer still has merit but it lacks the required depth and detail. Alternatively, the conclusions are inadequately explained within the context of the aim of the investigation. There may be inadequacies in terminology.

Level 1 ([1]–[2])

The aim may not be described accurately, the aim may not be valid and/or the comment on the conclusions reached in relation to this aim is missing or lacking in detail. 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 have studied agricultural change within a regional setting. They have three things to do here. They will need to outline the nature of agricultural change within their chosen region, discuss the attempts to manage any negative environmental consequences and give their position relative to the statement given. The details will be determined by their case study but we need to see at least two management issues in some detail to get beyond a Level 2 mark.
- If there is no statement of their position relative to the statement, award Level 2 maximum
 - If the answer is not focused on managing negative environmental consequences, confine to Level 1
 - If there is no case study, or it is at the wrong scale such as single farm, confine to Level 1

Level 3 ([14]–[20])

At this level the candidate has provided a detailed answer. The nature of agricultural change within their chosen region is described in detail with facts and figures. The measures employed to manage the negative environmental consequences of agricultural change are detailed, revealing sound understanding. The candidate's position relative to the statement is made clear and based on balanced judgement. This would require detail specific to their case study. The answer is well written, using appropriate terminology and showing good written communication skills.

Level 2 ([7]–[13])

Apart from the situations described above, an answer at this level is still a competent answer but the level of depth and detail is less than above. Alternatively, the candidate may not have presented a balanced discussion upon which their judgement is based. 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 adequate.

Level 1 ([1]–[6])

Apart from the situations described above, an answer at this level is seriously flawed by lack of 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) Pleasure periphery can be applied to modern tourism because it refers to the ever-increasing range and destination choices made by tourists. Possible reasons for this might include a desire for adventure, curiosity, fashion, affluence, technological developments and effective advertising. Tourists are prepared to travel further and they are more aware of more distant locations. Tourists can plan tailor-made holidays on the Internet etc. All of these factors have enabled and encouraged tourists to travel greater distances. One of the more recent tourist attractions involves trips to Antarctica. We are not looking for long answers here. They simply need to explain the concept and relate it to modern tourism. There is no requirement for actual examples but that would make the task easier.
- Award out of [2] for the explanation of pleasure periphery and out of [2] for relating it to modern tourism. [4]
- (b) One relevant aim of the investigation should be clearly stated, related to tourism and its management. There should be appropriate comment on the conclusions reached in relation to the original aim.

Level 3 ([5]–[6])

One clear and relevant aim is outlined. Detailed, valid and relevant comment on the conclusions reached in relation to the aim is given. Appropriate terminology is used and the candidate shows sound understanding of the topic.

Level 2 ([3]–[4])

At this level the answer still has merit but it lacks the required depth and detail. Alternatively, the conclusions are inadequately explained within the context of the aims of the investigation. There may be inadequacies in terminology.

Level 1 ([1]–[2])

The aim may not be described accurately, the aim may not be valid and/or the comment on the conclusions reached in relation to this aim is missing or lacking in detail. 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 have studied tourism change within a regional setting. They have three things to do here. They will need to outline the nature of tourism change within their chosen region, discuss the attempts to manage these changes effectively and give their position relative to the statement given. The details will be determined by their case study but we need to see at least two management issues in some detail to get beyond a Level 2 mark.
- If there is only one management issue, award Level 2 maximum.
 - If there is no statement of their position relative to the statement, award Level 2 maximum
 - If the answer is not focused on managing tourism, confine to Level 1
 - If there is no case study, or it is at the wrong scale, confine to Level 1

Level 3 ([14]–[20])

At this level the candidate has provided a balanced answer. There is detail on tourism change and the attempts to manage these changes are discussed competently. The candidate has facts and examples and these are used to good effect. The issues are discussed thoroughly and a decision is made regarding the statement given. The answer is well written using appropriate terminology and showing good written communication skills

Level 2 ([7]–[13])

Apart from the situations described above, an answer at this level still addresses 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 adequate.

Level 1 ([1]–[6])

Apart from the situations described above, an answer at this level is flawed by lack of accuracy, depth and or detail. The candidate is not in control of the topic. The answer may be short, showing only partial understanding or knowledge. Written English may be flawed. [20]

Section B

Total

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90