



**General Certificate of Education**

**Geography 2030**

**GEOG3 Contemporary Geographical Issues**

**Post-standardisation**

**Mark Scheme**

*2011 examination – January series*

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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## **GEOG3 General Guidance for GCE Geography Assistant Examiners**

As required by QCA, the marking scheme for this unit includes an overall assessment of quality of written communication. There are no discrete marks for the assessment of written communication but where questions are "Levels" marked, written communication will be assessed as one of the criteria within each level.

**Level 1:** Language is basic, descriptions and explanations are over simplified and lack clarity.

**Level 2:** Generally accurate use of language; descriptions and explanations can be easily followed, but are not clearly expressed throughout.

**Level 3:** Accurate and appropriate use of language; descriptions and explanations are expressed with clarity throughout.

**Level 4:** Accurate and mature use of language; descriptions and explanations are expressed coherently and confidently

### **Marking – the philosophy**

Marking should be positive rather than negative.

### **Mark schemes – layout and style**

The mark scheme for each question will have the following format:

- a) Notes for answers (nfa) – exemplars of the material that might be offered by candidates
- b) Mark scheme containing advice on the awarding of credit and levels indicators.

### **Point marking and levels marking**

- a) Questions with a mark range of 1-4 marks will be point marked.
- b) Levels will be used for all questions with a tariff of 5 marks and over.
- c) Two levels only for questions with a tariff of 5 to 8 marks.
- d) Three levels to be used for questions of 9 to 15 marks.
- e) Four levels to be used for questions of 40 marks.

### **Levels Marking – General Criteria**

Everyone involved in the levels marking process (examiners, teachers, students) should understand the criteria for moving from one level to the next – the “triggers”. The following general criteria are designed to assist all involved in determining into which band the quality of response should be placed. It is anticipated that candidates’ performances under the various elements will be broadly inter-related. Further development of these principles will be discussed during Standardisation meetings. In broad terms the levels will operate as follows:

**Level 1: attempts the question to some extent (basic)**

An answer at this level is likely to:

- display a basic understanding of the topic
- make one or two points without support of appropriate exemplification or application of principle
- give a basic list of characteristics, reasons and attitudes
- provide a basic account of a case study, or provide no case study evidence
- give a response to one command of a question where two (or more) commands are stated e.g. “describe and suggest reasons”
- demonstrate a simplistic style of writing perhaps lacking close relation to the terms of the question and unlikely to communicate complexity of subject matter
- lack organisation, relevance and specialist vocabulary
- demonstrate deficiencies in legibility, spelling, grammar and punctuation which detract from the clarity of meaning.

**Level 2: answers the question (well/clearly)**

An answer at this level is likely to:

- display a clear understanding of the topic
- make one or two points with support of appropriate exemplification and/or application of principle
- give a number of characteristics, reasons, attitudes
- provide clear use of case studies
- give responses to more than one command e.g. “describe and explain...”
- demonstrate a style of writing which matches the requirements of the question and acknowledges the potential complexity of the subject matter
- demonstrate relevance and coherence with appropriate use of specialist vocabulary
- demonstrate legibility of text, and qualities of spelling, grammar and punctuation which do not detract from the clarity of meaning.

**Level 3: answers the question very well (detailed)**

An answer at this level is likely to:

- display a detailed understanding of the topic
  - make several points with support of appropriate exemplification and/or application of principle
  - give a wide range of characteristics, reasons, attitudes
  - provide detailed accounts of a range of case studies
  - respond well to more than one command
  - demonstrate evidence of discussion, evaluation, assessment and synthesis depending on the requirements of the assessment
  - demonstrate a sophisticated style of writing incorporating measured and qualified explanation and comment as required by the question and reflecting awareness of the complexity of subject matter and incompleteness/ tentativeness of explanation
  - demonstrate a clear sense of purpose so that the responses are seen to closely relate to the requirements of the question with confident use of specialist vocabulary
  - demonstrate legibility of text, and qualities of spelling, grammar and punctuation which contribute to complete clarity of meaning.
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**Level 4: answers the question with depth, flair, creativity and insight**

In addition to the requirements of Level 3, an answer at this level is likely to:

- provide strong evidence of thorough, detailed and accurate knowledge and critical understanding of concepts and principles and of specialist vocabulary.
- give explanations, arguments and assessments or evaluations that are direct, logical, perceptive, purposeful, and show both balance and flair.
- demonstrate a high level of insight, and an ability to identify, interpret and synthesise a wide range of material with creativity.
- demonstrate evidence of maturity in understanding the role of values, attitudes and decision-making processes.

**Annotation of Scripts**

It is most important that Examiners mark clearly, according to the procedures set out below.

- All marking should be done in red (except online marking).
- The right hand margin should be used for marks only.
- The overall mark for a question must be ringed at the end of the answer.
- The total mark for the question must be transferred to the front of the script.
- Where an answer is marked using a levels response scheme, the examiner should annotate the scripts with 'L1', 'L2', 'L3' or 'L4' at the point where that level has been reached in the left hand margin. In addition, examiners may want to indicate strong material by annotating the script as "Good Level...". Further commentary may also be given at the end of the answer. The consequent mark should then appear in the right hand column. Where an answer fails to achieve Level 1, zero marks should be given.

**Other mechanics of marking**

- All errors and contradictions should be underlined.
  - Various codes may be used such as: 'rep' (repeated material), 'va' (vague), 'NAQ' (not answering question), 'seen', etc.
  - Use a wavy line to indicate weak dubious material (avoiding crossing out).
  - If the rubric is contravened, then all answers should be marked, but with the best answer being counted and the mark transferred to the front of the script. Then cross out the material which has been discounted.
  - Unless indicated otherwise, always mark text before marking maps and diagrams. Do not give double credit for the same point in text and diagrams.
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**Section A**

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| <p><b>01</b></p> <p><b>AO2 - 5</b></p> <p><b>AO3 - 2</b></p> | <p><b>Notes for answers</b></p> <p>The Philippines are a hazardous area in terms of tectonic activity. The islands are surrounded by a series of ocean trenches (names could be given) which are formed at destructive plate margins. Subduction and the subsequent creation of earthquakes are therefore possible.</p> <p>The islands have a series of volcanoes (names again given), each of which present hazards from eruptions, pyroclastic flows and lahars. Students may be aware of previous events at Pinatubo and Mayon.</p> <p>Associated with these, there are a series of active faults running north/south across the island; again the possibility of plate movement and earthquakes.</p> <p><b>Mark scheme</b></p> <p><b>Level 1 (1-4 marks) (Midpoint 3)</b><br/>Simple statements of tectonic activity on the islands: listing of volcanoes, trenches. Limited or simplistic attempt to explain why these would present hazardous environments.</p> <p><b>Level 2 (5-7 marks) (Midpoint 6)</b><br/>Attempts to explain or develop points made above, that suggest why the existence of tectonic features may present hazards. Some explanation of what processes must underpin an ocean trench/volcano/active fault zone and may create additional hazards. Assessment is explicit.</p> | <p><b>(7 marks)</b></p> |
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| <p><b>02</b></p> <p><b>AO1 - 8</b></p> | <p><b>Notes for answers</b></p> <p>Vulcanicity is normally associated with plate margins but, in the centre of the Pacific Ocean occur the volcanic Hawaiian islands which are not connected with any plate boundary. It is believed that this volcanic area is caused by a localised hot spot beneath the Pacific plate. A concentration of radioactive elements inside the mantle may cause such a <b>hot spot</b> to develop. From this, a plume of magma rises to eat into the plate above. Where lava breaks through to the surface, active volcanoes occur above the hot spot.</p> <p>The hot spot is stationary, so as the Pacific plate moves over it, a line of volcanoes is created. The one above the hot spot is active and the rest form a chain of islands of extinct volcanoes. The oldest volcanoes have put so much pressure on the crust that subsidence has occurred. This, together with marine erosion, has reduced some of these old volcanoes to seamounts below the level of the ocean. From this evidence it is clear that the Pacific plate is moving northwest. This is further evidence that the Earth's crust is moving.</p> <p><b>Mark scheme</b></p> <p><b>Level 1 (1-4 marks) (Midpoint 3)</b><br/>Simple statements of process, such as location and the creation of volcanoes. No or limited references to plate movement.</p> <p><b>Level 2 (5-8 marks) (Midpoint 6)</b><br/>More sophisticated statements of process, such as its cause. The existence of a chain of seamounts/volcanoes with clear references to plate movement.</p> | <p><b>(8 marks)</b></p> |
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| <p>03</p> <p>AO2 - 8</p> <p>AO3 - 2</p> | <p><b>Notes for answers</b></p> <p>Vulcanologists have traditionally classified volcanoes according to the <b>nature</b> of the eruption. This classification is based on the degree of violence of the explosion, which is a consequence of the pressure and amount of gas in the magma and silica content of the magma.</p> <p>The nature of the eruption will range from quiet (Icelandic and Hawaiian) associated with basaltic lava, to moderate (Vesuvian) with andesitic lava, to violent (Krakatoan or Plinian) with rhyolitic lava.</p> <p>A volcanic event can have a range of <b>impacts</b>, affecting the area immediately around the volcano or the entire planet. Effects can be categorised into primary and secondary.</p> <p>Primary effects consist of:</p> <ul style="list-style-type: none"> <li>• <b>tephra</b> - solid material of varying grain size, from volcanic bombs to ash particles, ejected into the atmosphere</li> <li>• <b>pyroclastic flows</b> - very hot (800C), gas-charged, high-velocity flows made up of a mixture of gases and tephra</li> <li>• <b>lava flows</b></li> <li>• <b>volcanic gases</b> - including carbon dioxide, carbon monoxide, hydrogen sulphide, sulphur dioxide and chlorine.</li> </ul> <p>Secondary effects include:</p> <ul style="list-style-type: none"> <li>• <b>lahars</b> - volcanic mud flows such as those that devastated the Colombian town of Armero after the eruption of Nevado del Ruiz in November 1985</li> <li>• <b>flooding</b> - melting of glaciers and ice caps such as the Grimsvotn glacial burst on Iceland in November 1996</li> <li>• <b>tsunamis</b> - giant sea waves generated after violent caldera-forming events such as that which occurred on Krakatoa in 1883</li> <li>• <b>volcanic landslides</b></li> <li>• <b>climatic change</b> - the ejection of vast amounts of volcanic debris into the atmosphere can reduce global temperatures and is believed to have been an agent in past climatic change.</li> </ul> <p>Volcanic effects become a hazard when they impact upon the human and built environments, killing and injuring people, burying and collapsing buildings, destroying the infrastructure and bringing agricultural activities to a halt.</p> | <p><b>(10 marks)</b></p> |
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| <p><b>Mark scheme</b></p> <p><b>Level 1 (1-4 marks) (Midpoint 3)</b><br/>Simple statements of nature and/or impact which could apply to any volcanic hazard. No specific detail provided.</p> <p><b>Level 2: (5-8 marks) (Midpoint 6)</b><br/>Specific statements of nature and/or impact which can be clearly attributed to named areas and/or volcanoes access this level. Comparison is implicit.</p> <p><b>Level 3 (9-10 marks) Midpoint 9)</b><br/>A fully developed answer, with good elaboration of the nature and impact of two volcanic events. A rounded answer with a full explicit comparison of the two events.</p> |  |
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| <p><b>04</b></p> <p><b>AO2 - 5</b></p> <p><b>AO3 - 2</b></p> | <p><b>Notes for answers</b></p> <p>The weather in eastern England is one of generally clear skies, with cool to mild temperatures (typically 8°C). There is no rain. Winds are light and east/south-easterly. There is some fog on the eastern coasts of Kent and Norfolk and in NE England.</p> <p>The reasons are due to anticyclonic conditions. High pressure lies to the east, centred over the southern North Sea. Air is subsiding preventing the formation of clouds, and hence rain. The overnight clear skies have allowed heat to escape, causing the cooling of moist air to condensation levels and creating radiation fog. Could also be some advection fog in Norfolk and Kent – relatively warm air from over North Sea (with high moisture content) has cooled to below dew point when reaching cold land surface.</p> <p><b>Mark scheme</b></p> <p><b>Level 1 (1-4 marks) (Midpoint 3)</b><br/>Simple statements of description. Limited or basic statements of reasons. If no description given, then credit one good reason within this level.</p> <p><b>Level 2 (5-7 marks) (Midpoint 6)</b><br/>Detailed description with appropriate reasoning. Award this level for each correctly attributed reason.</p> | <p><b>(7 marks)</b></p> |
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| <p><b>05</b></p> <p><b>AO1 - 8</b></p> | <p><b>Notes for answers</b></p> <p>Several air masses may affect the BI, and each brings with it a range of weather conditions:</p> <ul style="list-style-type: none"> <li>• Arctic - from the north brings extremely cold temperatures and snow in winter and early spring.</li> <li>• Polar Maritime - from the North West is accompanied by cold, moist weather.</li> <li>• Polar Continental - from the East brings bitterly cold temperatures in winter, and possibly snow to eastern England.</li> <li>• Tropical Maritime - from the South West causes the weather to be mild and wet in winter but cool and moist in summer.</li> <li>• Tropical Continental (in summer only) - from the South East brings hot, dry, heat wave conditions.</li> </ul> <p>The weather associated with an air mass is related closely to the source region.</p> <p><b>Mark scheme</b></p> <p><b>Level 1 (1-4 marks) (Midpoint 3)</b><br/>Statements of air masses, with their source areas identified. Basic or limited statements of associated weather. Identification and description for one air mass only.</p> <p><b>Level 2 (5-8 marks) (Midpoint 6)</b><br/>Detailed statements of the weather associated with a range of air masses (at least two). A greater range of air masses considered moves the answer up the level.</p> | <p><b>(8 marks)</b></p> |
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| <p><b>06</b></p> <p><b>AO2 - 8</b></p> <p><b>AO3 - 2</b></p> | <p><b>Notes for answers</b></p> <p>A depression affecting the British Isles originates in the North Atlantic where two different air masses meet along the polar front. The two air masses involved here are:</p> <ul style="list-style-type: none"> <li>• Polar maritime air, which is dense, moist and cold.</li> <li>• Tropical maritime air, which is less dense, moist and warm.</li> </ul> <p>As these two bodies of air move towards each other the warmer, less dense air from the south rises above the colder, dense air from the north. The rising air is removed by strong upper atmosphere winds (known as a jet stream), but as it rises the Earth's rotational spin causes it to twist. This twisting vortex produces a wave at ground level in the polar front, which increases in size to become a depression.</p> <p>Two separate parts of the original front have now developed:</p> <ul style="list-style-type: none"> <li>• The warm front at the leading edge of the depression where warm, less dense air rises over the colder air ahead.</li> <li>• The cold front at the rear of the depression where colder dense air undercuts the warmer air ahead.</li> </ul> <p>In between these two fronts lies the warm sector-an area of warm and moist air. As the depression moves eastwards, the cold front gradually overtakes the warm front to form an occlusion in which the colder air has completely undercut the warmer air so that it no longer touches the ground.</p> <p>The weather conditions associated with a depression will therefore depend on whether the area in question has polar maritime air or tropical maritime air over it. Polar maritime air brings typical daytime temperatures for the season in winter (5-8°C in January) but noticeably cooler temperatures for the season in summer (16-18°C in July). Showers of rain are common in both seasons, with the possibility of sleet in winter.</p> <p>Tropical maritime air brings humid and mild weather in winter, with temperatures well above the seasonal norm at 12-14°C in January. Low stratus cloud and fog are also common. In summer it may cause advection fog in western coastal areas, but elsewhere temperatures will be warm - 25°C in July. There will be the threat of showers and possibly thunderstorms due to the combination of high humidity levels and low pressure.</p> <p>Could also refer to specific weather associated with passage of fronts.</p> | <p><b>(10 marks)</b></p> |
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|  | <p><b>Mark scheme</b></p> <p><b>Level 1 (1-4 marks) (Midpoint 3)</b><br/>Simple statements of reasons for depressions and/or their weather. Limited depth of understanding of processes.</p> <p><b>Level 2 (5-8 marks) (Midpoint 6)</b><br/>More detailed statements of reasons for depressions and/or their weather. Understanding of processes is more clear.</p> <p><b>Level 3 (9-10 marks) (Midpoint 9)</b><br/>A fully developed answer, with sound reasoning for the origin of depressions and the weather associated with them. Understanding of process is very clear and thorough. Allow some imbalance if quality of response is thorough for one.</p> |  |
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| <p><b>07</b></p> <p><b>AO2 - 5</b><br/><b>AO3 - 2</b></p> | <p><b>Notes for answers</b></p> <p>The photograph shows an area of temperate deciduous woodland (Hardcastle Crags in W. Yorkshire). The trees are naturally occurring on a steep slope and there are large areas between each tree. Undergrowth is limited – there are signs of bracken and little else other than leaf litter. Light seems to be penetrating the woodland, and combined with the leaf litter it would suggest that the time period is spring (dense leaf cover has not yet developed). The trees are birch and beech, though oak would be accepted. The leaves are typically broad and thin. Due to the open nature of the canopy, the trees start to branch and leaf close to ground level. There is no evidence of management of the woodland – probably due to the steepness of the slope. There is some evidence of fallen trees – natural processes or due to storms?</p> <p><b>Mark scheme</b></p> <p><b>Level 1 (1-4 marks) (Midpoint 3)</b><br/>Simple listing of features and characteristics with no developed commentary on any aspect.</p> <p><b>Level 2 (5-7 marks) (Midpoint 6)</b><br/>Commentary on the nature of the vegetation as seen. Some sophistication of description, and/or evidence of geographical thinking.</p> | <p><b>(7 marks)</b></p> |
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| <p><b>08</b></p> <p><b>AO1 - 8</b></p> | <p><b>Notes for answers</b></p> <p><u>Example: a lithosere</u><br/> In the UK, a lithosere develops as follows:<br/> The bare rock surface is initially colonised by bacteria and algae, which can survive where there are few nutrients. Bare rock tends to be very dry and there is rapid surface run-off.</p> <p>The pioneers begin to colonise, starting with lichens which can withstand the acute water shortage. They begin to break down the rock and assist water retention.</p> <p>As water retention improves, mosses begin to grow. These also improve water retention and weathering to produce the beginnings of a thin soil in which more advanced plants can grow.</p> <p>Ferns, herbs and flowering plants appear. As these die back, bacteria convert their remains into humus, which helps to recycle nutrients and further improve soil fertility.</p> <p>Shrubs start to grow, shading out some of the grasses and herbs.</p> <p>Pioneer trees become established. These are mainly fast-growing species such as willow, birch and rowan.</p> <p>Slower-growing tree species begin to develop, such as ash and oak. Initially they are in the shade of shrubs, so they only appear in the later stages of the succession. They are the dominants of the climatic climax community - temperate deciduous woodland.</p> <p><u>Example: a hydrosere</u><br/> In a freshwater environment, such as a pond, the first plants to develop are submerged aquatics. These help to trap sediment which enables other species, such as aquatics with floating leaves, to move into the area.</p> <p>The next seral stage sees the growth of reed beds and swamp conditions and, as plant debris accumulates with increased thickness of silt and sediment, the surface rises above the water level to produce a carr or fen.</p> <p>Colonization by alder and fern begins, these plants further modify the environmental conditions, improving drainage and mineral content of the immature soil and so allowing for the entry of willow and ash.</p> <p>Eventually the climatic climax vegetation of deciduous oak or beech woodland is reached. Throughout the succession there are progressive changes to the soil condition, the ground level micro-climate and the faunal activity as the ecosystem is modified through time.</p> | <p><b>(8 marks)</b></p> |
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|  | <p><b>Mark scheme</b></p> <p><b>Level 1 (1-4 marks) (Midpoint 3)</b><br/>Simple statements of description and/or explanation. Depth of understanding of succession is limited.</p> <p><b>Level 2 (5-8 marks) (Midpoint 6)</b><br/>Detailed statements of description and explanation. There is a clear sense of succession with several stages identified and explained. Understanding is thorough.</p> |  |
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| <p><b>09</b></p> <p><b>AO2 - 8</b></p> <p><b>AO3 - 2</b></p> | <p><b>Notes for answers</b></p> <p>An example of a plagioclimax in the UK is heather moorland. Many of the uplands in Britain were once covered by a climax vegetation of deciduous woodland, particularly oak forest. Heather (<i>Calluna vulgaris</i>) would have featured, but only in small amounts. Gradually the forests were removed, for a variety of purposes, and as the soils deteriorated without the deciduous vegetation, hardy plants such as heather came to dominate the uplands. Sheep grazing became the major form of agriculture and the sheep prevented the regeneration of climax woodland by destroying young saplings.</p> <p>Many of these uplands have been controlled by managed burning to encourage new heather shoots. Burning has eliminated the less fire-resistant species, leading to the dominance of heather. When heather is burnt, one of the aims is to ensure that as much as possible of the available nutrient fund is conserved in the ecosystem. In many areas, heather is burnt on average every 15 years. If a longer time elapses there is too much woody tissue, the fires burn too hot, and nutrients are lost in the smoke.</p> <p>If the burning was not continued, the heather moorland would degenerate, eventually allowing the entry of trees and a succession to woodland. Much of the present vegetation of the UK is a plagioclimax, largely as a result of clearance from the Roman and Anglo-Saxon periods through to the eleventh century. By this time only about 10% of the original woodland remained in England and Wales.</p> <p><b>Mark scheme</b></p> <p><b>Level 1 (1-4 marks) (Midpoint 3)</b><br/>Simple statements of human activity and its impact on vegetation, with no specific detail provided, nor any attempt to assess its effect.</p> <p><b>Level 2 (5-8 marks) (Midpoint 6)</b><br/>Specific descriptive statements of human activity and its impacts, some of which may be clearly attributed to a named or located example. Assessment is tentative and implicit.</p> <p><b>Level 3 (9-10 marks) (Midpoint 9)</b><br/>A fully developed answer, with good elaboration and clear detail of the chosen plagioclimax. Assessment of effect is explicit.</p> | <p><b>(10 marks)</b></p> |
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## Section B

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| <p><b>10</b></p> <p><b>AO2 - 5</b><br/><b>AO3 - 2</b></p> | <p><b>Notes for answers</b></p> <p>Figure 4 (top) shows that retail floor space overall has grown significantly over the period, and that the majority of the growth is due to the development of OOTC retail parks. Indeed their growth has been ever expanding. However, there has also been small growth of CBD locations, which may not have been expected.</p> <p>Figure 4 (lower) shows the expected falls in food shops, newsagents, comparison goods and financial services. Some of this will be due to competition from OOTCs but some may be due to rationalisation. The falls are relatively small compared to expectations? Increases have been in expected areas: charity shops, restaurants and bars, hair and beauty, with more vacant properties. Note the data shows a sample of small town centres – perhaps they are less affected by decentralisation trends!</p> <p><b>Mark scheme</b></p> <p><b>Level 1 (1-4 marks) (Midpoint 3)</b><br/>Simple statements of changes/trends, generally no qualification or accurate quantification. No commentary.</p> <p><b>Level 2 (5-7 marks) (Midpoint 6)</b><br/>Commentary accesses this level following creditworthy description, including qualitative and/or quantitative assessment.</p> | <p><b>(7 marks)</b></p> |
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| <p><b>11</b></p> <p><b>AO1 - 8</b></p> | <p><b>Notes for answers</b></p> <p><u>The Trafford Centre, Manchester</u></p> <p>Nearly 5.5 million people (almost 10% of the UK population) live within 45 minutes' drive of the Trafford Centre. People can travel from Liverpool in the west, Leeds to the east, Stoke-on-Trent in the south and as far as Preston to the north. In 2005, 29.4 million people visited the centre. It was designed to be more than just a shopping centre, with a 1,600-seat food court, an 18-lane ten-pin bowling alley, a LaserQuest arena and a 20-screen cinema. Since its opening various additions have been made, and a further expansion, called Barton Square, aimed at furniture, kitchens and furnishings, was completed in 2006.</p> <p>The Trafford Centre offers the following:</p> <ul style="list-style-type: none"> <li>• very good motorway links – being close to Junctions 9 and 10 of the M60, with easy links to the M6, M61, M62 and the M602 to Manchester city centre.</li> <li>• 11,000 free car parking spaces, broken up into discrete segments each of which has its own automatic capacity monitoring system which can relay messages to the advice-signing on the on-site roads and on public roads approaching the centre from the motorway network</li> <li>• a bus station with the capacity to deal with 120 buses per hour</li> <li>• facilities for the disabled which are regularly spaced within the complex. These include a Shop Mobility Unit offering scooters and wheelchairs</li> <li>• a weatherproof, air-conditioned and safe environment</li> <li>• its own security system, with a tannoy and a meeting point for lost children</li> <li>• a full range of peripheral services, such as a post office, banks and travel agents.</li> </ul> <p><b>Mark scheme</b></p> <p><b>Level 1 (1-4 marks) (Midpoint 3)</b><br/>Statements of general features of OOTC areas, with no sense of location to the named area. Basic or limited statements of the named area only. No depth of understanding.</p> <p><b>Level 2 (5-8 marks) (Midpoint 6)</b><br/>Detailed statements of the characteristics of the chosen OOTC area. There is a clear sense of place, and a sense of individuality. Depth is apparent.</p> | <p><b>(8 marks)</b></p> |
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| <p><b>12</b></p> <p><b>AO2 - 8</b><br/><b>AO3 - 2</b></p> | <p><b>Notes for answers</b></p> <p>Despite the negative predictions of the previous section, CBDs do continue to flourish alongside the new out-of-town locations. In some cases, the CBD has moved slightly in one or more directions; in other cases it has re-invented itself with new indoor shopping areas or malls.</p> <p>A number of strategies are being devised to help reverse the decline of city centres, including:</p> <ul style="list-style-type: none"> <li>• the establishment of business and marketing management teams to coordinate overall management of CBDs and run special events</li> <li>• the provision of a more attractive shopping environment with pedestrianisation (which increases pedestrian safety), new street furniture, floral displays, paving and landscaping</li> <li>• the construction of all-weather shopping malls which often have integral low-cost parking</li> <li>• the encouragement of specialist areas, such as attractive open street markets, cultural quarters and arcades</li> <li>• the extensive use of CCTV and emergency alarm systems to reduce crime and calm the fears of the public, particularly women</li> <li>• the organisation of special shopping events such as Christmas fairs, late-night shopping and Sunday shopping - sometimes referred to as 'the 24-hour city'.</li> </ul> <p>Many cities are also encouraging the development of functions other than retailing to increase the attractions of a CBD, including:</p> <ul style="list-style-type: none"> <li>• encouraging a wider range of leisure facilities, including cafe bars, restaurants, music venues (such as the 'Arenas' in many city centres), cinemas and theatres that people visit in the evening</li> <li>• promoting street entertainment, such as at Covent Garden in London</li> <li>• developing nightlife, such as clubbing, for example in Manchester and Leeds. (There are negative issues associated with this, including the high level of policing that is necessary.)</li> <li>• establishing theme areas, such as the gay area in Manchester and the cultural quarters in Sheffield and Stoke</li> <li>• developing flagship attractions, for example the photographic museum in Bradford</li> <li>• constructing new offices, apartments, hotels and conference centres</li> <li>• encouraging residential activities to return to city centres by providing flats to rent above shops; redeveloping old buildings (a form of gentrification) or building new up-market apartments (re-urbanisation)</li> <li>• economic statements of success e.g. greater footfall and greater spending could also feature.</li> </ul> | <p><b>(10 marks)</b></p> |
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|  | <p><b>Mark scheme</b></p> <p><b>Level 1 (1-4 marks) (Midpoint 3)</b><br/>Simple statements of urban centre redevelopment schemes/policies which could apply to any area of the country. No specific detail provided, nor any attempt to evaluate success.</p> <p><b>Level 2 (5-8 marks) (Midpoint 6)</b><br/>Specific descriptive statements of an urban centre redevelopment scheme(s)/policy(ies) some of which can be clearly attributed to a named example(s). Evaluation is tentative and implicit.</p> <p><b>Level 3 (9-10 marks) (Midpoint 9)</b><br/>A fully developed answer, with good elaboration and clear detail of the chosen urban centre redevelopment scheme(s)/policy(ies). Evaluation is explicit.</p> |  |
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| <p><b>13</b></p> <p><b>AO2 - 5</b></p> <p><b>AO3 - 2</b></p> | <p><b>Notes for answers</b></p> <p>Figure 5 (top) shows that exports from developing countries imported into developed countries duty free has increased by 20% over the time period. To what extent can these levels be increased significantly from their existing base? Will trade help any more?</p> <p>Figure 5 (lower) shows that aid overall from developed countries has increased from \$64 billion to over \$100 billion. The contributions to multilateral agencies and to humanitarian aid needs have changed little. The major increases have been in bilateral aid and debt relief grants (though the latter reduced in 2006). Debt cancellation is deemed by many to be the only way to solve many of the problems of the world's poorest countries, though it seems that linked, bilateral aid is still by far the most popular format of aid.</p> <p><b>Mark scheme</b></p> <p><b>Level 1 (1-4 marks) (Midpoint 3)</b><br/>Simple statements of ups and downs, generally no qualification or accurate quantification. No commentary.</p> <p><b>Level 2 (5-7 marks) (Midpoint 6)</b><br/>Commentary accesses this level, following creditworthy description, including qualitative and/or quantitative assessment.</p> | <p><b>(7 marks)</b></p> |
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| <p><b>14</b></p> <p><b>AO1 - 8</b></p> | <p><b>Notes for answers</b></p> <p>Countries at very low levels of economic development face the following issues:</p> <ul style="list-style-type: none"> <li>• Low incomes, as measured by GDP per capita, usually taken over a three-year period (an annual figure of less than \$800)</li> <li>• Human resource weaknesses, based upon indicators of nutrition, health, education levels and literacy: specifically, the life expectancy at birth, per capita calorie intake, combined primary and secondary school enrolment, and adult literacy rates</li> <li>• Economic vulnerability shown by the low level of economic diversification which itself is based upon the share of manufacturing in the GDP, the share of the labour force in manufacturing industry, the annual per capita energy consumption and merchandise export concentration levels. Vulnerability can also be measured by the percentage of the population displaced by natural disasters.</li> </ul> <p>Apart from conditions of extreme poverty, many such countries also suffer from some of the following:</p> <ul style="list-style-type: none"> <li>• Ongoing and widespread conflict (including civil war and ethnic conflict, e.g. Darfur in Sudan)</li> <li>• Extensive political corruption</li> <li>• A lack of political and social stability</li> <li>• A form of government which tends to be authoritarian in nature, such as a dictatorship.</li> </ul> <p><b>Mark scheme</b></p> <p><b>Level 1 (1-4 marks) (Midpoint 3)</b><br/>Simple statements of description and/or explanation. Depth of understanding of issues facing these countries is limited.</p> <p><b>Level 2 (5-8 marks) (Midpoint 6)</b><br/>Detailed statements of description and explanation. There is a clear sense of thorough understanding of the issues faced. A recognition of the interrelationships and complexities involved takes the answer to the highest marks.</p> | <p><b>(8 marks)</b></p> |
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| <p>15</p> <p>AO2 - 8</p> <p>AO3 - 2</p> | <p><b>Notes for answers</b></p> <p><u>'Economic sustainability versus environmental sustainability'</u></p> <p>Sustainable development in its widest context has been defined as "development that meets the needs of the present without compromising the ability of future generations to meet their own needs". It is a process by which human potential (level of well-being) is improved and the environment (the resource base) is used and managed to supply people on a long-term basis. This implies social justice as well as long-term environmental sustainability. The global economy depends on the natural environment as a source of resources and as a sink for emissions. The capacity of natural systems to provide resources and to absorb increasing levels of pollution is the critical threshold to how far population can increase and the economy expand.</p> <p>Sustainability was first expressed as <b>environmental objectives</b>, which were to:</p> <ul style="list-style-type: none"> <li>• maintain ecological processes and life-support systems</li> <li>• preserve genetic diversity</li> <li>• ensure the sustainable utilisation of species and ecosystems.</li> </ul> <p>From this, the concept of <b>economic sustainability</b> followed, because it examines the ability of economies to maintain themselves when resources decline or become too expensive, and when populations dependent on the resources are growing.</p> <p>Candidates may wish to illustrate or exemplify some of these objectives.</p> <p><u>'Sustainable tourism – myth or reality?'</u></p> <p>There is a fundamental relationship between the environment and tourism. The environment attracts the tourist in the first place, be it scenery or historical heritage. In theory, the relationship should be mutually beneficial as tourists enjoy beautiful environments, so the revenue generated by tourists is used to maintain their quality. As tourist flows increase they can cause major environmental problems. Unless successful management strategies are evolved the cost of tourism can soon outweigh the benefits. This is especially true where there is overuse of relatively small areas of land or ocean that are vulnerable to damage. Pressures on coasts, mountains, National Parks, historic monuments and historic city centres are of particular concern. There are many examples where the impact of tourism has been damaging. People have had land taken away from them in order to build golf courses which have then over-used the scarce water supplies to the detriment of local farmers. Coral reefs have been damaged both deliberately and by accident as water sports have invaded the reef areas.</p> <p>Tourism that does not destroy what it sets out to explore has come to be known as "<b>sustainable tourism</b>". The term comes from the 1987 UN Report on the Environment, which advocated the kind of development that meets present needs without compromising the future. Following the Rio summit, the World Travel &amp; Tourism Council (WTTC) drew up an environmental checklist through a programme known as "Green Globe".</p> | <p><b>(10 marks)</b></p> |
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|  | <p>This named areas in which travel and tourism operations could take action:</p> <ul style="list-style-type: none"> <li>• waste minimisation, reuse and recycling</li> <li>• energy efficiency, conservation and management</li> <li>• management of freshwater resources</li> <li>• waste water management</li> <li>• hazardous substances</li> <li>• transport</li> <li>• land-use planning and management</li> <li>• involvement of staff, customers, communities in environmental issues</li> <li>• designs for sustainability</li> <li>• partnerships for sustainable development.</li> </ul> <p>Candidates may wish to illustrate or exemplify some of these areas.</p> <p><b>Mark scheme</b></p> <p><b>Level 1 (1-4 marks) (Midpoint 3)</b><br/>Simplistic statements regarding the chosen issue which could apply to any area of the world, and to any context. No specific detail or depth provided.</p> <p><b>Level 2 (5-8 marks) (Midpoint 6)</b><br/>Specific or sophisticated statements regarding the chosen issue which may be clearly attributed to named areas and/or contexts access this level. There is some evidence of depth of understanding.</p> <p><b>Level 3 (9-10 marks) (Midpoint 9)</b><br/>A fully developed answer, with good elaboration and discussion of a variety of aspects of the chosen issue which may be clearly attributed and being different from each other. There is strong evidence of depth of understanding.</p> |  |
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| <p><b>16</b></p> <p><b>AO2 - 5</b></p> <p><b>AO3 - 2</b></p> | <p><b>Notes for answers</b></p> <p>There are both similarities and differences in the patterns of ethnic groupings in this city. Both the Indian and Pakistani communities are located in central areas (Berridge, Leen Valley and Radford). There is also evidence of both communities to the west in Wollaton West. However, within each of these areas there are variations in the concentrations - e.g. more Indians in Wollaton and Leen Valley, and more Pakistani in Berridge. The Pakistani community is also found in the SE of the city, Dales and Bridge, where there are few Indians. There are elements of the Indian population to the north and north east, as well as the south (Dunkirk and Lenton and Clifton) where there are few Pakistani people.</p> <p>Overall, Indians seem more dispersed, and Pakistani more concentrated.</p> <p><b>Mark scheme</b></p> <p><b>Level 1 (1-4 marks) (Midpoint 3)</b><br/>Statements that give an area by area breakdown of the cultural groupings shown. There is no attempt to compare or contrast. Or, one good statement of comparison only.</p> <p><b>Level 2 (5-7 marks) (Midpoint 6)</b><br/>More than one statement of comparison/contrast. Credit overall statement(s) so long as it has been supported by prior evidence.</p> | <p><b>(7 marks)</b></p> |
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| <p><b>17</b></p> <p><b>AO1 - 8</b></p> | <p><b>Notes for answers</b></p> <p>Multicultural societies are often the product of migration, but they may also be the stimulus for it, as persecuted groups seek to escape oppression.</p> <p>Within the UK, there have been a number of significant migrations inwards over the last 200 years. The descendants of these immigrants and the inter-marriage that has taken place subsequently have created the multicultural society that now exists. However, in some areas separate groupings are also distinctive.</p> <p>The main migrations that have taken place into the UK are:</p> <ul style="list-style-type: none"> <li>• 19<sup>th</sup> century: Jewish arrivals from Russia/Poland, escaping persecution</li> <li>• 19<sup>th</sup> century: Irish people escape from poverty in rural Ireland</li> <li>• 1930s, and WW2 – related to the rise of fascism and WW2: movements of Jews and Poles</li> <li>• 1948 -60s: Caribbean workers invited to help rebuild post war Britain, mainly in public services</li> <li>• 1950s-60s: Asians from India, Pakistan and Bangladesh to escape poverty and seek work in public services and textile industries</li> <li>• 1970s: East African Asians (from Uganda) escape persecution and Vietnamese escaping war</li> <li>• 1980 -90s: Eastern European refugees arrive from war and political unrest in Romania and the former Yugoslavia</li> <li>• 2000s: economic migration from eastern Europe caused by the enlargement of the European Union; migrants from Iraq and Afghanistan</li> <li>• Combinations of ethnic groupings in similar areas have generated multicultural societies.</li> </ul> <p><b>Mark scheme</b></p> <p><b>Level 1 (1-4 marks) (Midpoint 3)</b><br/>Simple statements of explanation. Depth of understanding of reasons for multicultural societies is limited.</p> <p><b>Level 2 (5-8 marks) (Midpoint 6)</b><br/>Detailed statements of explanation. There is a clear sense of thorough understanding of the reasons. A recognition of the interrelationships and complexities involved takes the answer to the highest marks.</p> | <p><b>(8 marks)</b></p> |
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| <p><b>18</b></p> <p><b>AO2 - 8</b></p> <p><b>AO3 - 2</b></p> | <p><b>Notes for answers</b></p> <p><u>Housing</u><br/>In the initial phases of immigration, multiple occupancy in rented accommodation in inner-city areas (terraced houses) was widespread. As migrants are often a source of cheap labour they have tended to concentrate in the poorest housing areas of major cities. Such concentrations are reinforced by later migrants who seek the support and security of living near friends and relatives within an ethnic community.</p> <p>More recently there has been greater owner occupancy and some more wealthy individuals have moved out into more suburban areas. In addition, many individuals from ethnic minorities run a small business such as a shop, and live in part of the same building.</p> <p><u>Education</u><br/>Concentrations of minorities in inner-city areas have led to some schools being dominated by one ethnic group, which has affected education requirements. For example, special English lessons may be needed for children and their parents (mothers in particular), and bilingual reading schemes may be introduced. In some areas, special religious provision for minority groups has developed into separate schooling, known as “faith schools”, but this is rare. In some areas, holiday patterns, school timetables and school meals are being modified to reflect the ethnic mix of the areas concerned in an effort to enhance mutual understanding of culture, particularly amongst the young.</p> <p><u>Language</u><br/>New migrants can find it difficult to obtain employment and to integrate if they do not speak English. Second-generation migrant children, educated in the UK, grow up speaking the language and have different aspirations from their parents. They are more likely to integrate, and this can cause tension within the ethnic group if they adopt the culture of the host country.</p> <p><u>Religion</u><br/>Migrants are likely to follow a different religion from the host population and this may cause friction with employers and authorities when migrants wish to adhere to their own religious calendars and practices.</p> <p><u>Economic</u><br/>In the UK, there has been legislation on anti-racism, employment rights and equal opportunities to combat discrimination, prejudice and racism. However, the cost of state benefits for migrants’ housing, education and unemployment may still cause resentment and racial intolerance from members of the host population. The government policy of constructing centres to house asylum seekers in rural areas of the UK has caused concern and resentment among local residents.</p> <p>Migrants now account for one in eight of the UK’s working age population, which some now estimate as boosting economic output by £6 billion (2007). Much of this labour is aimed at the unskilled and low-skilled employment available.</p> | <p><b>(10 marks)</b></p> |
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|  | <p><u>Others</u><br/>There are times when the issue of multiculturalism rises to the fore in a negative sense when there are terrorist incidents on UK soil. The recent incidents of the “7/7 bombings” in July 2005 and at Glasgow airport in 2007 which owe their origin to “home-grown” Islamic fundamentalist terrorists illustrate this.</p> <p><b>Mark scheme</b></p> <p><b>Level 1 (1-4 marks) (Midpoint 3)</b><br/>Simplistic statements regarding one or more issue which could apply to any area of the world, and to any context. No specific detail or depth provided.</p> <p><b>Level 2 (5-8 marks) (Midpoint 6)</b><br/>Specific or sophisticated statements regarding a range of issues which can be clearly attributed to named areas and/or contexts access this level. There is some evidence of depth of understanding.</p> <p><b>Level 3 (9-10 marks) (Midpoint 9)</b><br/>A fully developed answer, with good elaboration and discussion of a variety of issues each clearly attributed and being different from each other. There is strong evidence of depth of understanding.</p> |  |
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### Section C - Mark scheme for the essay questions

| Assessment Criteria  | Level 1 1-10  | Level 2 11-20   | Level 3 21-30  | Level 4 31-40   |
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| <b>Knowledge of content, ideas and concepts</b>  | Basic grasp of concepts and ideas; points lack development or depth.                                      | The answer is relevant and accurate. Reasonable knowledge. Imbalanced theories.   | Sound and frequent evidence of thorough, detailed and accurate knowledge.  | Strong evidence of thorough, detailed and accurate knowledge.   |
| <b>Critical understanding of the above</b>   | Incomplete, basic.  | Reasonable critical understanding of concepts and principles with some use of specialist vocabulary.  | Sound and frequent evidence of critical understanding of concepts and principles, and of specialist vocabulary.  | Strong evidence of critical understanding of concepts and principles and of specialist vocabulary.  |
| <b>Use of examples/ case studies to support argument</b>   | Superficial.  | Examples show imbalances.   | Examples are developed, balanced and support the argument.   | Examples are well developed and integrated.   |
| <b>Maps/diagrams</b>   | None.   | Ineffective.  | Effective.   | Fully integrated.   |
| <b>Evidence of synopticity:</b>  | No evidence.  | Limited.  | Strong.  | Full.   |
| <b>Connections between different aspects of the subject</b>  |   | Some ability to identify, interpret and synthesise some of the material.  | Some ability to identify, interpret and synthesise a range of material.  | There is a high level of insight, and an ability to identify, interpret and synthesise a wide range of material with creativity.  |
| <b>'Thinking like a Geographer'</b>  |   | Limited ability to understand the roles of values, attitudes and decision-making processes.   | Some ability to understand the roles of values, attitudes and decision-making processes.   | Evidence of maturity in understanding the role of values, attitudes and decision-making processes.  |
| <b>Quality of argument - the degree to which an argument is constructed, developed and concluded</b> | Language is basic; arguments are partial, over simplified and lacking clarity. No sense of focus of task. | Arguments are not fully developed nor expressed clearly, and the organisation of ideas is simple and shows imbalances. Some sense of focus of task. | Explanations, arguments and assessments or evaluations are accurate, direct, logical, purposeful, expressed with clarity and generally balanced. Clear sense of focus of task. | Explanations, arguments and assessments or evaluations are direct, focused, logical, perceptive, mature, purposeful, and are expressed coherently and confidently, and show both balance and flair. |

The above will be put into practice following best-fit guidance discussed at the standardisation meeting. Once the level has been decided, the starting point mark is the mid of that range: 6, 16, 26, and 36. Then, fine-tune within the mark range taking into consideration the scripts used at the Standardisation meeting.

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| <p><b>19</b></p> <p><b>AO1 - 14</b><br/><b>AO2 - 16</b><br/><b>AO3 - 10</b></p> | <p><b>Notes for answers</b></p> <p><b>Appropriate content</b> for a response to this question might include:</p> <ul style="list-style-type: none"> <li>• An understanding of vulcanicity and volcanic events</li> <li>• An understanding of the causes and main characteristics of earthquakes</li> <li>• An understanding of plate tectonics theory</li> <li>• The distribution and movement of the earth's major plates – sea-floor spreading, subduction and conservative margins</li> <li>• The distribution of plate boundaries and their relationship to volcanoes and vulcanicity, and earthquakes and seismicity.</li> </ul> <p><b>Synopticity</b> could emerge with some of the following:</p> <ul style="list-style-type: none"> <li>• The development of continental drift theory by Alfred Wegener and the evidence used, including both geological (e.g. continental fit, glaciations) and biological (fossil evidence)</li> <li>• The emergence of the ideas of plate tectonics which explain the movements and the emergence of palaeomagnetism and its significance</li> <li>• Recognition that there is a variety of scales upon which evidence can be collated. Some events are large scale, e.g. 2004 tsunami; others are small scale, e.g. earthquake in Market Rasen</li> <li>• Recognition that evidence occurs throughout the world, including continental and oceanic</li> <li>• A critical understanding that there is a range of evidence that is used to prove plate tectonics theory and that at present vulcanicity and seismic activity are the proof that continental drift continues.</li> </ul> <p>This question clearly requires a discussion and the response should try to come to a view with regard to the statement. Any conclusion is valid and can be credited as long as it is measured and reasonable, and related to the content of the answer.</p> |  |
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| <p><b>20</b></p> <p><b>AO1 - 14</b><br/><b>AO2 - 16</b><br/><b>AO3 - 10</b></p> | <p><b>Notes for answers</b></p> <p><b>Appropriate content</b> for a response to this question might include the following causes:</p> <ul style="list-style-type: none"> <li>• Understanding of the changes in global temperatures both over long periods of time and in recent decades</li> <li>• Understanding of the rates of increase in greenhouse gases (carbon dioxide, methane and nitrous oxide)</li> <li>• Understanding critical understanding of the reasons for these increases, including reasons for recent trends including the burning of fossil fuels.</li> </ul> <p><b>Synopticity</b> emerges with the following:</p> <ul style="list-style-type: none"> <li>• Critical understanding of the causes of global warming in relation to historical records</li> <li>• Critical understanding in the context of varying time scales</li> <li>• Evidence in the breadth/depth of supporting evidence both for and against, using varying locations</li> <li>• Recognition of the range of organisations and individuals that have an opinion on this issue, and the variety of contexts from which they arise, e.g. political, economic and scientific</li> <li>• Recognition of the complexity of the issue of global warming; some understanding of the debate surrounding the issue.</li> </ul> <p>This question clearly requires a discussion and the response should try to come to a view with regard to the statement. Any conclusion is valid and can be credited as long as it is measured and reasonable, and related to the content of the answer.</p> |  |
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| <p>21</p> <p><b>AO1 - 14</b><br/><b>AO2 - 16</b><br/><b>AO3 - 10</b></p> | <p><b>Notes for answers</b></p> <p><b>Appropriate content</b> for a response to this question might include reference to the following:</p> <ul style="list-style-type: none"> <li>• An understanding that a fragile environment is one which is easily disturbed and that lacks resilience to change.</li> <li>• A clear understanding of each of the concepts of conservation and exploitation.</li> <li>• An understanding that many fragile environments can cross national boundaries, creating international management challenges.</li> <li>• Fragile environments in developing countries may pose further management problems due to levels of finance, technical expertise etc.</li> <li>• Human activity, either conservation or exploitation have both positive and negative consequences.</li> <li>• References to examples of management schemes at varying levels of development.</li> </ul> <p><b>Synopticity</b> is therefore achieved by:</p> <ul style="list-style-type: none"> <li>• Evidence in the breadth/depth of case-study material</li> <li>• Detailed critical understanding of the underlying problems faced when trying to manage fragile environments in some more remote/fragmented locations</li> <li>• Recognising the varying capacity to manage fragile environments with a comparison made between areas along the development continuum</li> <li>• Recognition of variation in the attitudes of different groups of people in different parts of the world, with varying economic and political systems and their attitude towards the management of fragile environments.</li> </ul> <p>This question clearly requires a discussion and the response should try to come to a view with regard to the statement. Any conclusion is valid and can be credited as long as it is measured and reasonable, and related to the content of the answer.</p> |  |
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| <p><b>22</b></p> <p><b>AO1 - 14</b><br/><b>AO2 - 16</b><br/><b>AO3 - 10</b></p> | <p><b>Notes for answers</b></p> <p><b>Appropriate content</b> for a response to this question might include:</p> <ul style="list-style-type: none"> <li>• An understanding of the causes of urban decline (inner city most likely).</li> <li>• An understanding of the consequences of urban decline.</li> <li>• An understanding of the purposes of urban regeneration.</li> <li>• Examples of areas of both decline and regeneration.</li> <li>• An understanding of the relative success of regeneration schemes, and of how they can be identified and measured.</li> </ul> <p><b>Synopticity</b> is therefore achieved by:</p> <ul style="list-style-type: none"> <li>• evidence in the breadth/depth of case-study material</li> <li>• detailed critical understanding of the issues involved</li> <li>• detailed critical understanding of the management of the issues involved</li> <li>• a recognition of the importance of values and attitudes, and of the role of decision makers</li> <li>• evaluative comments as to whether 'success' has been achieved.</li> </ul> <p>The question requires an evaluative approach and the response should come to a view. Any conclusion can be credited as long as it is measured and reasonable and related to the preceding content and argument.</p> |  |
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| <p><b>23</b></p> <p><b>AO1 - 14</b><br/><b>AO2 - 16</b><br/><b>AO3 - 10</b></p> | <p><b>Notes for answers</b></p> <p><b>Appropriate content</b> for a response to this question should include:</p> <ul style="list-style-type: none"> <li>• A knowledge and understanding of the social and economic groupings in the world.</li> <li>• An understanding of their purposes / reasons for existence.</li> <li>• An understanding of how the groupings relate to the development continuum.</li> <li>• Knowledge and understanding of key groupings such as the EU.</li> <li>• An understanding of the consequences of groupings.</li> </ul> <p><b>Synopticity</b> is therefore achieved by:</p> <ul style="list-style-type: none"> <li>• evidence in the breadth/depth of case-study material</li> <li>• detailed critical understanding of characteristics of the groupings</li> <li>• detailed critical understanding of the issues involved</li> <li>• understanding in the context of, and impact of, varying timescales</li> <li>• awareness of the complexity of this issue, and of the importance of the role of decision makers</li> <li>• critical awareness that groupings may have unintended consequences.</li> </ul> <p>The question requires an analytical approach and the response should cover both elements. Any conclusion can be credited as long as it is measured and reasonable, and related to the preceding content and argument.</p> |  |
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| <p><b>24</b></p> <p><b>AO1 - 14</b><br/><b>AO2 - 16</b><br/><b>AO3 - 10</b></p> | <p><b>Notes for answers</b></p> <p><b>Appropriate content</b> for a response to this question should include:</p> <ul style="list-style-type: none"> <li>• Understanding of the causes of poverty at a variety of scales.</li> <li>• Understanding of the complexity and interrelationships between causes.</li> <li>• Knowledge and understanding of the means by which poverty is being addressed at a variety of scales.</li> <li>• Detailed knowledge of the work of the UN, including the Millennium Development Goals.</li> </ul> <p><b>Synopticity</b> is therefore achieved by:</p> <ul style="list-style-type: none"> <li>• Detailed understanding of the concept of poverty at varying scales including through time.</li> <li>• Evidence in the breadth/depth of case-study material.</li> <li>• Detailed critical understanding of both the causes and consequences of poverty.</li> <li>• Analysis of attempts to address poverty and a recognition that they may vary around the world, and have varying impacts.</li> </ul> <p>The question requires an analytical approach and the response should cover both elements. Any conclusion can be credited as long as it is measured and reasonable, and related to the preceding content and argument.</p> |  |
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