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Mark Scheme

January 2010

F763 Global Issues

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

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

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

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

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

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

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

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

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

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

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

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

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		<p>Level 1 (0-7 marks) Limited analysis of the ways tropical storms represent a hazard to people. Little or no attempt to evaluate the relative significance of the impacts of tropical storms.</p> <p>AO3 Skills and communication</p> <p>Level 3 (4 marks) Clear structure and organisation, including a clear conclusion. Communication is clear with authoritative use of grammar and spelling and accurate use of geographical terms. Maps, diagrams and statistics are used effectively, if appropriate.</p> <p>Level 2 (3 marks) Sound structure and organisation, including a limited conclusion. Communication is generally effective although errors in grammar and spelling and some inaccurate use of geographical terms are likely to be present. Maps, diagrams and statistics are not used effectively.</p> <p>Level 1 (0-2 marks) Basic structure and organisation, with little or no attempt at a conclusion. Communication is ineffective with errors in grammar and spelling and little use of geographical terms or their inaccurate use. Maps, diagrams and statistics are not used.</p>
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12	<p><i>Evaluate strategies used to reduce the impacts of climatic hazards.</i></p> <p>One of the questions for investigation is ‘What can humans do to reduce the impact of climatic hazards?’ Given the variety of ways to manage these hazards we must be open to a variety of responses from the candidates.</p> <p>Key aspects of hazard management are the extent to which the hazard can be predicted and the assessment of the management techniques.</p> <p>There is some interesting discussion to be had evaluating strategies aimed at different types of climatic hazards. Some climatic hazards are relatively immediate and short lived, tornadoes for example, whereas heat waves tend to be rather longer in duration and impact. Such discussions are likely to be in Level 3 responses.</p> <p>We must be careful, however, not to reward parts of a response that slip into non-climatic hazards even though they might be closely related, for example flooding.</p> <p>Indicative Content</p> <p>Tropical storms, tornadoes, heavy snowfall, intense cold, heat waves and drought are all explicitly mentioned in the Spec in the Climatic hazards option, but others are equally valid such as fog or frost.</p> <p>A wide variety of strategies can be employed and so we must be open to whatever climatic hazards and their specific strategies candidates wish to discuss.</p> <p>Level 3 responses might be characterised by their explicit linking of strategy with a specific type of hazard. They are likely to draw distinctions between EMDW and ELDW countries and between urban and rural.</p>	30	<p>AO1 Knowledge and understanding</p> <p>Level 3 (8-9 marks) Substantial knowledge and authoritative understanding of the nature of climatic hazards and the strategies employed to manage their impacts. Causes and effects are convincing. There is secure use of detailed exemplification.</p> <p>Level 2 (5-7 marks) Sound knowledge and understanding of the nature of climatic hazards and the strategies employed to manage their impacts. Cause and effect is evident but not always convincing. There is some use of exemplification.</p> <p>Level 1 (0-4 marks) Poor knowledge and understanding of the nature of climatic hazards and the strategies employed to manage their impacts. Cause and effect not understood well. There is little exemplification.</p> <p>AO2 Analysis and application</p> <p>Level 3 (14-17 marks) Clear and convincing analysis of the strategies used to reduce the impacts of climatic hazards.</p> <p>Level 2 (8-13 marks) Some analysis of the strategies used to reduce the impacts of climatic hazards.</p>

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

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

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		<p>AO3 Skills and communication</p> <p>Level 3 (4 marks) Clear structure and organisation, including a clear conclusion. Communication is clear with authoritative use of grammar and spelling and accurate use of geographical terms. Maps, diagrams and statistics are used effectively, if appropriate.</p> <p>Level 2 (3 marks) Sound structure and organisation, including a limited conclusion. Communication is generally effective although errors in grammar and spelling and some inaccurate use of geographical terms are likely to be present. Maps, diagrams and statistics are not used effectively.</p> <p>Level 1 (0-2 marks) Basic structure and organisation, with little or no attempt at a conclusion. Communication is ineffective with errors in grammar and spelling and little use of geographical terms or their inaccurate use. Maps, diagrams and statistics are not used.</p>
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Question	Answer	Marks	Guidance
15	<p>Assess the extent to which globalisation brings advantages only to MEDCs.</p> <p>A Key Idea in Option B2 is that globalisation of economic activity ‘... may bring advantages and disadvantages to various areas.’ Environmental, economic, social and political benefits and problems are to be studied.</p> <p>This could be seen as MEDC v LEDC v NIC evaluation or advantages v disadvantages for MEDCs evaluation.</p> <p>Indicative Content</p> <p>Low level responses are likely to be characterised by discussions simply stating that there are advantages to MEDCs. They might mention cheap labour for TNCs and obtaining raw materials.</p> <p>Higher levels may also go into advantages for LEDCs such as branch plant sites which bring wages and taxes. Towards the upper end mention might be made of infrastructure developments and the availability of markets for TNCs.</p> <p>Level 3, especially in AO2, will be characterised by evaluation of the disadvantages for MEDCs and/or MEDC v LEDCs v NIC. Comments about the loss of employment in MEDCs in certain industries, textiles, clothing and footwear for example.</p> <p>Extension of the discussion into tertiary economic activity might also characterise the top of L2+. For example the location of call centres and the growth in holidays taken around the globe by people from MEDCs.</p>	30	<p>AO1 Knowledge and understanding</p> <p>Level 3 (8-9 marks) Substantial knowledge and authoritative understanding of the nature of globalisation. Causes and effects of globalisation are convincing. There is secure use of detailed exemplification.</p> <p>Level 2 (5-7 marks) Sound knowledge and understanding of the nature of globalisation. Causes and effects of globalisation are evident but not always convincing. There is some use of exemplification.</p> <p>Level 1 (0-4 marks) Poor knowledge and understanding of the nature of globalisation. Causes and effects of globalisation are weak There is little exemplification.</p> <p>AO2 Analysis and application</p> <p>Level 3 (14-17 marks) Clear and convincing analysis of the issue of globalisation and an effective evaluation of its impacts on different areas.</p> <p>Level 2 (8-13 marks) Some analysis of the issue of globalisation and some evaluation of its impacts on different areas.</p> <p>Level 1 (0-7 marks) Limited analysis of the issue of globalisation and limited evaluation of its impacts on different</p>

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		<p>areas.</p> <p>AO3 Skills and communication</p> <p>Level 3 (4 marks) Clear structure and organisation, including a clear conclusion. Communication is clear with authoritative use of grammar and spelling and accurate use of geographical terms. Maps, diagrams and statistics are used effectively, if appropriate.</p> <p>Level 2 (3 marks) Sound structure and organisation, including a limited conclusion. Communication is generally effective although errors in grammar and spelling and some inaccurate use of geographical terms are likely to be present. Maps, diagrams and statistics are not used effectively.</p> <p>Level 1 (0-2 marks) Basic structure and organisation, with little or no attempt at a conclusion. Communication is ineffective with errors in grammar and spelling and little use of geographical terms or their inaccurate use. Maps, diagrams and statistics are not used.</p>
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Question	Answer	Marks	Guidance
16	<p><i>Evaluate the role of international trade agreements in influencing global patterns of production.</i></p> <p>The role of international trade negotiations and agreements in influencing global production patterns is explicitly stated in the Spec within the Globalisation Option.</p> <p>There are a range of possible agreements to consider but the expectation is not that any one response will offer a comprehensive coverage although Level 3 responses will convince with their grasp of the range.</p> <p>Indicative Content</p> <p>It is likely that the various efforts of WTO and the GATT procedures and policies will be discussed to a greater or lesser degree by Levels 1 + 2 responses. Credit should also be given to more regional agreements such as involving the EU, NAFTA or ASEAN for example, as these also engage with global patterns of production. Such material might indicate a Level 3 response.</p> <p>Examples can contrast where such agreements bring advantages and disadvantages and such evaluation is likely to suggest Level 2+.</p> <p>Comments about access to markets, the location of economic activity such as manufacturing, the terms of trade and the degree of protectionism allowed are all relevant.</p>	30	<p>AO1 Knowledge and understanding</p> <p>Level 3 (8-9 marks) Substantial knowledge and authoritative understanding of international trade agreements. Causes and effects of international trade agreements are convincing. There is secure use of detailed exemplification.</p> <p>Level 2 (5-7 marks) Sound knowledge and understanding of international trade agreements. Causes and effects of international trade agreements are evident but not always convincing. There is some use of exemplification.</p> <p>Level 1 (0-4 marks) Poor knowledge and understanding of the nature of international trade agreements. Causes and effects of international trade agreements are weak. There is little exemplification.</p> <p>AO2 Analysis and application</p> <p>Level 3 (14-17 marks) Clear and convincing analysis of the issue of international trade agreements and an effective evaluation of their impacts on different areas.</p> <p>Level 2 (8-13 marks) Some analysis of the issue of international trade agreements and some evaluation of their impacts on different areas.</p>

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		<p>Level 1 (0-7 marks) Limited analysis of the issue of international trade agreements and limited evaluation of their impacts on different areas.</p> <p>AO3 Skills and communication</p> <p>Level 3 (4 marks) Clear structure and organisation, including a clear conclusion. Communication is clear with authoritative use of grammar and spelling and accurate use of geographical terms. Maps, diagrams and statistics are used effectively, if appropriate.</p> <p>Level 2 (3 marks) Sound structure and organisation, including a limited conclusion. Communication is generally effective although errors in grammar and spelling and some inaccurate use of geographical terms are likely to be present. Maps, diagrams and statistics are not used effectively.</p> <p>Level 1 (0-2 marks) Basic structure and organisation, with little or no attempt at a conclusion. Communication is ineffective with errors in grammar and spelling and little use of geographical terms or their inaccurate use. Maps, diagrams and statistics are not used.</p>
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Question	Answer	Marks	Guidance
17	<p><i>'The level of economic development influences the quality of life.'</i> Discuss.</p> <p>The Spec has, as one its Key Ideas in Option B3, Development and Inequalities, the relationship between level of economic development and quality of life. This is a fundamental link to investigate in the study of this topic.</p> <p>The vast majority of candidates are likely to construct a strong argument fundamentally agreeing with the statement in the question. The correlation between economic development and quality of life, however measured, is a strong one, if imperfect.</p> <p>Indicative Content</p> <p>It is the 'how far does...' aspect of the question that will discriminate amongst the responses. Comments about distribution of incomes and the level of government spending on social infrastructure are areas that could move the discussion forward into top of Level 2+. Discussion that identified countries that might not be in the upper income sectors and yet score well in terms of democratisation of their society, in particular as regards the role and status of women, might indicate Level 3 responses.</p> <p>Comments about how economic development and quality of life might be assessed are relevant as long as the focus remains on the question.</p>	30	<p>AO1 Knowledge and understanding</p> <p>Level 3 (8-9 marks) Substantial knowledge and authoritative understanding of the relationship between economic development and quality of life. Causes and effects of the relationship are convincing. There is secure use of detailed exemplification.</p> <p>Level 2 (5-7 marks) Sound knowledge and understanding of the relationship between economic development and quality of life. Causes and effects of the relationship are evident but not always convincing. There is some use of exemplification.</p> <p>Level 1 (0-4 marks) Poor knowledge and understanding of the relationship between economic development and quality of life. Causes and effects of the relationship are weak. There is little exemplification.</p> <p>AO2 Analysis and application</p> <p>Level 3 (14-17 marks) Clear and convincing analysis of the issue of economic development and quality of life and an effective evaluation of their impacts on different areas.</p> <p>Level 2 (8-13 marks) Some analysis of the issue of economic development and quality of life and some</p>

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		<p>evaluation of their impacts on different areas.</p> <p>Level 1 (0-7 marks) Limited analysis of the issue of economic development and quality of life and limited evaluation of their impacts on different areas.</p> <p>AO3 Skills and communication</p> <p>Level 3 (4 marks) Clear structure and organisation, including a clear conclusion. Communication is clear with authoritative use of grammar and spelling and accurate use of geographical terms. Maps, diagrams and statistics are used effectively, if appropriate.</p> <p>Level 2 (3 marks) Sound structure and organisation, including a limited conclusion. Communication is generally effective although errors in grammar and spelling and some inaccurate use of geographical terms are likely to be present. Maps, diagrams and statistics are not used effectively.</p> <p>Level 1 (0-2 marks) Basic structure and organisation, with little or no attempt at a conclusion. Communication is ineffective with errors in grammar and spelling and little use of geographical terms or their inaccurate use. Maps, diagrams and statistics are not used.</p>
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Question	Answer	Marks	Guidance
18	<p><i>With reference to ONE named country, assess the degree to which inequalities within it have been reduced.</i></p> <p>One of the Questions for Investigation in Option B3, Development and inequalities asks to what extent inequalities can be reduced. The associated content states that this should be looked at within the context of a named country.</p> <p>The focus of much regional development in a wide variety of countries has been the economic, with growth, wealth creation and jobs to the fore.</p> <p>Inequalities may be whole country e.g. wealth, gender, race rather than regional.</p> <p>Indicative Content</p> <p>Level 1 responses are likely to pick up on the economic aspects of inequalities with descriptions of change through time in some measure(s) of regional or demographic group economic health, average incomes or unemployment rates for example.</p> <p>Depending on the country studied will be the degree of success in reducing inequalities, Levels 2 + 3, will go on into discussing inequalities in terms of social factors, as the Specification requests the candidates should. Evaluation of the reduction in social inequality, perhaps seen in factors such as life expectancy, or the degree of self-governance such as regional government, would be helpful.</p> <p>Friedmann's model offers a theoretical framework of changing regional relationships within the overall development of a country and its successful employment in an answer might indicate a Level 3 response.</p>	30	<p>AO1 Knowledge and understanding</p> <p>Level 3 (8-9 marks) Substantial knowledge and authoritative understanding of the relationship between economic development and reducing inequalities. Causes and effects of the relationship are convincing. There is secure use of detailed exemplification.</p> <p>Level 2 (5-7 marks) Sound knowledge and understanding of the relationship between economic development and reducing inequalities. Causes and effects of the relationship are evident but not always convincing. There is some use of exemplification.</p> <p>Level 1 (0-4 marks) Poor knowledge and understanding of the relationship between economic development and reducing inequalities. Causes and effects of international trade agreements are weak. There is little exemplification.</p> <p>AO2 Analysis and application</p> <p>Level 3 (14-17 marks) Clear and convincing analysis of the issue of inequalities and an effective evaluation of the impacts of economic change on different aspects e.g. groups, regions.</p> <p>Level 2 (8-13 marks) Some analysis of the issue of regional development and some evaluation of the impacts of economic change on different</p>

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		<p>aspects e.g. groups, regions.</p> <p>Level 1 (0-7 marks) Limited analysis of the issue of and limited evaluation of the impacts of economic change on different aspects e.g. groups, regions.</p> <p>If no named country unlikely to be higher than bottom L2.</p> <p>AO3 Skills and communication</p> <p>Level 3 (4 marks) Clear structure and organisation, including a clear conclusion. Communication is clear with authoritative use of grammar and spelling and accurate use of geographical terms. Maps, diagrams and statistics are used effectively, if appropriate.</p> <p>Level 2 (3 marks) Sound structure and organisation, including a limited conclusion. Communication is generally effective although errors in grammar and spelling and some inaccurate use of geographical terms are likely to be present. Maps, diagrams and statistics are not used effectively.</p> <p>Level 1 (0-2 marks) Basic structure and organisation, with little or no attempt at a conclusion. Communication is ineffective with errors in grammar and spelling and little use of geographical terms or their inaccurate use. Maps, diagrams and statistics are not used.</p>
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