



GCE

Geography

Unit **F763**: Global Issues

Advanced GCE

Mark Scheme for June 2014

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





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1. These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Unclear
	Omission mark
	Issue identified (Section A)
	Strategy identified (Section A)
	Irrelevant, a significant amount of material that does not answer the question
	Level one
	Level two
	Level three
	No examples
	Rubric infringement
	Correct point
	Highlighting an issue e.g. irrelevant paragraph. Use in conjunction with another stamp e.g.  or 
	Point has been seen and noted

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2. For answers marked by levels of response:
- a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **To determine the mark within the level**, consider the following

Descriptor	Award mark
on the borderline of this level and the one below	at bottom of level
just enough achievement on balance for this level	above bottom and either below middle or at middle of level (depending on number of marks available)
meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
consistently meets the criteria for this level	at top of level

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Question	Answer	Marks	Guidance				
<p>Questions 1 - 6</p>	<p>Candidates should receive credit for a particular issue identified in the resource or a broader generic issue. However, this latter issue must originate from the resource, such as secondary impacts of hazards. Strategies must be appropriate to the particular issue identified for Levels 2 and 3.</p> <p>Balance between issue and strategies – given that ONE issue is required but STRATEGIES are to be included, most responses can be expected to have a balance of about quarter / three quarters issue / strategies.</p> <p>The inclusion of only ONE strategy will not reach Level 3 and is unlikely to go beyond bottom of Level 2.</p> <p>But this can not be prescriptive as the precise balance is likely to vary. Some responses will inter-mix issue and strategies, meaning that the response must be read carefully to disentangle the two. If communication is clear then this will help inform the Level.</p> <p>Annotate in the margin as follows;</p> <table border="1" data-bbox="322 1137 779 1270"> <tbody> <tr> <td data-bbox="322 1137 528 1203" style="text-align: center;">I</td> <td data-bbox="528 1137 779 1203">for issue</td> </tr> <tr> <td data-bbox="322 1203 528 1270" style="text-align: center;">S</td> <td data-bbox="528 1203 779 1270">for each strategy</td> </tr> </tbody> </table>	I	for issue	S	for each strategy		<p>For each question in Section A:</p> <p>AO1 Knowledge and understanding accounts for 4 marks AO2 Analysis, interpretation and evaluation accounts for 4 marks AO3 Investigate, conclude and communicate accounts for 2 marks</p> <p>Level 3 (9 – 10 marks) Substantial knowledge and authoritative understanding of an appropriate issue which must originate from the resource and using clear evidence from the resource. Clear application of relevant knowledge and understanding to the question set. 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 using some evidence from the resource. Sound application of relevant knowledge and understanding to the question set. 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 using little or no evidence from the resource. Limited application of relevant knowledge and understanding to the question set. Poor structure and organisation. Much inaccuracy in communication and limited and / or ineffective use of geographical terms.</p>
I	for issue						
S	for each strategy						

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Question	Answer	Marks	Guidance
1	<p>One of the questions for investigation in this Option is ‘What are the hazards associated with mass movement and slope failure?’ Key ideas include both the physical causes of mass movements but also human factors. The resulting impacts are also expected to have been studied.</p> <p>The context is clearly a MEDC, UK, and so comments taking this into account are likely to indicate top of Level 2+ responses.</p> <p>Indicative Content</p> <p>Possible geographical issues include:</p> <p>Physical issues;</p> <ul style="list-style-type: none"> • The physical conditions (slope angle, weathering, vegetation, climate and weather, drainage and rock types, undercutting by wave action) • Rate of retreat as indicated in the photograph • Processes involved in slides, flows and creeps <p>Human issues;</p> <ul style="list-style-type: none"> • Adding weight to the slope - buildings • Destruction of buildings and infrastructure; disruption of domestic / public / economic activities; at its most severe, loss of life + injury. • Cost of management strategies <p>Possible management strategies:</p> <ul style="list-style-type: none"> • Appropriate management – short-term e.g. emergency rescue, evacuation • Appropriate management - longer term e.g. planning, hazard mapping, slope stabilisation techniques such as regarding, drainage, planting vegetation <p>Where both long and short term responses included likely to indicate top of Level 2+ response.</p>	10	<p>The issue identified can be either purely physical or human. Clearly the two sets of factors interact and so candidates have no shortage of material to draw from.</p>

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Question	Answer	Marks	Guidance
2	<p>One of the key questions in this Option is ‘In what ways are physical environments under threat from human activity?’ The associated Content explicitly states that students should study ‘the threats and impacts on, the physical environment posed by a range of human activities’. The cartoon is generic which allows candidates to discuss examples of their own choosing if they wish to exemplify an issue or strategy.</p> <p>Indicative Content</p> <p>Possible geographical issues include:</p> <ul style="list-style-type: none"> • the threats posed by human activities (development) to any components in the physical environment (wildlife). • That the environment might ‘strike’ back in the future – unintended consequences e.g. cane toads in Australia • The balance between economic demands such as employment and environmental protection and conservation. • How protected should environments be? • Can the use of environments be sustainable? • Comments about these issues in terms of both intended and unintended ways a possible L2+ indicator. <p>Possible management strategies:</p> <ul style="list-style-type: none"> • there are diverse ways of managing an ecosystem in a sustainable way • management ranges from total protection at one of the scale through various levels of openness to human activity to unfettered access to development. 	10	The issue identified can be either purely physical or human. Clearly the two sets of factors interact and so candidates have no shortage of material to draw from.

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Question	Answer	Marks	Guidance
3	<p>One of the Key Ideas in Option A3 is ‘Atmospheric systems (anticyclones and depressions) can produce extreme weather under certain circumstances, resulting in hazards for people. These hazards have serious environmental, social and economic impacts upon the areas they affect.’ The map shows the snowfall pattern for January 2010 Candidates are not expected to know of this particular month, but pick up on the generic issues arising from such extreme weather.</p> <p>Indicative Content</p> <p>Possible geographical issues include:</p> <p>Physical issues;</p> <ul style="list-style-type: none"> • Heavy snowfall – candidates might suggest sensible causes. • Reasonable to mention cold – again candidates might suggest sensible causes. • References to global climate change must link clearly to the issue of heavy snowfall e.g. increased evaporation rates and increase in extreme events due to more energy in the atmosphere. <p>Human issues;</p> <ul style="list-style-type: none"> • loss of life + injury, e.g. road accidents; hypothermia amongst elderly; people slipping on ice covered pavements • economic + social dislocation e.g. issues for transport such as closure of routes; issues for farmers especially those with livestock in upland areas. <p>Possible management strategies:</p> <ul style="list-style-type: none"> • Forecasting – variety of measures e.g. geostationary satellites, radar. • Long term strategies e.g. provision of technology e.g. heated rails and points; snow clearing kit for roads, rail and airports; government and NGOs have emergency plans in place to deal with issues e.g. elderly more at risk • Short term strategies e.g. gritting of roads; individuals living in remote rural areas stocking up in advance; emergency services on higher alert levels; mobilisation of armed forces • Strategies dealing with long term climate change. <p>Where both long and short term responses included likely to indicate top of Level 2+ response.</p>	10	The issue identified can be either purely physical or human. Clearly the two sets of factors interact and so candidates have no shortage of material to draw from.

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Question	Answer	Marks	Guidance
4	<p>One of the Questions for Investigation in this Option is ‘How and why does the number and rate of growth of population vary over time and space.’ The associated Key Idea states that ‘Population is dynamic and changes in response to a number of demographic, social, economic and political factors. The factors vary from place to place.’ The map shows the percent of the population under 15 years of age, by country</p> <p>Indicative Content</p> <p>Possible geographical issues include:</p> <ul style="list-style-type: none"> • Population-resource balance; population growth in some regions / countries putting a strain on resources e.g. food, clean water, housing, education, employment. • Population-resource balance; population stagnation and an ageing population putting a strain on resources e.g. housing; medical care; pension provision; declining workforce numbers. <p>Possible management strategies:</p> <ul style="list-style-type: none"> • Population strategies to reduce growth in some regions / countries • Investment in LEDCs in education / training to improve prospects for young dependents • Pro-natalist policies in MEDCs e.g. financial incentives e.g. tax breaks; subsidised child care; paid maternity and paternity leave • Management of migration flows to encourage inward flows of those with skills in short supply in some MEDC 	10	<p>Basic contrast MEDC / LEDC is Level 1. Level; 2 responses may be indicated by references to diversity amongst either LEDCs or MEDCs. Possible top of Level 2+ indicator when attention drawn to particular situation in sub-Saharan Africa.</p> <p>A response focusing on one element e.g. LEDCs or MEDCs acceptable. Quality of discussion to inform Level here.</p>

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Question	Answer	Marks	Guidance
5	<p>One of the Key Ideas in this Option is that ‘There are marked advantages for economic activity in working at a global scale rather than local scale.’ The Content specifies the study of processes of globalisation to illustrate the meanings of globalisation and that a range of factors are responsible for globalisation e.g. political groupings. The diagram highlights some of the principal nation groupings in North and South America. However, candidates are not expected to have studied these groupings in particular so generic comments are valid.</p> <p>Indicative Content</p> <p>Possible geographical issues include:</p> <ul style="list-style-type: none"> • Advantages to countries participating in such groups e.g. political integration and influence has direct economic advantages e.g. encouragement of trade. • Finance ministers from member countries meet together to take key decisions affecting the global and regional financial and banking systems. • Major influence at IMF, World Bank, WTO and UN. • Indication of the development gap and its possible narrowing or widening depending on whether a country is a member or not of such groupings. • Impacts of TNCs which tend to invest in the countries in such groupings. <p>Possible management:</p> <ul style="list-style-type: none"> • Groupings need to operate taking into account the needs of those not directly represented. • Countries outside these groupings can set up their own groupings to allow them a degree of collective bargaining. • Economic activity can expand within such groupings benefiting the members so expansion of groups or allowing associate membership may help some ‘fringe’ countries. • Role of World Bank, IMF and WTO in managing global economy as well as their influence on individual countries. • International trade negotiations e.g. the promotion of free trade policies. • Individual governments may respond to being outside of the membership of a group by pursuing a fiercely independent line e.g. Bolivia’s nationalisation of certain key industries e.g. water 	10	<p>Issue and strategies should be related to the advantages and disadvantages of being on the inside or outside of international groupings. Either one or other can be the focus of a response or both.</p>

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Question	Answer	Marks	Guidance
6	<p>The focus of this option is on inequalities, their patterns, causes and implications for communities and the environment. A Key Idea is 'Countries vary in their levels of economic development and this, in turn, influences the quality of life (such as standard of living) of their citizens.' The graph, from the Gapminder website, highlights variation in development as measured by Income and its relationship with life expectancy, a key indicator of quality of life.</p> <p>Indicative Content</p> <p>Possible geographical issues include:</p> <ul style="list-style-type: none"> • Global inequalities (either the relationship from the graph or single factor i.e. income or life expectancy) are significant and stretch across a continuum. • Lack of relationship amongst the African countries. • Contrasts in the quality of life of peoples in different parts of the world; Europe stands out followed by the Americas; considerable variation amongst Asian countries including Indian sub-continent; sub-Saharan Africa is clearly in most need of development. Identifying these countries as 'sub-Saharan' rather than Africa might be a L3 indicator. • Comments about the value of Income as an indicator of development relevant. <p>Possible management strategies:</p> <ul style="list-style-type: none"> • Encourage more development aid / projects which are sustainable. Roles of UN, World Bank, IMF, EU, and individual governments. • Role of NGOs relevant e.g. Christian Aid, Oxfam • Comments about strategies explicitly aimed at raising life expectancy are likely to indicate top of L2+ response such as immunisation schemes or improvements to water quality 	10	<p>Issues and strategies should reflect the contrasts in economic development and quality of life highlighted in the resource.</p>

Question	Answer	Marks	Guidance
7	<p>Assess the extent to which flood risk results from human rather than physical factors.</p> <p>One of the Questions for Investigation is ‘What are the hazards associated with flooding?’ with its accompanying Key Idea being ‘Flood risk reflects a combination of physical and human factors and these vary from place to place.’ At Level 1 then the answer is a simple ‘not at all’ but to reach Levels 2 and 3 in AOs 1, 2 and 3, then the response needs to be a fully discursive one weighing up the influence of different factors.</p> <p>Indicative Content</p> <p>The severity and impact of flooding depends on the interaction of a number of variables. A systems approach might serve a response well here as it will structure the answer to consider a variety of factors and how change in one factor can bring about feedback elsewhere in the drainage basin / coastal system systems.</p> <p>Physical factors associated with flooding such as precipitation patterns before and during flooding; geology; topography; land-use; storm surges; time of year e.g. snow melt, are relevant. Comments about a variety of external triggers both human and physical are required for an authoritative discussion.</p> <p>Human factors such as land-use changes (e.g. deforestation and urbanisation), inappropriate management e.g. channel straightening and its effects downstream; neglect of flood defences e.g. New Orleans and New York; human impacts on weather patterns with possible impacts on precipitation patterns. Comments distinguishing between long and short term risks move the response upwards through the levels depending on their quality.</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 risks from flooding 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, interpretation and evaluation</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 the factors, both physical and human, although likely not to be balanced between the two sets.</p>

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Question	Answer	Marks	Guidance
			<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 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>

Question	Answer	Marks	Guidance
8	<p><i>How significant is the level of economic development of an area in determining the impacts of earth hazards?</i></p> <p>This is a wide ranging evaluation in this Option and requires a focus on the interaction between physical and human factors. This question invites a discussion of the impacts of earth hazards and the degree to which the response focuses on this will be assessed under AO2. Exposure and vulnerability in the context of different levels of economic development are interesting concepts here as they encourage us to appreciate the factors which place people at risk, in this case, at risk in relation to mass movements and slope failure, volcanoes and earthquakes and flooding.</p> <p>Indicative Content</p> <p>The Spec asks that some specific earth hazard events and locations susceptible to earth hazards are investigated so we can expect some effective exemplification.</p> <p>Responses might consider points such as the scale of the hazard including the energy involved; urban / rural locations; LEDC / MEDC; degree of predictability and the ability to predict in the context of economic development.</p> <p>Economic development tends to go hand in hand with technological development which can have a significant influence on the impact of earth hazards. Technology can be seen to be important in terms of prediction, monitoring, mitigation and recovery.</p> <p>It is very important that we recognise the broad scope of this question and so a Level 3 response does not need to include reference to every type of earth hazard. What will be limiting is if the answer includes only one level of development and does not consider the wide range of levels in the world.</p>	30	<p>AO1 Knowledge and understanding</p> <p>Level 3 (8-9 marks) Substantial knowledge and authoritative understanding of the impacts of earth hazards in the context of a variety of levels of economic development. Convincing links between impacts and economic development. There is secure use of detailed exemplification.</p> <p>Level 2 (5-7 marks) Sound knowledge and understanding of the impacts of earth hazards in the context of at least two contrasting levels of economic development. There is some use of exemplification.</p> <p>Level 1 (0-4 marks) Poor knowledge and understanding of the impacts of earth hazards and of the variety in level of economic development. There is little exemplification.</p> <p>AO2 Analysis, interpretation and evaluation</p> <p>Level 3 (14-17 marks) Clear and convincing analysis of the various interactions between economic development and impacts. There is effective evaluation of the relative significance of the links, and vulnerability and preparedness are discussed with authority.</p> <p>Level 2 (8-13 marks) Some analysis of the various interactions. Some evaluation of the relative significance of the links, and vulnerability and preparedness are discussed although likely not to be balanced between the two.</p>

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Question	Answer	Marks	Guidance
			<p>Level 1 (0-7 marks) Limited analysis of the various interactions. Little or no attempt to evaluate the relative significance of any of the links.</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 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>

Question	Answer	Marks	Guidance
9	<p><i>‘The consequences of human activities for physical environments and ecosystems are rarely anticipated.’ Discuss.</i></p> <p>One of the Key Ideas in this Option is ‘Human activity poses threats to physical environments in both planned and unintended ways.’ The key evaluation is, therefore, between the relative impacts of planned and unintended.</p> <p>Indicative Content</p> <p>As knowledge and understanding of the components and interactions of physical environments has developed, so anticipated consequences are possible. Deforestation is often quoted in this context, such as tropical rainforests, for example the clearance of Indonesian forests for palm oil plantations. It is interesting to consider that little seems to be made of the clearance of similar environments for banana / pineapple / tea / coffee plantations? And what of the agro-ecosystems of Western Europe?</p> <p>Candidates are likely to have considered these issues in terms of the ‘threats’ posed to physical environments but comments about consequences which are not now considered a threat are valid, the Norfolk Broads for example.</p> <p>A historical perspective offers a wealth of material appropriate to a discussion here. Episodes such as the Dust Bowl of the Mid-West of the USA in the earlier part of the 20th century and the introduction of alien species both deliberate and accidental, are relevant and well documented.</p> <p>Any scale of ecosystem / physical environment is valid for inclusion here. Focus on a local ecosystem / physical environment could offer a wealth of material useful in discussing this issue.</p>	30	<p>AO1 Knowledge and understanding</p> <p>Level 3 (8-9 marks) Substantial knowledge and authoritative understanding of the consequences of human activities for physical environments. There is secure use of detailed exemplification.</p> <p>Level 2 (5-7 marks) Sound knowledge and understanding of the consequences of human activities for physical environments. There is some use of exemplification.</p> <p>Level 1 (0-4 marks) Poor knowledge and understanding of the consequences of human activities for physical environments. There is little exemplification.</p> <p>AO2 Analysis, interpretation and evaluation</p> <p>Level 3 (14-17 marks) Clear and convincing analysis and evaluation of the consequences of human activities for physical environments.</p> <p>Level 2 (8-13 marks) Some analysis and evaluation of the consequences of human activities for physical environments.</p> <p>Level 1 (0-7 marks) Limited analysis and evaluation of the consequences of human activities for physical environments.</p>

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Question	Answer	Marks	Guidance
			<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 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>

Question	Answer	Marks	Guidance
10	<p><i>To what extent are physical components more important than human components in ecosystems?</i></p> <p>A Key Idea in this Option is that ‘Ecosystems and environments are systems in which a number of components (physical and human) interact.’ The candidates are expected to have both a strong grasp of the concepts of systems such as the degree of openness, the nature of inputs, the interconnections between stores and the outputs resulting from flows of energy into, through and out of the system, and examples.</p> <p>Indicative Content</p> <p>Candidates should be secure in their knowledge and understanding of physical components to be awarded top of L2 and L3 in AO1. Components such as climate, geology and soils, flora and fauna should be considered and their role evaluated. There is at one level of the discussion, a strong case to be made for the question’s proposition such as reference to the great biomes of the world e.g. savannah or boreal forest. A similar case might also be made for local ecosystems where for example, local relief in the form of aspect can have a profound influence. The development of a soil catena is another example of the importance of physical factors.</p> <p>Then we can anticipate the case for human factors to be made. The development of plagio-climaxes for example across most if not all the UK would be an interesting discussion. The intervention of human activity in the form of agriculture would also make for interesting evaluation, considering the development of agro-ecosystems such as the arable ‘prairies of parts of southern England or a plantation of conifers on an upland hill-side or the mono-culture of a tea or coffee estate in Kenya or Colombia.</p>	30	<p>AO1 Knowledge and Understanding</p> <p>Level 3 (8-9 marks) Substantial knowledge and authoritative understanding of the role physical and human components play in ecosystems. There is secure use of detailed exemplification.</p> <p>Level 2 (5-7 marks) Sound knowledge and understanding of the role physical and human components play in ecosystems. Some responses might be assessed at this level if they offer a particularly uneven account of either physical or human components. There is some use of exemplification.</p> <p>Level 1 (0-4 marks) Poor knowledge and understanding of the role physical and human components play in ecosystems. There is little exemplification.</p> <p>AO2 Analysis, interpretation and evaluation</p> <p>Level 3 (14-17 marks) Clear and convincing analysis and evaluation of the roles physical and human components play in ecosystems.</p> <p>Level 2 (8-13 marks) Some analysis and evaluation of the roles physical and human components play in ecosystems.</p> <p>Level 1 (0-7 marks) Limited analysis and evaluation of the roles physical and human components play in ecosystems.</p>

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Question	Answer	Marks	Guidance
			<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 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>

Question	Answer	Marks	Guidance
11	<p><i>‘The impacts of climatic hazards depend on the physical geography of the location affected.’ How far do you agree with this view?</i></p> <p>One of the Questions for Investigation is ‘Why do the impacts of climatic hazards vary over time and location?’ It is the latter aspect, location, which this question focuses on.</p> <p>Indicative Content</p> <p>Clearly physical geography is of fundamental significance to the degree of impact. Tropical storms, for example, have a major impact on the coastal zones they first enter, but if they then track inland, their intensity soon diminishes as they lose contact with their source of energy. In addition the particular physical geography of the coastal zone affected is important. For example, Bangladesh can be severely affected by coastal flooding following a storm surge whereas many Caribbean countries receive greater impacts from river flooding and slope failures as a consequence of a tropical storm. Comments about Bangladesh for example can take a response to the top of L2 in AO1 + 2, but the explicit contrast with other locations is likely to indicate a L3 answer.</p> <p>It could be argued that heavy snowfall has more severe impacts in areas of steep relief than locations with gentle slopes. Heatwaves are perhaps more severe in inland locations than by the coast where there is usually a degree of amelioration due to land and sea breezes.</p> <p>Candidates can also offer comments about the relative significance of where a location is along the development continuum as being more significant than physical geography. Much of the coastal zone of the Gulf Coast and the Eastern seaboard of the USA is low-lying but only occasionally does a</p>	30	<p>AO1 Knowledge and Understanding</p> <p>Level 3 (8-9 marks) Substantial knowledge and authoritative understanding of the impacts (social; economic and environmental) of climatic hazards. Substantial knowledge of the physical geography of locations, e.g. nature of coastal zone. There is secure use of detailed exemplification.</p> <p>Level 2 (5-7 marks) Sound knowledge and understanding of the impacts (social; economic and environmental) of climatic hazards. Some responses might be assessed at this level if they offer a limited interpretation of physical geography, such as simply the strength / severity of the climatic hazard. There is some use of exemplification.</p> <p>Level 1 (0-4 marks) Poor knowledge and understanding of the impacts (social; economic and environmental) of climatic hazards. Little or no reference to the physical geography of the location. There is little exemplification.</p> <p>AO2 Analysis, interpretation and evaluation</p> <p>Level 3 (14-17 marks) Clear and convincing analysis of the impacts of climatic hazards. There is effective evaluation of the relative significance of physical geography.</p> <p>Level 2 (8-13 marks) Some analysis and evaluation of the impacts of climatic hazards. There is some evaluation of the relative significance of physical geography.</p>

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Question	Answer	Marks	Guidance
	<p>tropical storm have a major impact such as Hurricane Sandy in October 2012.</p> <p>Small scale locations can also advance a discussion here. The influence of aspect can be significant in terms of localised snowfall for example,</p>		<p>Level 1 (0-7 marks) Limited analysis of the impacts of climatic hazards. There is little or no evaluation of the significance of physical geography.</p> <p>AO3 Skills and communication 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 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>

Question	Answer	Marks	Guidance
12	<p><i>‘Climatic hazards are relatively straightforward to predict.’ Discuss.</i></p> <p>One of the Key Questions in this Option is ‘What can humans do to reduce the impacts of climatic hazards?’ with its associated Content being ‘...the extent to which climatic hazards can be predicted.’</p> <p>Candidates are expected to have studied hazards arising from tropical storms, tornadoes, anticyclones and depressions so that there is a wealth of material which can be deployed here.</p> <p>Indicative Content</p> <p>Climatic hazards are among the most predictable of all hazards. Tropical storms are monitored by weather satellites, aircraft, radar, marine buoys and radiosondes. Computer modelling has reached high levels of accuracy for both storm tracks and intensity. The evaluation here comes from assessing the degree of predictability and this is where less conviction exists. Storm tracks change quickly, in particular landfall and so the impact of a tropical storm as regards the strongest winds and highest storm surge are not exact. The impact of high rainfall as regards flooding and mass movements is likely to be generally known but not the details.</p> <p>Tornadoes are more difficult to predict both as regards their formation, their track and therefore, their impact. They are short lived, affect only small areas and their formation is not fully understood. General alerts are given but beyond that prediction relies on visual sighting or effective radar use.</p> <p>Depressions and anticyclones are well monitored but timings and strengths are not exact – remember 1987! Rainfall varies considerably along a front for example. Convective thunderstorms are notoriously difficult to predict in terms of</p>	30	<p>AO1 Knowledge and understanding</p> <p>Level 3 (8-9 marks) Substantial knowledge and authoritative understanding of the predictability of climatic hazards. There is secure use of detailed exemplification.</p> <p>Level 2 (5-7 marks) Sound knowledge and understanding of the predictability of climatic hazards. Some responses might be assessed at this level if they offer a particularly uneven account of climatic hazards such as much detail about tropical storms but less about anticyclones. There is some use of exemplification.</p> <p>Level 1 (0-4 marks) Poor knowledge and understanding of the predictability of climatic hazards. Responses focused on only one climatic hazard, such as tropical storms, are likely to be assessed at this Level. There is little exemplification.</p> <p>AO2 Analysis, interpretation and evaluation</p> <p>Level 3 (14-17 marks) Clear and convincing analysis of a range of climatic hazards. There is effective evaluation of their relative predictability.</p> <p>Level 2 (8-13 marks) Some analysis of at least two climatic hazards. Some evaluation of their relative predictability.</p>

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	<p>intensity and precise location. Effective evaluation could come from analysing precipitation patterns as a front impacts on low and high altitude locations for example. Drought has different definitions (meteorological; hydrological; agricultural) and is a 'gradual' hazard.</p> <p>There is much evaluation to be had in the comparison of countries at different places along the development continuum.</p>	<p>Level 1 (0-7 marks) Limited analysis of climatic hazards, possibly only one hazard discussed. Little or no attempt to evaluate the relative predictability.</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 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
13	<p><i>‘The sustainable management of resources is becoming increasingly difficult.’ Discuss.</i></p> <p>One of the Key Ideas in this Option is that ‘Both the demand for, and supply of, resources need to be planned and managed to achieve a sustainable system.’ Candidates should, therefore, have thought about and researched the management of resources. Level 3 in AO2 is likely to be indicated by a response picking up on ‘... is becoming increasingly...’.</p> <p>Indicative Content</p> <p>There is the immediate and simple association between increasing population numbers and resource demand. The higher Level responses are likely to appreciate the wide variety of resource types which is likely to allow their discussions to be more convincing and authoritative. The basic physical nature of resources should be evident and examples given of where physical factors are / have been significant in management strategies.</p> <p>Comments about what ‘sustainable’ consists of are welcome, with discussion of how contested a term this is, likely to indicate a L3 response in AOs 1 + 2. Most will simply rely on the Brundtland definition.</p> <p>There are physical challenges for some resources such as soils and forests when population pressure is significant in some regions. The challenge lies partly in the sheer scale of, for example, some rainforest areas or the Sahel. But evaluation comes in the form of the opportunities, albeit many are small scale such as eco-tourism or the use of stone walls along contour lines.</p>	30	<p>AO1 Knowledge and understanding</p> <p>Level 3 (8-9 marks) Substantial knowledge and authoritative understanding of the sustainable management of resources. There is secure use of detailed exemplification.</p> <p>Level 2 (5-7 marks) Sound knowledge and understanding of the sustainable management of resources. There is some use of exemplification.</p> <p>Level 1 (0-4 marks) Poor knowledge and understanding of the sustainable management of resources. There is little exemplification.</p> <p>AO2 Analysis, interpretation and evaluation</p> <p>Level 3 (14-17 marks) Clear and convincing analysis of the sustainable management of resources. There is effective evaluation of the difficulties in managing resources sustainably. Likely to consider ‘... is becoming increasingly...’.</p> <p>Level 2 (8-13 marks) Some analysis of the sustainable management of resources. There is some evaluation of the difficulties in managing resources sustainably.</p> <p>Level 1 (0-7 marks) Limited analysis of the sustainable management of resources. There is little or no attempt to evaluate the difficulties in managing resources sustainably.</p>

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Question	Answer	Marks	Guidance
	<p>There are socio-economic challenges and opportunities. Unemployment in former coal mining regions can be set alongside employment opportunities in 'green' technologies such as renewable energy sources. Clearly political issues are relevant here.</p> <p>Comments about managing demand are relevant. For example, the change in demand for foods such as meat in some regions of the world where GNI is rising, and the impact this has on the supply of cereal. Biofuels are another example rich with potential for this question.</p> <p>Contrasts between and amongst countries at different points along the development continuum are welcome and are likely to indicate Level 3.</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 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>

Question	Answer	Marks	Guidance
14	<p>'Overpopulation brings more challenges than underpopulation.' <i>How far do you agree?</i></p> <p>One of the Questions for Investigation is 'How and why does the number and rate of growth of population vary over time and space?' Here the particular focus is on the concepts of overpopulation and underpopulation, which are explicitly mentioned in the Content. Candidates will have studied both population dynamics and various issues concerning resources which can be brought together in a discussion here.</p> <p>Indicative Content</p> <p>Classically overpopulation is identified as 'an excess of population in an area in relation to resources or to other broader economic or social goals. As regards population numbers in relation to resources then a Malthusian perspective is often cited as representing a serious challenge. Certainly there are some helpful and tragic historical examples as well as more contemporary case studies which would help an analysis. Ideas such as carrying capacity and sustainable development are relevant here.</p> <p>Underpopulation is a situation where an increase in population of an area would improve the population/resource ratio allowing that population to raise its living standards through the use of resources.</p> <p>An effective evaluation might be constructed around the challenges and opportunities that over- and underpopulation offer. For example, one approach might be to suggest that as pressure builds up through overpopulation, then Boserup's assertion that, necessity is the mother of invention, comes into play.</p>	30	<p>AO1 Knowledge and understanding</p> <p>Level 3 (8-9 marks) Substantial knowledge and authoritative understanding of both over-and underpopulation and the challenges they offer. There is secure use of detailed exemplification.</p> <p>Level 2 (5-7 marks) Sound knowledge and understanding of both over-and underpopulation, its opportunities and challenges. Some responses might be assessed at this level if they offer a particularly uneven account of either over- or underpopulation. There is some use of exemplification.</p> <p>Level 1 (0-4 marks) Poor knowledge and understanding of over- and underpopulation. There is little exemplification.</p> <p>AO2 Analysis, interpretation and evaluation</p> <p>Level 3 (14-17 marks) Clear and convincing analysis of the challenges offered by over- and underpopulation. There is effective evaluation of the relative challenges of both over- and underpopulation.</p> <p>Level 2 (8-13 marks) Some analysis of the challenges offered by over- and underpopulation. There is some evaluation of the challenges of both over- and underpopulation, but not necessarily an even assessment of the two.</p> <p>Level 1 (0-7 marks) Limited analysis of the challenges offered by over- and underpopulation. There is little or no attempt to evaluate relative challenge.</p>

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Question	Answer	Marks	Guidance
	<p>The nature of the types of challenges, such as environmental, economic or social is worthy of discussion and candidates doing this are likely to be writing at Level 2 and above.</p> <p>Responses focused simply on sparse / dense populations are unlikely to reach beyond the bottom of Level 2 in both AO 1 and 2.</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 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>

Question	Answer	Marks	Guidance
15	<p><i>Evaluate the extent to which the social impacts of globalisation are only advantageous.</i></p> <p>One of the Key Ideas is that ‘Globalisation brings advantages and disadvantages to various areas.’ And that ‘These impacts may be environmental, economic, social or political.’ This question asks for an evaluation of the advantages and disadvantages of social impacts.</p> <p>Indicative Content</p> <p>The definition of social must be a broad one and we can accept a wide range of material here. As long as the focus is on social in its broadest sense, then relevance is achieved. For example, mention of economic impacts such as employment is valid when directly linked to social impacts such as standards of living.</p> <p>The most convincing responses (L3 in AOs 1 + 2) might be indicated by the acknowledgement that globalisation is a contested concept and so there are different perspectives to be considered. The Question is deliberately a broad one and advantages / disadvantages can be seen as they impact on countries right across the development continuum.</p> <p>The diffusion of western-style consumerism is seen in both positive and negative lights. The creation of internationally recognised brands of goods and services encourages people, especially in the developing world to aspire to lifestyles that differ from their local culture. This can also be seen within MEDCs with the loss of regional / local social elements, such as local cultures.</p> <p>However, the flow of social elements is not one way for example the diffusion of cuisine and music to MEDCs from areas in Africa, Asia and Latin America.</p> <p>Language is a key element of the social impacts, for example the</p>	30	<p>AO1 Knowledge and understanding</p> <p>Level 3 (8-9 marks) Substantial knowledge and authoritative understanding of the social advantages and disadvantages globalisation brings to countries. There is secure use of detailed exemplification.</p> <p>Level 2 (5-7 marks) Sound knowledge and understanding of the social advantages and disadvantages globalisation brings to countries. There is some use of exemplification.</p> <p>Level 1 (0-4 marks) Poor knowledge and understanding of the social advantages and disadvantages globalisation brings to countries. There is little exemplification.</p> <p>AO2 Analysis, interpretation and evaluation</p> <p>Level 3 (14-17 marks) Clear and convincing analysis of the social impacts globalisation can have. There is effective evaluation of the social advantages and disadvantages of globalisation.</p> <p>Level 2 (8-13 marks) Some analysis of the social impacts globalisation can have. Some evaluation of the social advantages and disadvantages of globalisation.</p> <p>Level 1 (0-7 marks) Limited analysis of the social impacts globalisation can have. Little or no attempt to evaluate the social advantages and disadvantages of globalisation.</p>

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Question	Answer	Marks	Guidance
	<p>spread of English as a 'world' language. A top of Level 2 + indicator might be that the great majority of English speakers have it as their second language. This is set against the loss of local languages and dialects.</p> <p>Demographics are another key element with increased mobility both for work and leisure. This also can be evaluated, for example the impacts of MEDC tourists in LEDC locations or labour migration in various parts of the world.</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 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>

Question	Answer	Marks	Guidance
16	<p><i>To what extent does the structure and direction of a country's trade affect whether it benefits from globalisation?</i></p> <p>In this Option there is the Question for Investigation is 'How far do international trade influence global patterns of production?' The Content associated with this Question states that candidates should have studies '... the structure, direction and impact of trade for an example of each of a LEDC, NIC and MEDC;' There is no expectation of an equal balance between structure and direction but the omission of one limits the response to the top of Level 1 in AO1.</p> <p>Indicative Content</p> <p>AO1 will assess the degree to which a response offers substantial and authoritative knowledge and understanding about the structure and direction of trade of one or more countries. It will be possible to access L3 marks from the very detailed analysis of a single country or by a broader consideration of more than one country.</p> <p>Merchandise (goods) and services are being traded globally on an unprecedented scale. The pattern tends to be that developed countries have gained most from international goods. Although subject to volatility, primary and semi-finished goods have, in relative terms, become more affordable for MEDCs. Trade in manufactured goods has been of great benefit to MEDCs as the relative cost of these has fallen. The recent growth in services such as finance and insurance as well as tourism, tends to benefit MEDCs more than other groups of countries.</p>	30	<p>AO1 Knowledge and Understanding</p> <p>Level 3 (8-9 marks) Substantial knowledge and authoritative understanding of the structure and direction of a country's trade and the impacts of globalisation. There is secure use of detailed exemplification.</p> <p>Level 2 (5-7 marks) Sound knowledge and understanding of the structure and direction of a country's trade and the impacts of globalisation. There is some use of exemplification. A response might be assessed at this level with an uneven consideration of structure and direction of trade.</p> <p>Level 1 (0-4 marks) Poor knowledge and understanding of the structure and direction of a country's trade and the impacts of globalisation. There is little exemplification. At this Level, either structure or direction of trade is likely to be omitted.</p> <p>AO2 Analysis, interpretation and evaluation</p> <p>Level 3 (14-17 marks) Clear and convincing analysis of the relationship between the structure and direction of a country's trade and the impacts of globalisation. There is effective evaluation of the trade's relative influence both positive and negative.</p> <p>Level 2 (8-13 marks) Some analysis of the relationship between the structure and direction of a country's trade and the impacts of globalisation. Some evaluation of the trade's relative influence both positive and negative.</p>

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Question	Answer	Marks	Guidance
	<p>NICs have also benefitted greatly from the expansion of global trade. Their pattern of trade tends to rely more on primary products and manufactured goods and less on services. Just because they are NICS is no small part due to their structure and direction of trade.</p> <p>On the whole LEDCs have not benefitted from the growth in international trade. It can be that the narrow range of commodities, especially in agricultural products, fuels and mineral ores leads to difficulties. The lack of stability in commodity prices makes long-term planning difficult. Prices for primary products have generally not kept pace with those for manufactured goods or services.</p>		<p>Level 1 (0-7 marks) Limited analysis of the relationship between the structure and direction of a country's trade and the impacts of globalisation. Little or no attempt to evaluate the trade's relative influence both positive and negative.</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 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>

Question	Answer	Marks	Guidance
17	<p>‘Core areas create only advantages.’ Discuss.</p> <p>One of the Key Ideas is ‘Some areas are finding it very difficult to develop economically so the inequality gap between the richer and poorer areas is increasing; whilst others are developing rapidly, narrowing the gap.’ The Content associated with this explicitly mentions the concept of core-periphery. Any spatial scale is appropriate.</p> <p>Indicative Content</p> <p>Cores and peripheries can be recognised at a variety of scales and a response identifying these scales might indicate Level 3 in AO1.</p> <p>The theoretical background to the development of a core area is linked with the process of cumulative causation. The upward spiral of growth due to the exploitation of initial advantages, the creation of employment and development of external economies of scale result in many advantages for a core.</p> <p>Traditionally, some of this growth is seen as being at the expense of the periphery as backwash effects draw in resources (e.g. commodities and labour) to the core. An evaluative point is that spread effects diffuse from the core to bring a degree of growth to the periphery.</p> <p>The Friedmann model is explicitly mentioned in the Specification and is relevant here, highlighting as it does, the changing relationship between core and periphery.</p> <p>Perhaps one indication of a top of Level 2+ response in AO2 is mention of the disadvantages of the core. These manifest themselves in factors such as high cost of land and housing, crowded infrastructure, above average wages, high levels of pollution. A possible Level 3 indicator is the inequalities that can be generated within a core as seen in the differential advantages one</p>	30	<p>AO1 Knowledge and Understanding</p> <p>Level 3 (8-9 marks) Substantial knowledge and authoritative understanding of core areas and their role in development. There is secure use of detailed exemplification.</p> <p>Level 2 (5-7 marks) Sound knowledge and understanding of core areas and their role in development. There is some use of exemplification.</p> <p>Level 1 (0-4 marks) Poor knowledge and understanding of core areas and their role in development. There is little exemplification.</p> <p>AO2 Analysis, interpretation and evaluation</p> <p>Level 3 (14-17 marks) Clear and convincing analysis of the advantages and disadvantages core areas possesses. There is effective evaluation of the role core areas have in development.</p> <p>Level 2 (8-13 marks) Some analysis of the advantages and disadvantages core areas possesses. Some evaluation of the role core areas have in development.</p> <p>Level 1 (0-7 marks) Limited analysis of the role core areas have in development. Little or no attempt to evaluate the role core areas have in development.</p>

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Question	Answer	Marks	Guidance
	<p>socio-economic group can gain over another. There are winners and losers both between core and periphery and within a core.</p> <p>We can anticipate some convincing exemplification which could come from across the development continuum.</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 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>

Question	Answer	Marks	Guidance
18	<p><i>To what extent do inequalities within EITHER a named region OR city result from economic factors?</i></p> <p>One of the Questions for Investigation is 'In what ways do economic inequalities influence social and environmental issues?' The Content specifies the study of '... the economic and social inequalities within one named region or large city resulting from the interlinking of economic and social factors.' The scale of the region or urban area is to be given a wide interpretation.</p> <p>Indicative Content</p> <p>The spatial context can vary between a region and large city. Within either of these contexts, inequalities can be recognised. A strong argument can be made that the underlying cause of inequality, often seen as deprivation, is economic. Low wages are common in sectors where uncertainty of employment and part-time working are the norm. People with low skill levels, often due to inadequate education, have only limited employment opportunities. Lack of money can lead to poor education, with children leaving school early to contribute to family incomes. Parents with little formal education of their own may not see education for their children as a priority. Poverty means that the choice of where to live is limited, and poor housing is linked to poor health, absence from work and low incomes. A Level 2+ evaluation in AO2 is likely to draw attention to linkages such as these.</p> <p>Linkages can be seen in developing countries where the general absence of jobs in the formal sector often results in many people being un- or under-employed, many having casual employment. The resulting low incomes are linked to a range of social factors such as education and health care.</p>	30	<p>AO1 Knowledge and Understanding</p> <p>Level 3 (8-9 marks) Substantial knowledge and authoritative understanding of the role economic factors can play in generating inequalities within either a named region or large city. There is secure use of detailed exemplification.</p> <p>Level 2 (5-7 marks) Sound knowledge and understanding of the role economic factors can play in generating inequalities within either a named region or large city. There is some use of exemplification.</p> <p>Level 1 (0-4 marks) Poor knowledge and understanding of the role economic factors can play in generating inequalities within either a named region or large city. There is little exemplification.</p> <p>AO2 Analysis, interpretation and evaluation</p> <p>Level 3 (14-17 marks) Clear and convincing analysis of inequalities within either a named region or large city. There is effective evaluation of the relative influence of economic factors.</p> <p>Level 2 (8-13 marks) Some analysis of inequalities within either a named region or large city. There is effective evaluation of the relative influence of economic factors.</p> <p>Level 1 (0-7 marks) Limited analysis of inequalities within either a named region or large city. There is little or no evaluation of the relative influence of economic factors.</p>

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Question	Answer	Marks	Guidance
	<p>Assessment of AO2 will be determined by the quality of evaluation of the interlinking of economic with social, political and environmental factors.</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 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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