

### Unit 3 – Mark scheme

Question number	Indicative content
1(a)	<p style="text-align: center;"><b>AO1 (4 marks)/AO2 (6 marks)</b></p> <p><b>Marking instructions</b></p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p><b>Indicative content guidance</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <p>AO1:</p> <ul style="list-style-type: none"> <li>• numbers affected could be related to population density (as the data are absolute numbers, not percentage of people affected) if more people live in some areas</li> <li>• cities/towns could have been worse affected due to the concentration of poor quality housing/slums (or longer term, disease outbreaks)</li> <li>• areas closest to the track are more affected; intense winds (damage to property) and storm surges (low lying coastal areas in the east) with effects diminishing with distance</li> <li>• intense rain causing flooding and soil erosion in river valleys and low-lying areas.</li> </ul> <p>AO2:</p> <ul style="list-style-type: none"> <li>• named towns/cities in the worst affected areas (parts of Luzon have 100,000-500,000 affected) despite being some way from the storm track</li> <li>• level of development is low in the Philippines so the huge numbers could reflect this (poverty, poor housing, lack of effective response)</li> <li>• areas further west may have been warned/evacuated on 8th November having seen the destruction to the east on 7th November</li> <li>• the typhoon will have lost energy over the islands as it moved west, reducing the physical impacts westward</li> <li>• anticlockwise rotation would have driven the storm surge onshore at Cebu and southern Leyte; bays concentrate storm surges, e.g. at Tacloban</li> <li>• human factors, i.e. poverty, lack of protection might in the end be considered more important than physical as a similar storm in a developed country is unlikely to have had this effect.</li> </ul>

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<b>Level 1</b>	<b>1–4</b>	<ul style="list-style-type: none"> <li>• Demonstrates isolated or generic elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1)</li> <li>• Applies knowledge and understanding to geographical information inconsistently. Connections/relationships between stimulus material and the question may be irrelevant. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to produce an interpretation with limited relevance and/or support. (AO2)</li> </ul>
<b>Level 2</b>	<b>5–7</b>	<ul style="list-style-type: none"> <li>• Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1)</li> <li>• Applies knowledge and understanding to geographical information to find some relevant connections/relationships between stimulus material and the question. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to produce a partial but coherent interpretation that is mostly relevant and supported by evidence. (AO2)</li> </ul>
<b>Level 3</b>	<b>8–10</b>	<ul style="list-style-type: none"> <li>• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)</li> <li>• Applies knowledge and understanding to geographical information logically to find fully relevant connections/relationships between stimulus material and the question. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to produce a full and coherent interpretation that is relevant and supported by evidence. (AO2)</li> </ul>

Question number	Indicative content
1(b)	<p style="text-align: center;"><b>AO1 (5 marks)/AO2 (10 marks)</b></p> <p><b>Marking instructions</b></p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p><b>Indicative content guidance</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <p>AO1:</p> <ul style="list-style-type: none"> <li>• satellite technology allows storms of all types to be tracked with accuracy, and predictions to be made in terms of landfall location and timing (although there are accuracy issues)</li> <li>• satellites also monitor soil moisture and along with ground stations, can be used to help predict the onset of drought</li> <li>• computer modelling is vital in terms of predictions but is not always accurate</li> <li>• hard engineering (flood walls, barriers etc.) are needed to protect vulnerable coasts from storms</li> <li>• in the case of drought responses can either be long term by managing farming systems and water supply to minimise the effect of drought, or may require an aid response if drought leads to a fall in food/water supply.</li> </ul> <p>AO2:</p> <ul style="list-style-type: none"> <li>• accurate forecasting contributes to warning and evacuation; this latter stage is not possible everywhere so limiting its effectiveness – dissemination of warnings is crucial</li> <li>• contrasts might be made between historic storms and more recent ones to show the impact of better technology, or major recent events to show its limitations</li> <li>• stronger answers should argue that forecasting technology alone does not save lives; information needs to be acted on and in the case of storms people can be moved but not property which can lead to high economic losses</li> <li>• stronger answers should argue that forecasting technology is only one part of managing weather hazards and other approaches are needed</li> <li>• may contrast short term and longer term extremes (storm versus drought) in terms of forecasting's importance.</li> </ul>

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<b>Level 2</b>	<b>5–8</b>	<ul style="list-style-type: none"> <li>• Demonstrates geographical knowledge and understanding, which is occasionally relevant and may include some inaccuracies. (AO1)</li> <li>• Applies knowledge and understanding of geographical information/ideas with limited but logical connections/relationships, to produce a partial interpretation that is supported by some evidence but has limited coherence. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to come to a conclusion, partially supported by an unbalanced argument with limited coherence. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to make limited judgements about the significance of some factors. (AO2)</li> </ul>

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<b>Level 3</b>	<b>9-12</b>	<ul style="list-style-type: none"> <li>• Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1)</li> <li>• Applies knowledge and understanding of geographical information/ideas to find some logical and relevant connections/relationships, to produce a partial but coherent interpretation that is supported by some evidence. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to come to a conclusion, largely supported by an argument that may be unbalanced or partially coherent. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to make judgements about the significance of some factors. (AO2)</li> </ul>
<b>Level 4</b>	<b>13-15</b>	<ul style="list-style-type: none"> <li>• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)</li> <li>• Applies knowledge and understanding of geographical information/ideas to find fully logical and relevant connections/relationships, to produce a full and coherent interpretation that is supported by evidence. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to come to a rational, substantiated conclusion, fully supported by a balanced argument that is drawn together coherently. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to make supported judgements about the significance of factors. (AO2)</li> </ul>

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<b>Level 3</b>	<b>8-10</b>	<ul style="list-style-type: none"> <li>• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)</li> <li>• Applies knowledge and understanding to geographical information logically to find fully relevant connections/relationships between stimulus material and the question. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to produce a full and coherent interpretation that is relevant and supported by evidence. (AO2)</li> </ul>

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3	<p style="text-align: center;"><b>AO1 (5 marks)/AO2 (10 marks)</b></p> <p><b>Marking instructions</b></p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p><b>Indicative content guidance</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <p>AO1:</p> <ul style="list-style-type: none"> <li>• globalisation has led to dramatically increasing demand for resources, some of which involve the destruction/degradation of biomes/biodiversity</li> <li>• rapid industrialisation has increased global pollution levels with negative impacts on biodiversity</li> <li>• a key element of globalisation is increased accessibility and transport, so few areas are as isolated as they once were</li> <li>• the rise in global population puts increased pressure on resources (may not be linked to globalisation)</li> <li>• the increase in TNCs could be linked to global chains of production and resource exploitation.</li> </ul> <p>AO2:</p> <ul style="list-style-type: none"> <li>• globalisation could be seen as actually promoting the protection of biodiversity, as threats are well-known through global media channels and people are encouraged to care about such issues</li> <li>• TNCs are quickly shamed by pollution events, e.g. BP oil spill in 2010, and work hard to regain their image; sustainable branding might help achieve this but it could be viewed as 'greenwashing'</li> <li>• as countries globalise and develop they may change their attitudes to biodiversity, e.g. environmental awareness and conservation efforts have increased as Brazil has developed and an educated, globally aware middle class has grown</li> <li>• the Environmental Kuznets curve idea is relevant and might suggest that the most globalised, connected countries are more likely to protect than degrade; development might be argued as the key threat as opposed to globalisation per se</li> <li>• the growth of global tourism might be seen as a double-edged sword, both encouraging development in isolated areas and risking biodiversity but also promoting ecotourism and raising awareness</li> </ul>



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<b>3</b>	<p>AO2 (continued):</p> <ul style="list-style-type: none"> <li>• globalisation could be linked to climate change/global warming (possibly the biggest threat as the dramatic rise in global trade is mirrored in emissions, but alternatively a more interdependent world could be more willing to act to protect biodiversity through global actions and agreements such as CITES)</li> <li>• stronger answers might unpick globalisation from issues like global warming and argue they are not the same, or might argue that population pressure, urbanisation and the expansion of farmland are more significant threats not specifically linked to globalisation.</li> </ul>

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<b>Level 4</b>	<b>13-15</b>	<ul style="list-style-type: none"> <li>• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)</li> <li>• Applies knowledge and understanding of geographical information/ideas to find fully logical and relevant connections/relationships, to produce a full and coherent interpretation that is supported by evidence. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to come to a rational, substantiated conclusion, fully supported by a balanced argument that is drawn together coherently. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to make supported judgements about the significance of factors. (AO2)</li> </ul>

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<b>4(a)</b>	<p style="text-align: center;"><b>AO1 (2 marks)/AO3 (3 marks)</b></p> <p>Award <b>1</b> mark (AO1) for each relevant point and further expansion marks for reasons/explanations linked to the data shown (AO3), up to a maximum of 5 marks.</p> <ul style="list-style-type: none"> <li>• Countries may have greater domestic physical resources (1), e.g. oil in Mexico/coal in the Czech Republic (1)</li> <li>• Mexico might be better placed to use renewables (solar) (1) due to physical conditions (1)</li> <li>• Costs could lead to a reliance on cheap energy sources (1), e.g. cheap coal and gas in the Czech Republic (1)</li> <li>• Fossil fuel technology is generally cheaper/simpler to use (1) so may be used more in a developing country, e.g. Mexico (1)</li> <li>• Nuclear technology is too costly to obtain/use (1) for a developing country, e.g. Mexico (1)</li> <li>• Public perception (acceptance/rejection) of an energy source (1) might explain the different proportions of nuclear, or renewables, e.g. wind (1)</li> <li>• Government policy may play a role (1) by deliberately creating a diverse mix to reduce risk of insecurity, e.g. Czech Republic (1)</li> </ul>	<b>(5)</b>

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4(b)	<p style="text-align: center;"><b>AO1 (5 marks)/AO2 (10 marks)</b></p> <p><b>Marking instructions</b></p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p><b>Indicative content guidance</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <p>AO1:</p> <ul style="list-style-type: none"> <li>• there are issues with location/availability as some countries have renewable potential whereas others do not, physical constraints are a key issue for some resources, e.g. solar</li> <li>• costs are a key concern in terms of ability to compete with fossil fuels with subsidies – in many cases renewables are just too expensive to justify</li> <li>• most renewables are low CO2 emitters and have varying degrees of carbon neutrality; they may be seen as better for the global environment</li> <li>• most renewables are domestic so if developed, can reduce reliance on imports.</li> </ul> <p>AO2:</p> <ul style="list-style-type: none"> <li>• intermittency is a problem with some renewables such as solar and wind, so they may not be able to provide reliable base load power</li> <li>• most renewables have limited use so far as transport fuels/energy sources due to lack of flexibility; some are more reliable than others, e.g. tidal, HEP, biofuels so detailed contrasts can be made between different renewables</li> <li>• there are complex arguments about nuclear which could be covered (cost, waste, proliferation, fuel source) and very different national policies from continued investment (UK, China) to outright bans (Italy, Germany)</li> <li>• coal might be argued as very polluting and dangerous (SO<sub>2</sub>, landscape issues, mine safety) and deserved of being replaced</li> <li>• there are local issues with turbines, HEP schemes, nuclear – which make alternative sources less appealing than they might otherwise appear</li> <li>• recognition that some issues are crucial in terms of security, i.e. reliable and affordable supply which means some options are better than others (HEP?); the same is true of the environmental side of the argument; stronger answers will recognise that the decision is complex, i.e. there is no 'ideal' renewable alternative.</li> </ul>

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<b>Level 4</b>	<b>13-15</b>	<ul style="list-style-type: none"> <li>• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)</li> <li>• Applies knowledge and understanding of geographical information/ideas to find fully logical and relevant connections/relationships, to produce a full and coherent interpretation that is supported by evidence. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to come to a rational, substantiated conclusion, fully supported by a balanced argument that is drawn together coherently. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to make supported judgements about the significance of factors. (AO2)</li> </ul>

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<b>5(a)</b>	<p style="text-align: center;"><b>AO1 (2 marks)/AO3 (3 marks)</b></p> <p>Award <b>1</b> mark (AO1) for each relevant point and further expansion marks for reasons/explanations linked to the data shown (AO3), up to a maximum of 5 marks.</p> <ul style="list-style-type: none"> <li>• Very high level of river and lake water use in Zimbabwe (1), due to large rivers and lakes in the country/high rainfall (1) and due to economic water scarcity (1)</li> <li>• Very low level of river and lake water use in UAE (1), due to desert climate/low rainfall (1)</li> <li>• Lake/river use could be seen as a characteristic of a developing country, e.g. Zimbabwe (1) where most people use free surface sources (1)</li> <li>• Groundwater extraction requires investment/technology (1), which may not be available in low income countries, e.g. Zimbabwe (1)</li> <li>• The UAE relies on groundwater extraction (1) because they can afford to/this is the only option due to lack of surface sources (1)</li> <li>• The UAE relies on desalination (1), because of physical water scarcity/they can afford this expensive process (1)</li> <li>• The UAE invests in waste water recycling (1) because of physical water scarcity/because they can afford to (1)</li> </ul>	<b>(5)</b>

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<b>5(b)</b>	AO2 (continued): <ul style="list-style-type: none"> <li>• water is likely to be seen as crucial; perhaps more so in terms of human health as this is almost a precursor to economic development.</li> </ul>

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Level	Mark	Descriptor
<b>Level 3</b>	<b>9-12</b>	<ul style="list-style-type: none"> <li>• Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1)</li> <li>• Applies knowledge and understanding of geographical information/ideas to find some logical and relevant connections/relationships, to produce a partial but coherent interpretation that is supported by some evidence. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to come to a conclusion, largely supported by an argument that may be unbalanced or partially coherent. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to make judgements about the significance of some factors. (AO2)</li> </ul>
<b>Level 4</b>	<b>13-15</b>	<ul style="list-style-type: none"> <li>• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)</li> <li>• Applies knowledge and understanding of geographical information/ideas to find fully logical and relevant connections/relationships, to produce a full and coherent interpretation that is supported by evidence. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to come to a rational, substantiated conclusion, fully supported by a balanced argument that is drawn together coherently. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to make supported judgements about the significance of factors. (AO2)</li> </ul>

Question number	Indicative content
6	<p style="text-align: center;"><b>AO1 (5 marks)/AO2 (15 marks)</b></p> <p><b>Marking instructions</b></p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Responses that demonstrate <b>only</b> AO1 without any AO2 should be awarded marks as follows:</p> <ul style="list-style-type: none"> <li>• Level 1 AO1 performance: 1 mark</li> <li>• Level 2 AO1 performance: 2 marks</li> <li>• Level 3 AO1 performance: 3 marks</li> <li>• Level 4 AO1 performance: 4–5 marks</li> </ul> <p><b>Indicative content guidance</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <p>AO1:</p> <ul style="list-style-type: none"> <li>• military power is strongly related to wealth and access to technology and tends to be crucial as a pillar of power, e.g. data on the USA’s naval or air power</li> <li>• most emerging and superpowers are economically powerful, and this is likely to be seen as a constant</li> <li>• this could be seen as the key way of maintaining power today through TNCs, global investment, FDI, etc.</li> <li>• the power of emerging powers might be seen as largely economic, but moving towards political and military as they grow and evolve into true superpowers with multiple capacities, i.e. how they gain power.</li> </ul> <p>AO2:</p> <ul style="list-style-type: none"> <li>• military power might be argued as more important in the past, during the colonial era; direct ‘hard’ power to suppress dissent and ensure conquest of colonies</li> <li>• perhaps less important today at least directly, but indirect threat from nuclear arms, drones, global naval power etc. can be seen as important; some might argue that Russia’s actions in Ukraine, China’s global military rise and even the USA (Iraq, Libya, Afghanistan etc) show that military power is still important/rising in importance; possibly a more important way of maintaining today versus gaining in the past</li> </ul>

Question number	Indicative content
<b>6</b>	<p>AO2 (continued):</p> <ul style="list-style-type: none"> <li>• patterns of trade, trade relations (blocs) and terms of trade might be seen as reinforcing/maintaining power; expect some discussion of neo-colonial relations based on economics rather than conquest; China's role in Africa in terms of gaining influence today</li> <li>• powerful countries roles in IGOs such as the UN, WB/IMF and WTO could be seen as important in terms of the post-war consensus, although some might argue countries act in their own self-interest anyway, ignoring international decision making</li> <li>• could be argued as more significant now than in the past in terms of westernisation and western ideology; although is it actually necessary to be powerful (China)? China's rise might be seen as largely free from cultural and geopolitical influence so evidence that these are less important</li> <li>• a clear judgement is needed but this will depend on the argument; a case could be made for very similar ways today versus the past, or cultural and economic power might be seen as the key today; some will argue that without economic power the other types are not really possible.</li> </ul>

Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>Level 1</b>	<b>1–5</b>	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1)</li> <li>• Applies knowledge and understanding of geographical ideas, making limited and rarely logical connections/relationships. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to produce an interpretation with limited coherence and support from evidence. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to produce an unsupported or generic conclusion, drawn from an argument that is unbalanced or lacks coherence. (AO2)</li> </ul>

Level	Mark	Descriptor
<b>Level 2</b>	<b>6-10</b>	<ul style="list-style-type: none"> <li>• Demonstrates geographical knowledge and understanding, which is occasionally relevant and may include some inaccuracies. (AO1)</li> <li>• Applies knowledge and understanding of geographical information/ideas with limited but logical connections/relationships. (AO2)</li> <li>• Applies knowledge and understanding of geographical ideas in order to produce a partial interpretation that is supported by some evidence but has limited coherence. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to come to a conclusion, partially supported by an unbalanced argument with limited coherence. (AO2)</li> </ul>
<b>Level 3</b>	<b>11-15</b>	<ul style="list-style-type: none"> <li>• Demonstrates geographical knowledge and understanding, which is mostly relevant and accurate. (AO1)</li> <li>• Applies knowledge and understanding of geographical information/ideas to find some logical and relevant connections/relationships. (AO2)</li> <li>• Applies knowledge and understanding of geographical ideas in order to produce a partial but coherent interpretation that is supported by some evidence. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to come to a conclusion, largely supported by an argument that may be unbalanced or partially coherent. (AO2)</li> </ul>
<b>Level 4</b>	<b>16-20</b>	<ul style="list-style-type: none"> <li>• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)</li> <li>• Applies knowledge and understanding of geographical information/ideas to find fully logical and relevant connections/relationships. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to produce a full and coherent interpretation that is supported by evidence. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to come to a rational, substantiated conclusion, fully supported by a balanced argument that is drawn together coherently. (AO2)</li> </ul>

Question number	Indicative content
7	<p style="text-align: center;"><b>AO1 (5 marks)/AO2 (15 marks)</b></p> <p><b>Marking instructions</b></p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Responses that demonstrate <b>only</b> AO1 without any AO2 should be awarded marks as follows:</p> <ul style="list-style-type: none"> <li>• Level 1 AO1 performance: 1 mark</li> <li>• Level 2 AO1 performance: 2 marks</li> <li>• Level 3 AO1 performance: 3 marks</li> <li>• Level 4 AO1 performance: 4–5 marks</li> </ul> <p><b>Indicative content guidance</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <p>AO1:</p> <ul style="list-style-type: none"> <li>• reference to the global north-south divide/Brandt line idea as a basis for the 'gap'</li> <li>• knowledge of what development is i.e. economic versus multi-faceted, and how it can be measured</li> <li>• reference could be made to developed countries, BRICs/NICs and LDCs to illustrate the nature and extent of the global gap; details of the characteristics of different types of country/economy</li> <li>• recognition that the gap has narrowed as many countries have 'bridged' the gap in the last 30 years; a spectrum rather than a gap.</li> </ul> <p>AO2:</p> <ul style="list-style-type: none"> <li>• there are more complex arguments that the idea of a global gap is less applicable today because the 'gap' is more complex; may argue it is more of a spectrum in nature with countries present at a wide range development levels</li> <li>• there are numerous examples of national divides with large differences between core and periphery regions; in some cases these are as large as the global divide</li> <li>• in many cases the divide is an urban – rural one; credit the idea that development strategies/aid may be narrowing the gap in some cases</li> <li>• many will refer to different groups of people usually on a local scale, such as gender differences, differences in the development level of ethnic groups or caste divisions to show that the gap exists at all scales</li> </ul>

Question number	Indicative content
<b>7</b>	<p>AO2 (continued):</p> <ul style="list-style-type: none"> <li>• some consideration could be given to places where the gap is smaller; examples include Cuba or perhaps Scandinavian countries with large welfare provision</li> <li>• stronger answers will make a judgement about the gap and perhaps comment on its size at different scales; comments on its inevitability might appear or arguments that it can be reduced.</li> </ul>

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<b>Level 2</b>	<b>6-10</b>	<ul style="list-style-type: none"> <li>• Demonstrates geographical knowledge and understanding, which is occasionally relevant and may include some inaccuracies. (AO1)</li> <li>• Applies knowledge and understanding of geographical information/ideas with limited but logical connections/relationships. (AO2)</li> <li>• Applies knowledge and understanding of geographical ideas in order to produce a partial interpretation that is supported by some evidence but has limited coherence. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to come to a conclusion, partially supported by an unbalanced argument with limited coherence. (AO2)</li> </ul>

Level	Mark	Descriptor
<b>Level 3</b>	<b>11-15</b>	<ul style="list-style-type: none"> <li>• Demonstrates geographical knowledge and understanding, which is mostly relevant and accurate. (AO1)</li> <li>• Applies knowledge and understanding of geographical information/ideas to find some logical and relevant connections/relationships. (AO2)</li> <li>• Applies knowledge and understanding of geographical ideas in order to produce a partial but coherent interpretation that is supported by some evidence. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to come to a conclusion, largely supported by an argument that may be unbalanced or partially coherent. (AO2)</li> </ul>
<b>Level 4</b>	<b>16-20</b>	<ul style="list-style-type: none"> <li>• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)</li> <li>• Applies knowledge and understanding of geographical information/ideas to find fully logical and relevant connections/relationships. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to produce a full and coherent interpretation that is supported by evidence. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to come to a rational, substantiated conclusion, fully supported by a balanced argument that is drawn together coherently. (AO2)</li> </ul>