OCR

RECOGNISING ACHIEVEMENT

GCE

Geography

Advanced GCE

Unit **F763:** Global Issues

Mark Scheme for January 2011

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Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annesley
NOTTINGHAM
NG15 0DL

Telephone: 0870 770 6622
Facsimile: 01223 552610
E-mail: publications@ocr.org.uk

Question	Answer	Marks	Guidance
Questions 1-6	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. Balance between **iss<u>ue</u>** and **stra<u>teg</u>ies** – 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. The inclusion of only ONE strategy will not reach Level 3 and is unlikely to go beyond bottom of Level 2. But this cannot 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. Annotate in the margin as follows; for an issue indicated on the resource for each appropriate strategy		For each question in Section A: 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 **Level 3 (9-10 marks)** Substantial knowledge and authoritative understanding of an appropriate issue. Clear application of relevant knowledge and understanding to the question set including details of appropriate management strategies. Clear structure and organisation. Communication is clear with maps, diagrams, and statistics, if appropriate. Accurate use of geographical terms. **Level 2 (5-8 marks)** Sound knowledge and understanding of an appropriate issue. Sound application of relevant knowledge and understanding to the question set including appropriate management strategies. Sound structure and organisation. Communication is generally effective with maps, diagrams, and statistics, if appropriate. Geographical terms are mainly used effectively. **Level 1 (0-4 marks)** Poor knowledge and understanding of an appropriate issue. Limited application of relevant knowledge and understanding to the question set with limited reference to appropriate management strategies. Poor structure and organisation. Much inaccuracy in communication and limited and/or ineffective use of geographical terms.

Section A – Environmental Issues			
Question Number	**Expected Answer**	**Mark**	**Guidance**
1	**Earth hazards** **Study Fig. 1, information about an earthquake in central Italy.** **Outline a geographical issue indicated and suggest appropriate strategies for its management.** The focus here is on hazards associated with earthquakes. The map and its data are a stimulus and answers should be based on an issue indicated on the resource. **Possible geographical issues include:** • Population and infrastructure affected. • Should people live in regions of known earthquake risk? • To what extent are human, rather than physical factors, primarily responsible for the impact of earthquakes? Comments about this may indicate a top of L2+ response • Distance decay impact from epi-centre **Possible strategies for management:** • Appropriate management – if none offered then bottom of Level 2 max • Short term disaster management by authorities • Education of population regarding appropriate responses to an earthquake and their preparations for a possible 'quake • Longer term action by authorities regarding building codes. Many old buildings in Italy built before regulations/techniques of construction concerning earthquake impacts • Economic development to improve standards of living which might allow individuals to reduce their personal risks.	**[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. A Level 3 indicator might include detailed reference to the resource.

Section A – Environmental Issues			
Question Number	**Expected Answer**	**Mark**	**Guidance**
2	**Ecosystems and environments under threat** **Study Fig. 2, which shows part of a sand dune ecosystem. This is one type of ecosystem but you may have studied other types of local ecosystem or environment.** **Outline a geographical issue indicated and suggest appropriate strategies for its management.** The focus here is on the way human activities pose threats to physical environments in both intended and unintended ways. Candidates are expected to have studied this in the context of one local environment so full marks can be awarded to a generic answer or one that moves the context to other than a dune ecosystem. **Possible issues include:** • Impact of human activity e.g. trampling, footpath erosion, littering • The balance between economic demands (eg jobs) and environmental – tourism and recreation also have a social dimension in terms of demands – people need areas for recreation • How protected should environments be? • Can the use of the ecosystem by human activities be sustainable? • Comments about these issues in terms of both intended and unintended ways a likely Level 2+ indicator. **Possible strategies for management:** • Different methods of allowing human activities to use an ecosystem • From complete protection at one end of the scale through various levels of openness to human activity to unfettered access. Awareness of a range of possible approaches likely to indicate L2+.	**[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. A Level 3 indicator might include detailed reference to the resource.

Section A – Environmental Issues			
Question Number	**Expected Answer**	**Mark**	**Guidance**
3	**Climatic hazards** **Study Fig. 3, a satellite image of Spain and Portugal under anticyclonic conditions. Outline a geographical issue indicated and suggest appropriate strategies for its management.** The focus here is on how atmospheric systems cause 'heatwaves' and how anticyclones can produce extreme weather under certain circumstances which result in hazards for people. The satellite image shows several intense thunderstorms affecting eastern Spain. **Possible issues include:** • Drought – links with impacts on natural and agro-ecosystems; water supplies for human activities • Heatwave – health implications, especially for young and elderly • By the end of the summer, image taken in September, both land and sea surfaces are hot leading to vigorous thunderstorms developing • Nature of thunderstorms is to bring intense and localised rainfall and possibly hail. The localised nature makes them and their effects difficult to forecast • Possible risk of flash flooding and physical damage eg soil erosion, flooding, loss of property and life. **Possible strategies for management:** • Water collection and storage schemes • Water metering to reduce demand and conserve supplies; water rationing • Medical measures to alleviate impact of heatwave on vulnerable groups in society • Forecasting – accuracy in terms of location and timing – technology to detect build up of storms and track their direction and speed • Hard and soft engineering in place to cope with large inputs of water in very short periods of time • Local evacuation measures • Availability of emergency services; comments about MEDC/LEDC contrast likely to indicate a L2+ response • Planning controls to avoid building in flood prone areas.	**[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. A Level 3 indicator might include detailed reference to the resource.

Section A – Economic Issues			
Question Number	**Expected Answer**	**Mark**	**Guidance**
4	**Population and resources** **Study Fig. 4, which shows population change for selected world regions.** **Outline a geographical issue indicated and suggest appropriate strategies for its management.** The focus here is on population change at the world region scale. Differential growth rates exist as responses to demographic, social, economic and political factors. These factors vary from place to place. There are, therefore, implications for relationships between populations and resources. Candidates can take either a broad brush approach looking at differences **amongst** regions, or choose to look at **one** region in greater detail. **Possible issues include:** • Basic contrast between regions of growth (Africa + S. Asia), stagnation (L. America) and decline (Europe, E. Asia + N. America) • Population can be seen as a resource in itself – human capital, or as a cause of pressure on resources • Mention of over- and under-population relevant here. • There are significant differences both in terms of the relative numbers of people in the various regions, but also in their respective rates of population change. This point might be a L3 indicator **Possible strategies for management:** • Various approaches to population policies sponsored by governments • Anti-natalist in those locations which consider population pressure exceeds resources • Pro-natalist where fertility fallen below replacement level • Where pressure of numbers severe, implications for resource exploitation eg strategies which actively promote resource development; strategies which actively pursue conservation of resources • Ageing populations create different pressures on various resources c.f. youthful populations so different strategies according to circumstances.	**[10]**	A Level 3 indicator might include detailed reference to the resource.

Section A – Economic Issues			
Question Number	**Expected Answer**	**Mark**	**Guidance**
5	**Globalisation** **Study Fig. 5, which shows a large scale international aid project in an LEDC. Outline a geographical issue indicated and suggest appropriate strategies for its management.** The focus here is on large scale development projects in LEDCs, the featured one is the iconic Three Gorges Dam in China. Such projects have advantages and disadvantages both for donors and recipients. **Possible issues include:** • 'Big problems demand big solutions' – how true is this? • Large scale, technologically intensive projects tend to rely on MEDCs to provide the expertise and actual 'kit'; is often tied in some way and may result in debt burden of the recipient country rising • Large scale capital intensive projects may not be appropriate in the recipient country eg may worsen conditions of some groups, more often than not those already in desperate need – in the particular context of the photos, forced relocation • Inappropriate technology too often ends up unusable after a few years due to lack of training, spare parts. • Environmental impacts of both short term (construction phase) and long term **Possible strategies for management:** • Aid needs to be appropriate in terms of scale and nature • Aid needs to be given on terms that are not weighted in favour of the donor • Large scale projects are not always a disadvantage but they do need appropriate management as regards their planning and execution. • Strategies to ensure the benefits of schemes are fairly distributed, spatially, economically, socially and politically.	**[10]**	A Level 3 indicator might include detailed reference to the resource.

Section A – Economic Issues			
Question Number	**Expected Answer**	**Mark**	**Guidance**
6	**Development and inequalities** **Study Fig 6, which shows death rates within Leeds.** **Outline a geographical issue indicated and suggest appropriate strategies for its management.** The focus here is on the economic and social inequalities within one named large city, in this case, Leeds. There is no expectation for specialist knowledge of Leeds and responses are likely to take a generic approach to management strategies which are appropriate as long as they focus on intra-urban inequality. **Possible issues include:** • There is a marked difference in mortality rates across the city - basic inner – outer pattern • Patterns of deprivation reflected in the map • Some wards have really quite high rates of mortality – reference to figures might indicate Level 2 or 3 depending on detail. Interpreting them as per 1000 might indicate a Level 3 response • Mortality reflects variations in economic, social and environmental conditions. An appreciation of the inter-linkage of factors a likely L2+ indicator. • Might reflect an elderly population in some wards **Possible strategies for management:** • Measures to deal with economic variations eg skills training; • Measures to deal with social variations eg health care such as spatial availability of clinics; health education programmes eg access to healthy living eg sports and leisure facilities • Measures to deal with environmental variations eg pollution controls on industry and traffic; dealing with legacy of an industrial past; improvements to housing built when standards were lower eg heating, damp.	**[10]**	A Level 3 indicator might include detailed reference to the resource.

Section B – Environmental Issues

Question Number	Expected Answer	Mark	Guidance
7	**Earth hazards** **To what extent is there a range of human responses to hazards associated with mass movement?** Hazards associated with mass movements is a major heading within the Earth Hazards Option. Candidates will have studied the processes involved in, and the physical conditions and human activities which can contribute to, the main types of mass movements. The Specification states they are to study at least two mass movement events. They will thus be aware of the resulting impacts of events and the range of responses. Perhaps a useful starting point is the balance between risk and response, the greater the risk the more intense the response, but not always. As with all hazards, a key aspect of human responses is the contrast between short and long term, emergency search and rescue and planning and management. There are the perennial contrasts, in terms of response, between countries of differing economic and technological status, between urban and rural areas (effect of pop density and remoteness for example), countries at either end of the development spectrum. Issues candidates can address include that of predictability, cost-benefit, and technological capability in the context of the release of vast quantities of energy.	**[30]**	**AO1 Knowledge and Understanding** **Level 3 (8-9 marks)** Substantial knowledge and authoritative understanding of physical and human factors involved in the mass movement and slope failure and of a range of human responses, both before and after an event. Causes and effects are convincing. There is secure use of detailed exemplification. **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. **Level 1 (1-4 marks)** Poor knowledge and understanding of physical and human factors. Cause and effect not understood well. There is little exemplification. Some answers might only describe one type of human response. **AO2 Analysis and Application** **Level 3 (14-17 marks)** Clear and convincing analysis of the various risk factors and possible responses. There is effective evaluation of the relative significance of the factors and responses, both physical and human, with a balanced coverage of the two sets.

Level 2 (8-13 marks)
Some analysis of the various risk factors and possible responses. Some evaluation of the relative significance of the factors and responses, both physical and human, although likely not to be balanced between the two sets.

Level 1 (1-7 marks)
Limited analysis of the various risk factors and possible responses. Little or no attempt to evaluate the relative significance of any of the factors and responses, physical and human.

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.

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.

Level 1 (1-2 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.

Section B – Environmental Issues			
Question Number	**Expected Answer**	**Mark**	**Guidance**
8	**'Impacts from earth hazards owe more to physical factors than human factors.' How far do you agree?** This question takes a generic approach to Earth Hazards and so candidates are free to select from any hazards they have studied. The Specification is clear in its request that for each hazard studied, it is a consideration of the interaction of physical and human factors that reaps the greatest rewards as regards knowledge and understanding. Effective discussions here are going to examine a variety of earth hazards and evaluate their respective impacts in terms of physical and human factors. Impacts can be considered as environmental, economic or social. Physical factors such as scale and intensity as well as location (relief / coastal / inland). It will be possible to reach Level 3 in AOs 1 and 2 either by a detailed discussion of two hazards or by a broader consideration of more hazards, but each in less detail.	**[30]**	**AO1 Knowledge and Understanding** **Level 3 (8-9 marks)** Substantial knowledge and authoritative understanding of both physical and human factors involved in earth hazards. Causes and effects are convincing. There is secure use of detailed exemplification. **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. **Level 1 (1-4 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. **AO2 Analysis and Application** **Level 3 (14-17 marks)** Clear and convincing analysis of the various impacts. There is effective evaluation of the relative significance of the factors, both physical and human, with a balanced coverage of the two sets.

Level 2 (8-13 marks)
Some analysis of the various impacts. Some evaluation of the relative significance of the factors, both physical and human, although likely not to be balanced between the two sets.

Level 1 (1-7 marks)
Limited analysis of the various impacts. Little or no attempt to evaluate the relative significance of any of the factors, physical and human.

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.

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.

Level 1 (1-2 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.

Section B – Environmental Issues

Question Number	Expected Answer	Mark	Guidance
9	**Ecosystems and environments under threat** **Assess the relative importance of physical and human factors in causing change in ecosystems.** Candidates have studied the main components of ecosystems and environments and how they change. They are expected to appreciate that as the physical conditions and human factors operating upon ecosystems and environments change, so the ecosystems and environments also change. Effective discussions here are going to examine a variety of physical and human factors and evaluate their respective influences, either positive or negative. It will be possible to reach Level 3 either by a detailed discussion of one ecosystem or by a broader consideration of more ecosystems, but each in less detail. Physical factors can include micro-climate, soils, relief and drainage. Human factors can include economic aspects such as level of development, social factors, such as population, political factors such as government policies.	**[30]**	**AO1 Knowledge and Understanding** **Level 3 (8-9 marks)** Substantial knowledge and authoritative understanding of both physical and human factors relevant to ecosystems. Causes and effects are convincing. There is secure use of detailed exemplification. **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. **Level 1 (1-4 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. **AO2 Analysis and Application** **Level 3 (14-17 marks)** Clear and convincing analysis of the various factors. There is effective evaluation of the relative significance of the factors, both physical and human, with a balanced coverage of the two sets. One possible indicator might be the consideration of human factors as being positive eg the conservation management of an ecosystem to restore and or sustain it.

Level 2 (8-13 marks)
Some analysis of the various factors. Some evaluation of the relative significance of the factors, both physical and human, although likely not to be balanced between the two sets.

Level 1 (1-7 marks)
Limited analysis of the various factors. Little or no attempt to evaluate the relative significance of any of the factors, physical and human.

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.

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.

Level 1 (1-2 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.

Section B – Environmental Issues			
Question Number	**Expected Answer**	**Mark**	**Guidance**
10	**'Periods of rapid economic development have the greatest impacts on physical environments.' How valid is this viewpoint?** The varying impact of human activity on environments is a major heading in this Option. The key idea is that as an area develops, the impacts of human activities vary. Impacts are also recognised as varying between different areas of the world at different stages of economic and technological development. (Economic and technological development are intimately bound together and as such both are relevant here.) The content of the Specification makes clear the requirement to study countries at either end of the development continuum. It also states that candidates should consider how and why human impacts vary, positive or negative, with development. Variations in human impacts over time are explicitly mentioned and offer a rich vein of material. Discussions making something of this are likely to be at top of Level 2+ in both AOs 1 and 2. Historical exemplification would contribute much, for example Industrial revolution as would contemporary material such as energy developments (tar sands in Canadian tundra or oil drilling in the Niger delta) and tourism (Mediterranean coastline). The rapid development of Los Angeles in the 20th century based on private car ownership would offer some interesting material.	[30]	**AO1 Knowledge and Understanding** **Level 3 (8-9 marks)** Substantial knowledge and authoritative understanding of the changing impacts of human activity over time and from place to place. Causes and effects are convincing. There is secure use of detailed exemplification. **Level 2 (5-7 marks)** Sound knowledge and understanding of the changing impacts of human activity over time and from place to place. Some responses might be assessed at this level if they offer a particularly uneven account of either time or contrasting location. Cause and effect is evident but not always convincing. There is some use of exemplification. **Level 1 (1-4 marks)** Poor knowledge and understanding of the changing impacts of human activity over time and from place to place. Cause and effect not understood well. There is little exemplification. **AO2 Analysis and Application** **Level 3 (14-17 marks)** Clear and convincing analysis of variations in impact associated with different levels of development both over time and from place to place. There is effective evaluation of the relative significance of the level of development. One possible indicator at this Level might be mention of the positive impact of human activity.

Level 2 (8-13 marks)
Some analysis of variations in impact associated with different levels of development both over time and from place to place. There is effective evaluation of the relative significance of the level of development.

Level 1 (1-7 marks)
Limited analysis of variations in impact associated with different levels of development either over time or from place to place. There is little or no effective evaluation of the relative significance of the level of development.

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.

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.

Level 1 (1-2 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.

Section B – Environmental Issues			
Question Number	**Expected Answer**	**Mark**	**Guidance**
11	**Climatic hazards** **To what extent are immediate impacts from climatic hazards more serious than long-term ones?** A principal question for investigation in this Option is 'Why do the impacts of climatic hazards vary over time and location?' Candidates are expected to study how and why impacts vary over time from immediate to long term. They are also expected to study this difference for at least two contrasting climatic hazards. Discussion can deal with prediction, drought versus tropical storms for example and contrasts in management strategies for different types of climatic hazard. The mention of only one type of climatic hazard might, if done very well, reach Level 2 in AOs 1 and 2, but it is likely that quality evaluation extending into Level 3 will synthesise material from at least two contrasting types of climatic hazard.	**[30]**	**AO1 Knowledge and Understanding** **Level 3 (8-9 marks)** Substantial knowledge and authoritative understanding of both immediate and long term impacts. There is secure use of detailed exemplification. **Level 2 (5-7 marks)** Sound knowledge and understanding of both immediate and long term impacts. Some responses might be assessed at this level if they offer a particularly uneven account of either immediate or long term impacts. There is some use of exemplification. **Level 1 (1-4 marks)** Poor knowledge and understanding of both immediate and long term impacts. There is little exemplification. Some responses might only describe type of impact. **AO2 Analysis and Application** **Level 3 (14-17 marks)** Clear and convincing analysis of the various impacts. There is effective evaluation of the relative significance of the factors, both immediate and long term, with a balanced coverage of the two sets.

Level 2 (8-13 marks)
Some analysis of the various risk impacts. Some evaluation of the relative significance of the factors, both immediate and long term, although likely not to be balanced between the two sets.

Level 1 (1-7 marks)
Limited analysis of the various impacts. Little or no attempt to evaluate the relative significance of any of the contrasts.

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.

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.

Level 1 (1-2 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.

Section B – Environmental Issues			
Question Number	**Expected Answer**	**Mark**	**Guidance**
12	**'The impacts of tropical storms depend on location.' How far do you agree?** Tropical storms are explicitly stated in this Option and the mechanisms that generate them well known and understood. The emphasis of this question is on their impacts and why these are not the same across the locations affected by this particular climatic hazard. The Specification makes clear the need to study the impacts of climatic hazards on countries at either end of the development continuum, between rural and urban areas (which has implications of population density amongst other factors) and between coastal and inland areas. Also valid are comments regarding location within a tropical storm e.g. eye / periphery. Level 3 in AO2 requires clear and convincing analysis of impacts in different locations as suggested above with Level 3 in AO1 for those offering effective exemplification. This could come from an evaluation of impacts in spatially distant places, Bangladesh and Japan for example. It is also possible to reach Level 3 looking at places closer together such as within the Caribbean and southern USA.	**[30]**	**AO1 Knowledge and Understanding** **Level 3 (8-9 marks)** Substantial knowledge and authoritative understanding of the impacts of tropical storms. Causes and effects are convincing. There is secure use of detailed exemplification. **Level 2 (5-7 marks)** Sound knowledge and understanding of the impacts of tropical storms. Some responses might be assessed at this level if they offer a particularly uneven account of 'place to place'. Cause and effect is evident but not always convincing. There is some use of exemplification. **Level 1 (1-4 marks)** Poor knowledge and understanding of the impacts of tropical storms. Cause and effect not understood well. There is little exemplification. Some responses might describe impacts on one place alone. **AO2 Analysis and Application** **Level 3 (14-17 marks)** Clear and convincing analysis of the various impacts. There is effective evaluation of the relative significance of the effects on different places with a balanced coverage of different types of places.

Level 2 (8-13 marks)
Some analysis of the various risk factors. Some evaluation of the relative significance of the effects on different places, although likely not to be balanced.

Level 1 (1-7 marks)
Limited analysis of the various impacts. Little or no evaluation of the relative significance of the effects on different places.

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.

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.

Level 1 (1-2 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.

Section B – Economic Issues			
Question Number	**Expected Answer**	**Mark**	**Guidance**
13	**Population and resources** **To what extent does demand for resources vary with time?** One of the main questions for investigation in this Option is 'Why does the demand for resources vary with time and location?' The emphasis here is on change through time although clearly when an evaluative discussion is being held, then location contrasts are also relevant, for example different countries at the same period. The idea is that students will look at how and why resource demands changes as areas experience development. The Specification makes clear in this section of the requirement to study the contrast between countries across the development continuum, MEDC, NIC and LEDC. As populations change in size and composition then resource demand varies. As standards of living and quality of life change so also does resource demand. Factors for discussion can include population increase, technology, relative affluence, political factors, resource management and fashion (taste).	**[30]**	**AO1 Knowledge and Understanding** **Level 3 (8-9 marks)** Substantial knowledge and authoritative understanding of how and why resource demand changes through time covering both physical and human factors. Causes and effects are convincing. There is secure use of detailed exemplification. **Level 2 (5-7 marks)** Sound knowledge and understanding of how and why resource demand changes through time. Some responses might be assessed at this level if their focus is almost entirely on 'how', or if they only consider one set of factors, physical or human. Cause and effect is evident but not always convincing. There is some use of exemplification. **Level 1 (1-4 marks)** Poor knowledge and understanding of how and why resource demand changes through time. Either physical or human factors absent from the discussion. Cause and effect not understood well. There is little exemplification. Some responses might only describe one set of factors. **AO2 Analysis and Application** **Level 3 (14-17 marks)** Clear and convincing analysis of the various factors influencing resource demand. There is effective evaluation of changes occurring through time with a clear appreciation of the relative significance of the factors, both physical and human. There is a balanced coverage of the two sets.

Level 2 (8-13 marks)
Some analysis of the various factors influencing resource demand. Some evaluation of the relative significance of the factors, both physical and human, although likely not to be balanced between the two sets.

Level 1 (1-7 marks)
Limited analysis of the various factors influencing resource demand. Little or no attempt to evaluate the relative significance of any of the factors, physical and human nor contrasts through time.

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.

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.

Level 1 (1-2 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.

Section B – Economic Issues

Question Number	Expected Answer	Mark	Guidance
14	**'Net migration is the most significant factor in population change in MEDCs.' How valid is this viewpoint?** The first question for investigation in this Option is 'How and why does the number and rate of growth of population vary over time and space?' The focus in this question is on the role of net migration and an evaluation is required that clearly demands an appraisal of the balance between natural increase and net migration. The context is limited to MEDCs and this gives opportunities for both national scale and intra-national scale exemplifications. With generally low rates of natural increase, most MEDCs have been mainly influenced in recent years in their demographics by net migration. International movements have brought different groups of people into countries while contrasting groups have moved out. This has implications for fertility patterns. Within individual countries, net migration can be responsible for significant regional changes. Inclusion of convincing material at this scale is likely to be a Level 3 indicator.	**[30]**	**AO1 Knowledge and Understanding** **Level 3 (8-9 marks)** Substantial knowledge and authoritative understanding of the role of net migration in population change in MEDCs. Causes and effects are convincing. There is secure use of detailed exemplification. **Level 2 (5-7 marks)** Sound knowledge and understanding of the role of net migration in population change in MEDCs. Some responses might be assessed at this level if they offer a particularly uneven account of either natural increase or net migration. Causes and effects are evident but not always convincing. There is some use of exemplification. **Level 1 (1-4 marks)** Poor knowledge and understanding of the role of net migration (including knowing what it actually is) in population change in MEDCs. Cause and effect not understood well. There is little exemplification. Responses considering only LEDCs will be L1 maximum. **AO2 Analysis and Application** **Level 3 (14-17 marks)** Clear and convincing analysis of the role net migration can play. There is effective evaluation of the relative significance of net migration. Consideration of both inter-national and intra-national net migration patterns might be a L3 indicator.

Level 2 (8-13 marks)
Some analysis of the role net migration can play.
Some evaluation of the relative significance of net migration.

Level 1 (1-7 marks)
Limited analysis of the role net migration can play.
Little or no attempt to evaluate the relative significance of net migration.

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.

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.

Level 1 (1-2 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.

Section B – Economic Issues			
Question Number	**Expected Answer**	**Mark**	**Guidance**
15	**Globalisation** **Evaluate impacts of transnational corporations (TNCs) in LEDCs and/or NICs.** TNCs are clearly identified in this Option as playing a pivotal role in the globalisation process. Candidates are expected to have studied the nature of TNCs and the ways in which they have developed over time. They are also expected to have investigated the contribution of TNCs to the countries in which they operate. The focus here is on the impact of TNCs on countries in LEDCs and or NICs. Both the positive and negative impacts should be known and understood. Impacts at L3 should be considered as environmental, economic and social. The Option also includes considerations of international trade which clearly has implications for this question. Comments about the nature of flows of capital, goods and labour within individual TNCs are likely to be fertile ground here. It is also hoped that students will have considered TNCs from more than just the manufacturing sector; there are some very good examples from both the primary and tertiary sectors to help this evaluation.	[30]	**AO1 Knowledge and Understanding** **Level 3 (8-9 marks)** Substantial knowledge and authoritative understanding of the impacts of TNCs on LEDCs/NICs. Both positive and negative impacts are considered. The inclusion of material on non-manufacturing TNCs might be a L3 indicator. There is secure use of detailed exemplification. **Level 2 (5-7 marks)** Sound knowledge and understanding of the impacts of TNCs on LEDCs/NICs. Some responses might be assessed at this level if they offer an uneven account of either positive or negative. There is some use of exemplification. **Level 1 (1-4 marks)** Poor knowledge and understanding of the impacts of TNCs on LEDCs/NICs. There is likely to be consideration only of either positive/negative impacts. There is little exemplification. **AO2 Analysis and Application** **Level 3 (14-17 marks)** Clear and convincing analysis of the impacts of TNCs on LEDCs/NICs. There is effective evaluation of the relative significance of the impacts, with a balanced coverage of both positive and negative. Mention of the diversity amongst LEDCs/NICs and the impacts of TNCs a possible L3 indicator.

Level 2 (8-13 marks)
Some analysis of the impacts of TNCs on LEDCs/NICs. Some evaluation of the relative significance of the factors, both physical and human, although likely not to be balanced between the two sets.

Level 1 (1-7 marks)
Limited analysis of the impacts of TNCs on LEDCs/NICs. Little or no attempt to evaluate the relative significance of either positive or negative impacts.

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.

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.

Level 1 (1-2 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.

Section B – Economic Issues			
Question Number	**Expected Answer**	**Mark**	**Guidance**
16	**'Globalisation is mainly an economic process'. Discuss.** The first question for investigation in this Option is 'What is meant by the term globalisation' and so candidates should have pondered this issue and had it arise throughout their study of globalisation. The Specification content mentions globalisation as having meanings in both economic and cultural terms. The term cultural should be interpreted in wide terms and candidates are free to discuss the nature of this important process in what ever terms they wish, such as political implications. It is hard to discuss what globalisation is without considering the causes or even the consequences of the process. Material on these are, therefore, appropriate as long as the discussion is evaluative and focused on the question; a simple listing of factors causing globalisation is unlikely to rise above bottom of L2 in AO1 and be Level 1 in AO2.	**[30]**	**AO1 Knowledge and Understanding** **Level 3 (8-9 marks)** Substantial knowledge and authoritative understanding of the nature of globalisation. Both economic and cultural aspects are covered. There is secure use of detailed exemplification. **Level 2 (5-7 marks)** Sound knowledge and understanding of the nature of globalisation. Some responses might be assessed at this level if they offer a particularly uneven account of either economic or cultural. There is some use of exemplification. **Level 1 (1-4 marks)** Poor knowledge and understanding of the nature of globalisation. Little material on non-economic elements. There is little exemplification. **AO2 Analysis and Application** **Level 3 (14-17 marks)** Clear and convincing analysis of the various dimensions to globalisation. There is effective evaluation of the relative significance of economic and cultural elements, with a balanced coverage of the two sets.

Level 2 (8-13 marks)
Some analysis of the various dimensions to globalisation. Some evaluation of the relative significance of the elements, both economic and cultural, although likely not to be balanced between the two sets.

Level 1 (1-7 marks)
Limited analysis of the various dimensions to globalisation. Little or no attempt to evaluate the relative significance of any of the elements, economic or cultural.

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.

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.

Level 1 (1-2 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.

Section B – Economic Issues			
Question Number	**Expected Answer**	**Mark**	**Guidance**
17	**Development and inequalities** **Discuss the extent to which physical factors hinder the development process.** This Option is intended to stimulate students into thinking about how variations in development occur and why. The scales of study are global and regional or within a large urban area. Physical factors are explicitly stated in the Specification along with economic, social, political and historical. Responses can look at the relative levels of development amongst countries, MEDCS and LEDCs, and assess the role of physical factors. The link between the physical environment and development is interesting and weaker responses may be seduced into a form of determinism equating development with a 'rich' environment and vice versa. More considered responses will point out just how varied is the physical environment of MEDCs and indeed how rich is the resource base of parts of the MEDCs. Other appropriate physical factors include, climate, water supply, location e.g. land-locked / coastal, relief, soils, natural vegetation. History, politics and social factors such as the development of human capital, gender inequality and health care all offer high quality material for a convincing discussion. Material based on regional and intra-urban differences are equally acceptable and offer just as likely a route through to the top of Level 3.	**[30]**	**AO1 Knowledge and Understanding** **Level 3 (8-9 marks)** Substantial knowledge and authoritative understanding of the various factors influencing the development process. Causes and effects are convincing. There is secure use of detailed exemplification. **Level 2 (5-7 marks)** Sound knowledge and understanding of the various factors influencing the development process. Some responses might be assessed at this level if they offer a particularly uneven account of either physical or cultural. Cause and effect is evident but not always convincing. There is some use of exemplification. **Level 1 (1-4 marks)** Poor knowledge and understanding of the various factors influencing the development process. Some responses might only describe one set of factors. Cause and effect not understood well. There is little exemplification. **AO2 Analysis and Application** **Level 3 (14-17 marks)** Clear and convincing analysis of the various factors influencing development. There is effective evaluation of the relative significance of the factors, both physical and human, with a balanced coverage of the two sets.

Level 2 (8-13 marks)
Some analysis of the various factors influencing development. Some evaluation of the relative significance of the factors, both physical and human, although likely not to be balanced between the two sets.

Level 1 (1-7 marks)
Limited analysis of the factors influencing development. Little or no attempt to evaluate the relative significance of any of the factors, physical and human.

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.

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.

Level 1 (1-2 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.

Section B – Economic Issues

Question Number	Expected Answer	Mark	Guidance
18	**Evaluate the success of methods used in reducing inequalities in any ONE named country.** Within this Option there is the explicit requirement to study economic and social inequalities within one named country. The particular question for investigation is, 'To what extent can social and economic inequalities be reduced?' Social and economic inequalities are found in all countries, MEDC and LEDC, but the range from highest to lowest varies considerable depending on the level of development of the country as a whole. Inequalities take a variety of social and economic forms, interpreting these terms in the broadest of senses. Many countries in MEDCs have had in place, at one time or another, various measures aimed at reducing inequalities as indeed have some lower income nations, Brazil for example. Candidates may also look at intra-urban and intra-regional inequalities. Another valid approach is to look at gender, age, race inequalities for example. Inequalities in physical terms such as resource base, climate, accessibility are appropriate to consider.	**[30]**	**AO1 Knowledge and Understanding** **Level 3 (8-9 marks)** Substantial knowledge and authoritative understanding of measures aimed at reducing inequality. There is secure use of detailed exemplification. **Level 2 (5-7 marks)** Sound knowledge and understanding of measures aimed at reducing inequality. Some responses might be assessed at this level if they offer a particularly uneven account of either economic or social measures. There is some use of exemplification. **Level 1 (1-4 marks)** Poor knowledge and understanding of measures aimed at reducing inequality. Some responses might only describe one set (economic/social) of measures. There is little exemplification. **AO2 Analysis and Application** **Level 3 (14-17 marks)** Clear and convincing analysis of measures aimed at reducing inequality. There is effective evaluation of the relative significance of the measures with a balanced coverage of the possible range.

Level 2 (8-13 marks)
Some analysis of measures aimed at reducing inequality. Some evaluation of the relative significance of the measures, although likely not to be balanced across the range.

Level 1 (1-7 marks)
Limited analysis of measures aimed at reducing inequality. Little or no attempt to evaluate the relative significance of any of the measures.

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.

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.

Level 1 (1-2 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.

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

14 – 19 Qualifications (General)
Telephone: 01223 553998
Facsimile: 01223 552627
Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

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