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RECOGNISING ACHIEVEMENT

GCE

Geography

Advanced GCE

Unit **F763:** Global Issues

Mark Scheme for June 2011

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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 <u>**issue**</u> and <u>**strategies**</u> – 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 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. Annotate in the margin as follows; � For issue ▢ For each 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 the appropriate issue. 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. **Level 2 (5 – 8 marks)** Sound knowledge and understanding of the appropriate issue. 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. **Level 1 (0 – 4 marks)** Poor knowledge and understanding of the appropriate issue. 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.

Section A – Environmental Issues			
Question Number	Expected Answer	Mark	Rationale/Additional Guidance
1	**Earth hazards** **Study Fig. 1, which shows volcanic eruptions occurring on Mount Etna, Sicily.** **Outline a geographical issue indicated and suggest appropriate strategies for its management.** The focus here is on hazards associated with volcanic activity. The aerial image is a stimulus and candidates should receive credit for geographical issues associated with volcanic eruptions indicated on the photograph. **Possible geographical issues include:** • Should people live in regions of known risk from volcanic activity? • To what extent are human, rather than physical factors, primarily responsible for the impact of volcanoes? Comments about this may indicate a top of L2+ response • Impact on agriculture/settlement/transport infrastructure in negative terms • Positive issues such as fertile soils and attracting tourists thereby benefitting the local economy relevant. • Issue of what preparations had been made to cope with volcanic activity in terms of where people live and where various economic activities take place and as regards emergency responses. Comments about these issues as regards Italy being an MEDC may indicate a L2+ response.	**[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. Issues can be either local or global e.g. ash clouds disrupting air travel.

Section A – Environmental Issues			
Question Number	**Expected Answer**	**Mark**	**Rationale/Additional Guidance**
1 cont	**Possible management strategies:** • Appropriate management – if none offered then bottom of Level 2 max. • Disaster management by authorities including monitoring and prediction to allow people to live and work on volcano slopes • Education of population regarding appropriate responses to volcanic activity • Longer term action by authorities regarding zoning of land use • Economic development to improve standards of living which might allow individuals to reduce their personal risks and not have to live and work close to active volcanoes.		

Section A – Environmental Issues			
Question Number	**Expected Answer**	**Mark**	**Rationale/Additional Guidance**
2	**Ecosystems and environments under threat** **Study Fig. 2, which shows an oil spill in part of the Amazon basin, Ecuador.** **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 topic in the context of one local environment so full marks can be awarded to a generic answer. **Possible issues include:** • The balance between economic demands (eg jobs; wealth creation) • Environmental eg loss of habitat and decline in biodiversity • 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. Clearly oil spills are unintended but perhaps inevitable? **Possible management strategies:** • Cleaning up the oil using various techniques • 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+. • Improving technology regarding use of environments eg enhanced ship design or techniques for extraction but these cost money and so a compromise is reached. Insisting on greater environmental protection costs money – who pays?	**[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.

Section A – Environmental Issues			
Question Number	**Expected Answer**	**Mark**	**Rationale/Additional Guidance**
3	**Climatic hazards** **Study Fig. 3, which shows summer temperature data for the UK.** **Outline a geographical issue indicated and suggest appropriate strategies for its management.** The focus here is on the possible effects of global warming. Candidates are to consider the ways human activities create climatic hazards, in this case increases in summer temperature maxima on a regional basis across the U.K. **Possible issues include:** • Temperature rises of this magnitude increase significantly the hazard from heat stress. • Such hazards affect disproportionately certain groups in society eg elderly and very young. • Implications for travel eg road surfaces melting; metal expanding causing problems on bridges, railways. Severe impact on any mass transit systems especially where they run underground. • Water supply • Agriculture – impact on crops and livestock; also gardens ie certain species decline while others thrive • Impact on non-farmed ecosystems eg impact on individual species • Rising sea level **Possible management strategies:** • Action to reduce rate and magnitude of global warming – distinguishing these two a likely L3 indicator. • Management accepting the almost inevitable rise in temperature and planning accordingly. • Change in agricultural enterprises eg growing drought tolerant crops (olives) • Water storage and water use measures • Availability of emergency services to deal with health demands for example; comments about MEDC/LEDC contrast likely to indicate a L2+ response. • Design of infrastructure eg roads; buildings	**[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.

Section A – Economic Issues			
Question Number	**Expected Answer**	**Mark**	**Rationale/Additional Guidance**
4	**Population and resources** **Study Fig. 4, which shows global patterns of average daily calorie intake. Outline a geographical issue indicated and suggest appropriate strategies for its management.** The focus here is on the supply of food and thus in turn says something about the population-resource balance. **Possible issues include:** • There is the fundamental issue of wide variations in food supply/food security. • Significant differences in food supply have direct impacts on the standard of living and quality of life of individuals. • Mention of over- and under-population very relevant here. • Implications for spatial variations in health issues related to food supply. • Comments about global contrasts in population growth when related to resource supply appropriate. • Increasing pressure on physical environment e.g. soils and water from increasing pressure to produce more food. **Possible management strategies:** • Various approaches to food production, distribution and storage eg Green Revolution; genetically modified organisms; • Various approaches to population policies sponsored by governments. • Anti-natalist in those locations which consider population pressure exceeds resources. • Where pressure of numbers severe, implications for resource exploitation eg strategies which actively promote resource development such as growing food for indigenous populations or crops for export. • Health and diet education programmes run either by governments or NGOs.	**[10]**	Basic LEDC/MEDC contrast Level 1, Level 2 responses likely to be indicated by comments about differences amongst LEDCs and NICS. More discerning comments drawing attention to the poor rate of food supply in sub-Saharan Africa in particular a possible top of Level 2+ indicator.

Section A – Economic Issues			
Question Number	**Expected Answer**	**Mark**	**Rationale/Additional Guidance**
5	**Globalisation** **Study Fig. 5, trade statistics for three countries for 2007.** **Outline a geographical issue indicated and suggest appropriate strategies for its management.** The focus here is on trading relationships of three countries representing MEDCs, NICs and LEDCs. The structure and direction of trade varies considerably and brings about significant differences in impact on the individual country. **Possible issues include:** • The value of different types of trade varies greatly. • The balance of a country's trade in terms of its structure and direction indicates the ways in which globalisation is affecting that country. • The more added value exports/imports have the more positive/negative will be the impact of balance of trade. These impact directly on the health of national economies. Comments about this a likely L2+ indicator. **Possible management strategies:** • Role of government policy towards FDI in all sectors of the economy and their attitudes towards TNC activities. • Involvement in international trade negotiations and agreements. • Government development plans especially in LEDCs regarding priorities for spending eg top down/bottom up.	**[10]**	The issue of strategies can focus on one country, or any two countries, or all three.

Section A – Economic Issues			
Question Number	**Expected Answer**	**Mark**	**Rationale/Additional Guidance**
6	**Development and Inequalities** **Study Fig. 6, an extract about development.** **Outline a geographical issue indicated and suggest appropriate strategies for its management.** The focus here is on global inequalities in development. The contrast in the level of development and therefore quality of life is a key geographical issue which students will have explored in some depth. **Possible issues include:** • Countries vary significantly in their economic development and this in turn influences the quality of life of their citizens. • Basic MEDC – LEDC contrast but with the issue of NICs and oil-rich economies – this latter point a likely top of L2+ indicator. • To what extent is the 'Development gap' increasing or decreasing? • Comments about diversity within the accepted groupings of countries (MEDCs, NICs, LEDCs) likely to indicate L3. **Possible management strategies:** • Measures to deal with factors behind inequalities • Infrastructure schemes eg water and power supply; transport links • Measures to deal with economic inequalities – international trade • Measures to deal with social variations eg health programmes; education schemes • National government schemes and NGOs	**[10]**	The issue and strategies can take a variety of approaches including global or focused on a particular grouping or region, such as sub-Saharan Africa as highlighted in the resource.

Section B – Environmental Issues			
Question Number	**Expected Answer**	**Mark**	**Rationale/Additional Guidance**
7	**Earth hazards** **To what extent is there a range of human responses to earth hazards?** 'How can hazards be managed to reduce their impacts?' is a major heading within this Option. Candidates are likely to have investigated this topic in the context of a variety of hazards (mass movements; slope failure; river and coastal flooding; earthquakes and volcanic eruptions). They will thus be aware of the resulting impacts of events and the wide 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). Issues candidates can address include that of predictability, cost-benefit, and technological capability in the context of the hazards identified in the Specification.	**[30]**	**AO1 Knowledge and Understanding** **Level 3 (8-9 marks)** Substantial knowledge and authoritative understanding of a wide range of hazards and human responses involved in earth hazards. There is secure use of detailed exemplification. **Level 2 (5-7 marks)** Sound knowledge and understanding of hazards and human responses. Some responses might focus on only one hazard but would discuss a range of responses. There is some use of exemplification. **Level 1 (1-4 marks)** Poor knowledge and understanding of both hazards and human responses. 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 risk factors and possible responses. There is effective evaluation of a range of human responses. **Level 2 (8-13 marks)** Some analysis of the various risk factors and possible responses. There is some evaluation of a range of human responses.

Question Number	Expected Answer	Mark	Rationale/Additional Guidance
			Level 1 (1-7 marks) Limited analysis of the various risk factors and possible responses. There is little evaluation of human responses. **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	Rationale/Additional Guidance
8	**'The impacts of flooding are essentially the same wherever they occur.' Discuss.** This question is focused on the hazards associated with flooding with students expected to have studied one river and one coastal area prone to flooding in detail. It is not a requirement for Level 3 that both are included although attempts to compare might lead to L3 remarks. They are expected to have looked at environmental, social and economic impacts of flooding. Floods are possibly the world's greatest hazard with some 200 million people at regular risk from severe flooding in some 90 countries. There is a basic contrast between the predictability of flooding. Flash floods are difficult to predict and so their impacts can be that much more severe. Slow floods, when rivers rise slowly often give time for protection and evacuation measures to be in operation. In some parts of the world the populations are well used to coping with regimes that produce annual flooding eg monsoon regions. Flood intensity and frequency are interesting points to consider. Variations in impacts can be seen in terms of countries on different parts of the development continuum; between rural and urban areas; between high and low population density.	**[30]**	**AO1 Knowledge and Understanding** **Level 3 (8-9 marks)** Substantial knowledge and authoritative understanding of both physical and human factors involved in flooding. 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 impacts, both physical and human, with a balanced coverage of the two sets.

Question Number	Expected Answer	Mark	Rationale/Additional Guidance
			Level 2 (8-13 marks) Some analysis of the various impacts. Some evaluation of the relative significance of the impacts, 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.

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Section B – Environmental Issues			
Question Number	**Expected Answer**	**Mark**	**Rationale/Additional Guidance**
9	**Ecosystems and environments under threat** **To what extent does sustainable management of an ecosystem rely on the interaction of several factors?** A major question for investigation in this Option is 'How can ecosystems be managed to ensure sustainability?' Students are expected to have studied at least one example of sustainable environmental management. Perhaps a helpful starting point is to establish that the main components of ecosystems consist of interlinked physical and human factors. Energy flows into, out of and within the ecosystem are key to understanding its functioning and as such have implications for successful management. A full evaluation of the ways ecosystems can or may be managed will include consideration of conservation, education, planning including levels of access/use. Level 3 can be reached by either a detailed discussion of one example or by looking at several examples, each in less depth.	**[30]**	**AO1 Knowledge and Understanding** **Level 3 (8-9 marks)** Substantial knowledge and authoritative understanding of both physical and human factors relevant to an ecosystem. There is convincing coverage of management strategies. There is secure use of detailed exemplification. **Level 2 (5-7 marks)** Sound knowledge and understanding of physical and human factors relevant to an ecosystem and management strategies. 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. **Level 1 (1-4 marks)** Poor knowledge and understanding of physical and human factors relevant to an ecosystem and management strategies. There is little exemplification. Some responses might only describe one set of factors, either physical or human. **AO2 Analysis and Application** **Level 3 (14-17 marks)** Clear and convincing analysis of the various management strategies. There is effective evaluation of the relative significance of the strategies, both physical and human, with a balanced coverage of the two sets.

Question Number	Expected Answer	Mark	Rationale/Additional Guidance
			Level 2 (8-13 marks) Some analysis of the various management strategies. 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 management strategies. 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**	**Rationale/Additional Guidance**
10	**'Threats to physical environments from human activities are largely unintended.' Discuss.** One of the key ideas in this Option is that when considering how physical environments are under threat from human activity, students consider that such activities pose threats in both planned and unintended ways. Students are expected to have investigated at least one local ecosystem or environment such as woodland, dunes or marsh. However, exemplification can come from any appropriate source as regards type of ecosystem/environment and scale. It is the use made of the example (s) in answering the question that is key. There is a wealth of material relevant to this question when considering the historical use of locations. Human activities in the past, such as peat cutting in the Somerset levels or cereal farming in the Great Plains, went ahead in the absence of what we know now as regards ecosystems. Their impacts were unintended and one could argue have been more serious as they continued beyond the point of disequilibrium in the systems. These environments thus suffered catastrophic effects such as the Dust Bowl. However, knowledge and understanding of how ecosystems function is no protection, witness the deforestation of large areas of tropical rainforest. An interesting counter-point can be seen in the Norfolk Broads, now a protected physical environment. This area was an area of human activity, energy exploitation in the form of peat cutting, which was subsequently flooded. An unintended consequence but a threat?	**[30]**	**AO1 Knowledge and Understanding** **Level 3 (8-9 marks)** Substantial knowledge and authoritative understanding of the changing impacts of human activities 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. 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 activities 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 impacts. There is effective evaluation of the relative significance of intended/unintended. **Level 2 (8-13 marks)** Some analysis of variations in impact. There is some effective evaluation of the relative significance of intended/unintended.

Question Number	Expected Answer	Mark	Rationale/Additional Guidance
			Level 1 (1-7 marks) Limited analysis of variations in impact. There is little or no effective evaluation of the relative significance of intended/unintended. **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	Rationale/Additional Guidance
11	**Climatic hazards** **To what extent is it possible to predict climatic hazards?** This question looks at climatic hazards in a generic way, allowing students to draw on any of their work in the Option. Indeed, for a full and convincing evaluation, responses at Level 3 are likely to discuss a range of types of climatic hazards. 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 a quality evaluation extending into Level 3 will synthesise material from at least two contrasting types of climatic hazard. The focus is on predictability with comments about measuring and monitoring various types of climatic hazards appropriate. The more effective discussions are likely to be secure as to the origins of various climatic hazards as if the conditions leading to tropical storms/tornadoes/drought/blizzards for example, are known and understood, then their prediction is made easier. Comments about the magnitude of events whether long or short term are relevant. The contrast in ability to predict amongst countries of different economic status is also fertile ground here.	**[30]**	**AO1 Knowledge and Understanding** **Level 3 (8-9 marks)** Substantial knowledge and authoritative understanding of climatic hazard prediction. There is secure use of detailed exemplification. **Level 2 (5-7 marks)** Sound knowledge and understanding of climatic hazard prediction. There is some use of exemplification. **Level 1 (1-4 marks)** Poor knowledge and understanding of climatic hazard prediction. There is little exemplification. **AO2 Analysis and Application** **Level 3 (14-17 marks)** Clear and convincing analysis of contrasts in predictability. There is effective evaluation of different climatic hazards as regards their predictability. **Level 2 (8-13 marks)** Some analysis of contrasts in predictability. There is some evaluation of different climatic hazards as regards their predictability. **Level 1 (1-7 marks)** Limited analysis of contrasts in predictability. Little or no evaluation of different climatic hazards as regards their predictability.

Question Number	Expected Answer	Mark	Rationale/Additional Guidance
			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	Rationale/Additional Guidance
12	**'Hazards arising from depressions are immediate, whereas those arising from anticyclones are longer term.' Discuss.** The study of high and low pressure systems (to include all intensities e.g. mid-latitude depressions, tropical systems and tornadoes) is explicitly stated in the Specification in the context of extreme weather. Hazards such as heavy snowfall, intense cold spells, heat waves and drought are mentioned but we should be open to any relevant hazards arising from these two types of pressure systems. Candidates are likely to agree with the statement citing weather associated with the immediate impacts of frontal systems, especially if they are particularly vigorous. The gradual development of a high pressure system and a possible subsequent drought would offer a useful counter-point. But the Level 3 responses are likely to point out that some anticyclones give rise to intense and very localised convectional activity creating hazardous downpours whereas a repeated sequence of low pressure systems each bringing substantial inputs of rain, might produce flooding. The Specification offers some indication of the types of human activities to consider, transport, agriculture and forestry, health and economic activity – the last being a useful catch all suggestion. However, we should be open to any relevant impacts candidates offer.	**[30]**	**AO1 Knowledge and Understanding** **Level 3 (8-9 marks)** Substantial knowledge and authoritative understanding of the characteristics of depressions and anticyclones and the variety of hazards they pose. Causes and effects are convincing. There is secure use of detailed exemplification. **Level 2 (5-7 marks)** Sound knowledge and understanding of the characteristics of depressions and anticyclones. Some responses might be assessed at this level if they offer a particularly uneven account of development/hazards. 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 characteristics of depressions and anticyclones and the variety of hazards they pose. 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 hazard types. There is effective evaluation of the immediate/longer term impacts of both low and high pressure systems.

Question Number	Expected Answer	Mark	Rationale/Additional Guidance
			Level 2 (8-13 marks) Some analysis of the various hazard types. Some evaluation of the immediate/longer term impacts of both low and high pressure systems.
			Level 1 (1-7 marks) Limited analysis of the various hazard types. Little or no evaluation of the immediate/longer term impacts of both low and high pressure systems. Responses at this level might mention only one of the two types of atmospheric systems.
			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**	**Rationale/Additional Guidance**
13	**Population and resources** **To what extent is the average annual growth rate of global population a useful statistic?** One of the main questions for investigation in this Option is 'How and why does the number and rate of growth of population vary over time and space?' Global contrasts in population growth are explicitly mentioned. The issue here is that the world average is just that, an average and so there is considerable variation around this figure. Regional diversity is a key element of population study at any scale. There is, however, a case to be made for 'the average' (without becoming bogged down in mean, median and mode), although mean and median here are perhaps interesting. When the issues of over-and under-population are being considered and the whole resource-population balance in general, then how valuable is the global average? Conditions in the Horn of Africa are very different to parts of Asia which are different to Central America to say nothing of the contrast with parts of the EMDW. There is also a useful discussion to be had regarding variations within the EMDW. Discussions can reasonably include considerations of the different causes of change as simply knowing the rate at which a population is changing tells you little about the structure and likely direction of further change. To dismiss the global average out of hand would also be inappropriate as it gives something of a benchmark and charting it through time is informative.	**[30]**	**AO1 Knowledge and Understanding** **Level 3 (8-9 marks)** Substantial knowledge and authoritative understanding of how and why populations change. 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 populations change. 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 how and why populations change. Causes and effects not understood well. There is little exemplification. **AO2 Analysis and Application** **Level 3 (14-17 marks)** Clear and convincing analysis of the variations present in population change. There is effective evaluation of different rates of change in different places. One possible indicator of L3 is a convincing coverage of different scales. **Level 2 (8-13 marks)** Some analysis of the variations present in population change. There is some evaluation of different rates of change in different places.

Question Number	Expected Answer	Mark	Rationale/Additional Guidance
			Level 1 (1-7 marks) Limited analysis of the variations present in population change. There is little or no evaluation of different rates of change in 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**	**Rationale/Additional Guidance**
14	**Discuss the extent to which supplies of resources can be planned and managed to achieve sustainability.** The question for investigation forming the basis here is 'In what ways does human activity attempt to manage the demand and supply of resources and development'. Clearly the management of resources occupies a major part of this Option with both a spatial and temporal perspective appropriate here. Contrasting types of management and planning strategies should be discussed, and this might be done by looking at the same resource in different areas or through the investigation of different resources, or indeed a combination of either approach. It would also be appropriate, and a likely Level 3 indicator in AO2, for some attention to be given as to what is meant by 'sustainable'. Too many A level students take it as being 'environmental' or 'green' management and most rely on the 1987 definition from the Brundtland Commission. There is a debate to be had regarding sustainability in different parts of the world for example.	**[30]**	**AO1 Knowledge and Understanding** **Level 3 (8-9 marks)** Substantial knowledge and authoritative understanding of how resource supply can be planned and managed. Causes and effects are convincing. There is secure use of detailed exemplification. **Level 2 (5-7 marks)** Sound knowledge and understanding of how resource supply can be planned and managed. 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 how resource supply can be planned and managed. Cause and effect not understood well. There is little exemplification. **AO2 Analysis and Application** **Level 3 (14-17 marks)** Clear and convincing analysis of how resource supply might be planned and managed. There is effective evaluation of the relative advantages and disadvantages of different approaches. **Level 2 (8-13 marks)** Some analysis of how resource supply might be planned and managed. There is some evaluation of the relative advantages and disadvantages of different approaches.

Question Number	Expected Answer	Mark	Rationale/Additional Guidance
			Level 1 (1-7 marks) Limited analysis of how resource supply might be planned and managed. There is little or no evaluation of the relative advantages and disadvantages of different approaches. **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**	**Rationale/Additional Guidance**
15	**Globalisation** **'Globalisation brings only advantages.' Discuss.** The issues associated with globalisation is a key component of this Option. The fact that there is no simple definition of globalisation means that there is no simple answer to whether it brings advantages or disadvantages. That it is a process having environmental, economic, social and political impacts means that any full assessment of its impacts should consider these factors and in different spatial contexts, MEDC, NIC and LEDC. Globalisation is also mentioned in the Specification in the context of whether it has widened or narrowed the 'Development gap'. It is interesting to consider not only the gap between rich and poor but also the absolute levels of incomes. There is considerable evidence that vast numbers of people are better off than they were two or three decades ago but debate surrounds their relative position.	**[30]**	**AO1 Knowledge and Understanding** **Level 3 (8-9 marks)** Substantial knowledge and authoritative understanding of the impacts of globalisation. Both positive and negative impacts are considered. There is secure use of detailed exemplification. **Level 2 (5-7 marks)** Sound knowledge and understanding of the impacts of globalisation. 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 globalisation. 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 globalisation. There is effective evaluation of the relative significance of the impacts positive and negative and three of environmental, economic, social and political.

Question Number	Expected Answer	Mark	Rationale/Additional Guidance
			Level 2 (8-13 marks) Some analysis of the impacts of globalisation. Some evaluation of the relative significance of the impacts positive and negative and at least two of environmental, economic, social and political. **Level 1 (1-7 marks)** Limited analysis of the impacts of globalisation. Little or no attempt to evaluate the relative significance of impacts positive and negative and only one of environmental, economic, social and political **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**	**Rationale/Additional Guidance**
16	**Evaluate attempts by the government of <u>one</u> country to manage the impacts of globalisation.** A question for investigation in this Option is 'How can governments evaluate and manage the impact of globalisation?' Governments vary in their responses to impacts of globalisation upon their country. Students are expected to have investigated at least one country to examine how it is managing impacts of globalisation on its economy and society. The more convincing responses are likely to consider both positive and negative impacts.	**[30]**	**AO1 Knowledge and Understanding** **Level 3 (8-9 marks)** Substantial knowledge and authoritative understanding of the nature of globalisation and government strategies designed to manage its impacts. Both economic and cultural impacts are covered. There is secure use of detailed exemplification. **Level 2 (5-7 marks)** Sound knowledge and understanding of the nature of globalisation and government strategies designed to manage its impacts. 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 and government strategies designed to manage its impacts. Only economic or cultural impacts considered. There is little exemplification. **AO2 Analysis and Application** **Level 3 (14-17 marks)** Clear and convincing analysis of the various dimensions to globalisation and its management by government strategies. There is effective evaluation of the relative significance of economic and cultural elements, with a balanced coverage of the two sets.

Question Number	Expected Answer	Mark	Rationale/Additional Guidance
			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 government strategies. Only one of either economic or cultural discussed. **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**	**Rationale/Additional Guidance**
17	**Development and inequalities** **To what extent have historical factors influenced levels of development?** This Option is intended to stimulate students into thinking about how variations in development occur and why. Historical factors are explicitly stated in the Specification along with economic, social, political and physical. Economic, social and political influences operating in the past are to be included as 'historical'. Responses can look at the relative levels of development amongst countries and assess the role of historical factors. The link between development and historical factors is interesting and leads students into considering themes such as colonialism and neo-colonialism, the reasons why some countries developed modern industry and forms of wealth creation that substantially increased living standards. More considered responses will point out that some countries now considered part of the ELDW were once cores of development while parts of today's EMDW were relatively undeveloped. The fact that resources which aid development are defined by technology and societal values and as these change, development can be stimulated or held back. This is a possible Level 3 indicator. The most convincing discussions will look at the range of factors influencing development and assess their relative merits.	**[30]**	**AO1 Knowledge and Understanding** **Level 3 (8-9 marks)** Substantial knowledge and authoritative understanding of historical and other factors influencing the rate and level of development. Causes and effects are convincing. There is secure use of detailed exemplification. **Level 2 (5-7 marks)** Sound knowledge and understanding of historical and other factors influencing the rate and level of development. 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 historical and other factors influencing the rate and level of development. Cause and effect not understood well. There is little exemplification. **AO2 Analysis and Application** **Level 3 (14-17 marks)** Clear and convincing analysis of historical and other factors influencing development. There is effective evaluation of the relative significance of historical factors, with a balanced coverage of other influences.

Question Number	Expected Answer	Mark	Rationale/Additional Guidance
			Level 2 (8-13 marks)
			Some analysis of historical and other factors influencing development. Some evaluation of the relative significance of historical factors, although likely not to be a balanced coverage of other influences.
			Level 1 (1-7 marks)
			Limited analysis of historical factors influencing development. Little or no attempt to evaluate the relative significance of any of the factors.
			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**	**Rationale/Additional Guidance**
18	**Assess the degree to which inequalities within <u>one</u> named region or city result from economic factors.** Within this Option there is the explicit requirement to study economic and social inequalities within one named region or large city. The particular question for investigation is, 'In what ways do economic inequalities influence social and environmental issues?' The context for this topic is not restricted in the Specification and so we can expect a diverse range in terms of exemplification. In most cases, economic factors such as rapid development or stagnation and decline, can exert a strong influence on environmental and social inequalities. Issues such as priority given to economic growth in relation to environmental matters and social factors such as housing standards and health care are usefully considered here. Where there has been economic decline, again how has this been managed as regards inequalities, for example within a large city such as Pittsburgh or Leeds, within the Ruhr or South Wales. Region should receive a broad interpretation; within SE Asia is acceptable for example. Global scale discussions, e.g. North-South are not appropriate and should receive at the maximum, top of Level 1 in both AO1 and AO2. If more than one region / city discussed, mark all and allocate the best mark.	**[30]**	**AO1 Knowledge and Understanding** **Level 3 (8-9 marks)** Substantial knowledge and authoritative understanding of economic, social and environmental inequalities in these spatial contexts. There is secure use of detailed exemplification. **Level 2 (5-7 marks)** Sound knowledge and understanding of two of the three groups of inequalities. Some responses might be assessed at this level if they offer a particularly uneven account of inequalities. There is some use of exemplification. **Level 1 (1-4 marks)** Poor knowledge and understanding of inequalities. Some responses might only describe one set (economic/social/environmental) of inequality. There is little exemplification. **AO2 Analysis and Application** **Level 3 (14-17 marks)** Clear and convincing analysis of the causes of inequalities. There is effective evaluation of the relative significance of the factors (social/economic and environmental) with a balanced coverage of the possible range.

Question Number	Expected Answer	Mark	Rationale/Additional Guidance
			Level 2 (8-13 marks) Some analysis of the causes of inequalities. There is some evaluation of the relative significance of the factors (social/economic and environmental) with a coverage of the possible range that includes two of social/economic and environmental. **Level 1 (1-7 marks)** Limited analysis of the causes of inequalities. There is little or no evaluation of the relative significance of the factors (social/economic and environmental) with only one of social/economic and environmental factors discussed. **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.

Question Number	Expected Answer	Mark	Rationale/Additional Guidance
			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.

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