



# GCE

## Geography

Advanced GCE F763

Global Issues

# Mark Scheme for June 2010

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All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.







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Question	Answer	Marks	Guidance				
<p><b>Questions 1 - 6</b></p>	<p>Candidates should receive credit for a particular issue identified in the resource or a broader generic issue. However, this latter issue <b>must</b> originate from the resource, such as secondary impacts of hazards. Strategies <b>must</b> be <b>appropriate</b> to the particular issue identified for Levels 2 and 3.</p> <p>Balance between <b>issue</b> and <b>strategies</b> – given that ONE issue is required but STRATEGIES are to be included, most responses can be expected to have a balance of about quarter / three quarters issue / strategies.</p> <p>The inclusion of only ONE strategy will not reach Level 3 and is unlikely to go beyond bottom of Level 2.</p> <p>But this can not be prescriptive as the precise balance is likely to vary. Some responses will inter-mix issue and strategies, meaning that the response must be read carefully to disentangle the two. If communication is clear then this will help inform the Level.</p> <p>Annotate in the margin as follows;</p> <table border="1" data-bbox="322 1082 779 1214"> <tbody> <tr> <td data-bbox="322 1082 533 1145"></td> <td data-bbox="533 1082 779 1145">for issue</td> </tr> <tr> <td data-bbox="322 1145 533 1214"></td> <td data-bbox="533 1145 779 1214">for each strategy</td> </tr> </tbody> </table>		for issue		for each strategy		<p>For each question in Section A:</p> <p>AO1 Knowledge and understanding accounts for 4 marks  AO2 Analysis, interpretation and evaluation accounts for 4 marks  AO3 Investigate, conclude and communicate accounts for 2 marks</p> <p><b>Level 3 (9 – 10 marks)</b>  Substantial knowledge and authoritative understanding of the appropriate issue. Clear application of relevant knowledge and understanding to the question set including the evaluation of appropriate management strategies.  Clear structure and organisation. Communication is clear with maps, diagrams, and statistics, if appropriate. Accurate use of geographical terms.</p> <p><b>Level 2 (5 – 8 marks)</b>  Sound knowledge and understanding of the appropriate issue. Sound application of relevant knowledge and understanding to the question set including the evaluation of appropriate management strategies.  Sound structure and organisation. Communication is generally effective with maps, diagrams, and statistics, if appropriate. Geographical terms are mainly used effectively.</p> <p><b>Level 1 (0 – 4 marks)</b>  Poor knowledge and understanding of the appropriate issue. Limited application of relevant knowledge and understanding to the question set including the evaluation of appropriate management strategies. Poor structure and organisation. Much inaccuracy in communication and limited and / or ineffective use of geographical terms.</p>
	for issue						
	for each strategy						

F763/01

Mark Scheme

June 2010

Question	Answer	Marks	Guidance
1	<p>Hazards associated with <b>flooding</b> are explicitly mentioned in the Spec. and in particular the role played by a combination of physical and human factors. The GIS resource serves as stimulus but material from the candidate's individual studies is also credit worthy.</p> <p><b>Indicative Content</b></p> <p>Possible geographical issues include:</p> <p>Physical issues;</p> <ul style="list-style-type: none"> <li>• Lower course of river where discharge greatest so flow exceeding bankfull discharge likely; climate – precipitation patterns; rock type – permeable / impermeable contrast; river regime – a possible Level 2+ indicator; coastal flooding – role of tides important, not just range but also neap / spring cycle. This is a possible Level 2+ indicator; role of low pressure weather system in exacerbating tidal pattern</li> </ul> <p>Human issues;</p> <ul style="list-style-type: none"> <li>• Rendering of surfaces impermeable through construction; constriction of channel through urban areas; flooding of buildings and infrastructure; disruption of domestic / public / economic activities; at its most severe loss life + injury</li> </ul> <p>Possible management strategies:</p> <ul style="list-style-type: none"> <li>• Appropriate management – short-term e.g. emergency relief; evacuation; temporary barriers e.g. sand bags; pumping of water</li> <li>• Appropriate management - longer term e.g. structural approaches e.g. dams + reservoirs; levées; realignment / channelisation; flood relief channels; sluice gates; sea walls</li> <li>• Appropriate management – longer term e.g. non-structural e.g. floodplain, drainage basin + coastal zone land-use management; flood mitigation via forecasts + warnings</li> </ul> <p>Where both long and short term responses included likely to indicate top of Level 2+ response.</p>	10	<p>The issue identified can be either purely physical or human. Clearly the two sets of factors interact and so candidates have no shortage of material to draw from.</p> <p>Candidates can identify either coastal or river, or both types of flooding.</p>

Question	Answer	Marks	Guidance
2	<p>One of the key questions in this Option is <b>‘In what ways are physical environments under threat from human activity?’</b> The resource clearly indicates the threat to forests in South-East Asia. The areas indicating a degree of afforestation should act as a stimulus to candidates when they consider appropriate management.</p> <p><b>Indicative Content</b></p> <p>Possible geographical issues include:</p> <p>Physical issues;</p> <ul style="list-style-type: none"> <li>• loss of biodiversity / habitat; increase in run-off and sediment input to streams + rivers with consequential effects on discharge; increase in rates of weathering and mass movements; soil erosion; local/regional and global effects on weather and climate;</li> </ul> <p>Human issues;</p> <ul style="list-style-type: none"> <li>• impacts on indigenous peoples + their cultures</li> <li>• deforestation – causes include logging for high value hardwood; felling for lower value wood for products such as plywood + paper; clearance via burning for agriculture ( the contrast between small scale farmers and large scale plantations e.g. oil palm a possible Level 3 discriminator); increased population leading to greater demand for fuel and fodder a possible top of Level 2+ indicator; comments about different types of forest e.g. highland c.f. tropical rain forest a possible Level 3 indicator</li> <li>• afforestation e.g. China + Vietnam might be positive e.g. protection and active expansion of forests or expansion of commercial forests</li> </ul> <p>Possible management strategies:</p> <ul style="list-style-type: none"> <li>• Appropriate management – in some countries establishment of national parks / reserves to aid regeneration of ‘original’ forest ecosystem + environment; other reforestation efforts are based on plantations e.g. eucalyptus for paper or poplar for construction which offer a less diverse ecosystem + environment; others are mostly fruit orchards;</li> <li>• Comments about the involvement of the global community e.g. World Bank’s Forest Carbon partnership which gives credits for not cutting forest down; involvement of NGOs; these are possible Level 3 indicators.</li> </ul>	10	<p>The issue identified can be either purely physical or human. Clearly the two sets of factors interact and so candidates have no shortage of material to draw from.</p>

Question	Answer	Marks	Guidance
3	<p>The first Question for investigation in Option A3 is <b>‘What conditions lead to tropical storms and in what ways do they represent a hazard to people?’</b> The resource prompts the candidates to look at the impacts of hurricanes on Central America and the Caribbean islands.</p> <p><b>Indicative Content</b></p> <p>Possible geographical issues include:</p> <p>Physical issues;</p> <ul style="list-style-type: none"> <li>• factors leading to the formation of tropical storms e.g. latitude; sea surface temperatures &gt;26/7°C; evaporation + condensation; feedback cycle; cyclonic circulation;</li> <li>• tropical storms are frequent during their ‘season’ – the resource shows a succession crossing the Caribbean and southern USA.</li> <li>• primary hazards – hurricane force winds / storm surges / torrential rain</li> <li>• secondary hazards include river + coastal flooding / mass movements</li> <li>• Human issues; <ul style="list-style-type: none"> <li>• loss of life + injury</li> <li>• economic + social dislocation</li> <li>• LEDC / MEDC contrast</li> </ul> </li> </ul> <p>Possible management strategies:</p> <ul style="list-style-type: none"> <li>• Forecasting – variety of measures e.g. geostationary satellites, ships + buoys, aircraft, radiosondes, radar</li> <li>• Long term strategies e.g. hard defences against storm surge; strict planning controls concerning construction style and location of buildings; coastal ecosystem management to sustain wetlands to absorb storm surges and high wave energy; practice emergency procedures including evacuation; afforestation of steep slopes; economic + social development so that populations are better prepared for impacts</li> <li>• Short term strategies e.g. evacuation of coastal area; individuals boarding up windows; mobilise armed forces; emergency aid domestic and overseas;</li> </ul> <p>Where both long and short term responses included likely to indicate top of Level 2+ response.</p>	10	<p>The issue identified can be either purely physical or human. Clearly the two sets of factors interact and so candidates have no shortage of material to draw from.</p> <p>MEDC / LEDC contrast; possible Level 3 indicator is the contrast amongst LEDCs – some are more able to cope than others e.g. Haiti c.f. Mexico.</p>

Question	Answer	Marks	Guidance
4	<p>One of the Questions for investigation is ‘<b>What factors affect the supply and use of resources?</b>’ The resource contains data regarding agricultural resources in terms of fertiliser, cereals and livestock and the level of irrigation. The population aspect is given by annual % growth rates.</p> <p><b>Indicative Content</b></p> <p>Possible geographical issues include:</p> <ul style="list-style-type: none"> <li>• Physical factors – climate and water availability an issue as indicated by irrigation statistics; land degradation may result from over-cultivation / over-irrigation / falling water tables / soil erosion;</li> <li>• Population-resource balance – pop. growth in sub-Saharan Africa especially putting strain on agric. resources;</li> </ul> <p>Possible management strategies:</p> <ul style="list-style-type: none"> <li>• A focus on the interaction of physical and socio-economic factors likely to be at top of Level 2+.</li> <li>• Introduce pop. planning to reduce growth and so reduce demand for food.</li> <li>• Conserve water resources and prevent wasteful usage.</li> <li>• Make more use of organic fertilisers including green manures.</li> <li>• Adopt agric. practices which better suit marginal land.</li> <li>• Education to change increasing demand for meat.</li> <li>• Land reform to boost agricultural production.</li> </ul>	10	<p>Basic LEDC / MEDC contrast Level 1. Level 2 responses likely to be indicated by comments about differences amongst the non-MEDC regions. More discerning comments drawing attention to poor state of affairs in Sub-Saharan Africa in particular, a possible top of Level 2+ indicator.</p> <p>A response focusing solely on one column i.e. just one of the regions is Level 1 max. All four columns not required for max marks but some contrast needed to reach Level 2+.</p> <p>A response focusing on one row, e.g. population growth rate is acceptable.</p>

Question	Answer	Marks	Guidance
5	<p>One of the key ideas in this Option is that ‘<b>Trade supports and hinders the broader balance of the world’s patterns of production.</b>’</p> <p>The trade in <b>manufactured goods and services</b> is an effective spatial indicator of the process of globalisation. Its flows highlight the issues associated with globalisation and in particular the advantages and disadvantages to various areas.</p> <p><b>Indicative Content</b></p> <p>Possible geographical issues include:</p> <ul style="list-style-type: none"> <li>• Trade is spatially uneven; clear concentration amongst MEDCs, Europe, N. America, Japan, Australia; also some oil exporting states in Middle East, NICs e.g., Singapore, Malaysia + South Korea most of Latin America, Russia, some Eastern European states + some in Middle East participate in trade; large parts of Asia and Africa do not participate in global trade in manufactured goods and services.</li> <li>• Wealth created as result of trade spatially uneven.</li> </ul> <p>Possible management:</p> <ul style="list-style-type: none"> <li>• Protect vulnerable industries in LEDCs against cheap imports from MEDCs with tariffs and quotas – role of WTO.</li> <li>• Gain agreement for MEDCs to withdraw subsidies on exports that may undermine some economic activities in LEDCs.</li> <li>• More even spread of FDI.</li> <li>• Aid packages for LEDCS to assist in education and training of their workforce to allow them to develop manufacturing + service industries.</li> </ul>	10	<p>Issue and strategies should be global as this is the scale of the resource. A response focused solely on one country or one region e.g. Europe, is Level 1 max.</p>



F763/01

Mark Scheme

June 2010

Question	Answer	Marks	Guidance
6	<p>The focus of this option is on <b>inequalities</b>, their patterns, causes and implications for communities and the environment. A Key Idea is '<b>Countries vary in their levels of economic development and this, in turn, influences the quality of life of their citizens.</b>' The resource highlights three countries representative of MEDCs, NICs and LEDCs.</p> <p><b>Indicative Content</b></p> <p>Possible geographical issues include:</p> <ul style="list-style-type: none"> <li>• Global inequalities have increased in the past thirty years.</li> <li>• MEDCs (e.g. Denmark) have sustained their high standards of living, some countries have substantially raised theirs (NICs), such as Malaysia, while many LEDCs have seen little improvement and may even have suffered a decline such as Zambia.</li> </ul> <p>Possible management strategies:</p> <ul style="list-style-type: none"> <li>• Encourage more development aid / projects which are sustainable. Roles of UN, World bank, IMF, EU, and individual governments.</li> <li>• Role of WTO in promoting trade on terms which only advantage MEDCs + NICs.</li> <li>• Role of FairTrade organisation and other NGOs</li> <li>• Internal policies in some LEDCs need re-focusing on issues such as health and education.</li> <li>• Fair trade agreements.</li> </ul>	10	<p>Issues and strategies should reflect the global scale of development and inequalities of the graph.</p> <p>It is also appropriate for a response to focus on one country.</p>

Question	Answer	Marks	Guidance
7	<p><b><i>To what extent is the impact of an earthquake related to its strength?</i></b></p> <p>The hazards associated with earthquakes are explicitly mentioned in the Spec as are their scale and types of impacts. At Level 1 then the answer is a simple 'yes' but to reach Levels 2 and 3 in AOs 1, 2 and 3, then the response needs to be a fully discursive one.</p> <p><b>Indicative Content</b></p> <p>The severity and its impact depend on the interaction of a number of variables.</p> <p>Physical factors associated with the earthquake such as location of epicentre; depth of focus; geology; duration of shaking; time of day; season of year; impacts of tsunamis</p> <p>Human factors such as LEDC / MEDC in terms of preparedness (e.g. building regulations + emergency services) and ability to react and recover; urban / rural; sparsely / densely populated; history of earthquakes.</p> <p>Comments distinguishing between long and short term impacts move the response upwards through the levels depending on their quality.</p> <p>There ought to be plenty of detailed contemporary exemplification due to the recent 'quakes in Haiti, Chile and China but evidence from any event is welcome.</p>	30	<p><b>AO1 Knowledge and understanding</b></p> <p><b>Level 3 (8-9 marks)</b> Substantial knowledge and authoritative understanding of both physical and human factors involved in risks from earthquakes. Causes and effects are convincing. There is secure use of detailed exemplification.</p> <p><b>Level 2 (5-7 marks)</b> Sound knowledge and understanding of physical and human factors. Some responses might be assessed at this level if they offer a particularly uneven account of either physical or human. Cause and effect is evident but not always convincing. There is some use of exemplification.</p> <p><b>Level 1 (0-4 marks)</b> Poor knowledge and understanding of physical and human factors. Cause and effect not understood well. There is little exemplification. Some responses might only describe one set of factors.</p> <p><b>AO2 Analysis, interpretation and evaluation</b></p> <p><b>Level 3 (14-17 marks)</b> Clear and convincing analysis of the various risk factors. There is effective evaluation of the relative significance of the factors, both physical and human, with a balanced coverage of the two sets.</p>

		<p><b>Level 2 (8-13 marks)</b> Some analysis of the various risk factors. Some evaluation of the relative significance of the factors, both physical and human, although likely not to be balanced between the two sets.</p> <p><b>Level 1 (0-7 marks)</b> Limited analysis of the various risk factors. Little or no attempt to evaluate the relative significance of any of the factors, physical and human.</p> <p><b>AO3 Skills and communication</b></p> <p><b>Level 3 (4 marks)</b> Clear structure and organisation, including a clear conclusion. Communication is clear with authoritative use of grammar and spelling and accurate use of geographical terms. Maps, diagrams and statistics are used effectively, if appropriate.</p> <p><b>Level 2 (3 marks)</b> Sound structure and organisation, including a limited conclusion. Communication is generally effective although errors in grammar and spelling and some inaccurate use of geographical terms are likely to be present. Maps, diagrams and statistics are not used effectively.</p> <p><b>Level 1 (0-2 marks)</b> Basic structure and organisation, with no attempt at a conclusion. Communication is ineffective with errors in grammar and spelling and little use of geographical terms or their inaccurate use. Maps, diagrams and statistics are not used.</p>
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Question	Answer	Marks	Guidance
8	<p><b><i>'The causes of earth hazards owe more to human than to physical factors.'</i> Discuss.</b></p> <p>This is a wide ranging evaluation in this Option and requires a focus on the interaction between physical and human factors. This question invites a discussion of the <u>causes</u> not impacts and the degree to which the response focuses on this will be assessed under AO2. Vulnerability is an interesting concept as it encourages us to appreciate the factors which place people at risk, in this case, at risk in relation to mass movements and slope failure, volcanoes and earthquakes and flooding.</p> <p><b>Indicative Content</b></p> <p>The Spec asks that some specific earth hazard events and locations susceptible to earth hazards are investigated so we can expect some effective exemplification.</p> <p>Responses might consider points such as the scale of the hazard including the energy involved; urban / rural locations; LEDC / MEDC; upland / lowland; degree of predictability.</p> <p>It is very important that we recognise the broad scope of this question and so a Level 3 response does not need to include reference to every type of earth hazard. However, a focus on just one, volcanoes for example, is likely to be rather self-limiting as regards effective knowledge, understanding and evaluation.</p>	30	<p><b>AO1 Knowledge and understanding</b></p> <p><b>Level 3 (8-9 marks)</b> Substantial knowledge and authoritative understanding of the causes of earth hazards. Causes and effects are convincing. There is secure use of detailed exemplification.</p> <p><b>Level 2 (5-7 marks)</b> Sound knowledge and understanding of the causes of earth hazards. Some responses might be assessed at this level if they offer a particularly uneven account of either human or physical. Cause and effect is evident but not always convincing. There is some use of exemplification.</p> <p><b>Level 1 (0-4 marks)</b> Poor knowledge and understanding of the causes of earth hazards. Cause and effect not understood well. There is little exemplification. Some responses might only describe one set of effects.</p> <p><b>AO2 Analysis, interpretation and evaluation</b></p> <p><b>Level 3 (14-17 marks)</b> Clear and convincing analysis of the various causes. There is effective evaluation of the relative significance of the causes, both human and physical, with a balanced coverage of the two sets.</p>

		<p><b>Level 2 (8-13 marks)</b> Some analysis of the various causes. Some evaluation of the relative significance of the causes, both human and physical, although likely not to be balanced between the two sets.</p> <p><b>Level 1 (0-7 marks)</b> Limited analysis of the various causes. Little or no attempt to evaluate the relative significance of any of the causes, both human and physical.</p> <p><b>AO3 Skills and communication</b></p> <p><b>Level 3 (4 marks)</b> Clear structure and organisation, including a clear conclusion. Communication is clear with authoritative use of grammar and spelling and accurate use of geographical terms. Maps, diagrams and statistics are used effectively, if appropriate.</p> <p><b>Level 2 (3 marks)</b> Sound structure and organisation, including a limited conclusion. Communication is generally effective although errors in grammar and spelling and some inaccurate use of geographical terms are likely to be present. Maps, diagrams and statistics are not used effectively.</p> <p><b>Level 1 (0-2 marks)</b> Basic structure and organisation, with no attempt at a conclusion. Communication is ineffective with errors in grammar and spelling and little use of geographical terms or their inaccurate use. Maps, diagrams and statistics are not used.</p>
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Question	Answer	Marks	Guidance
9	<p><b><i>To what extent does the impact of human activity on physical environments vary with the level of development?</i></b></p> <p>One of the Questions for Investigation in this Option is ‘Why does the impact of human activity on the physical environment vary over time and location?’ Associated with this is the Key Idea that the impact of human activity varies as areas develop.</p> <p>Level of development – either level as in MEDC / NIC / LEDC or rate / intensity of development ongoing in an environment e.g. Great Barrier Reef or Norfolk Broads.</p> <p><b>Indicative Content</b></p> <p>Human activity should receive a wide interpretation, including agriculture, forestry, settlement, transport, industry, mineral extraction.</p> <p>It is too simplistic to suggest that low levels of development have little of no impact and high levels of development the most impact. A case could be made that as areas develop then impacts increase, witness the effect of industrialisation in Western Europe in the later 18<sup>th</sup>, 19<sup>th</sup> and early 20<sup>th</sup> centuries. However, more considered discussions will reach into Level 3 with comments about the ability of areas to reduce and reverse impacts with the application of science and technology, the improvement in water quality such as rivers being one example. A case might be made for the impacts to be most severe during the early and middle stages of development when an area’s focus is sharply on improving levels of development. The examples of China and India might be cited here. A point perhaps indicative of Level 3 is that areas at the very highest levels of development today continue to have a significant impact on environments through what is in effect ‘their’ industry being located in LEDCs and NICs and seen in extremis when waste from MEDCs is exported to LEDCs for processing or dumping.</p> <p>Great Barrier Reef / Norfolk Boads / Galapagos – negative and positive aspects of tourism for example.</p> <p>Local examples are also welcome here.</p>	30	<p><b>AO1 Knowledge and understanding</b></p> <p><b>Level 3 (8-9 marks)</b> Substantial knowledge and authoritative understanding of the impact of human activities on physical environments at different points on the development spectrum. There is secure use of detailed exemplification.</p> <p><b>Level 2 (5-7 marks)</b> Sound knowledge and understanding of the impact of human activities on physical environments at different points on the development spectrum. There is some use of exemplification.</p> <p><b>Level 1 (0-4 marks)</b> Poor knowledge and understanding of the impact of human activities on physical environments at different points on the development spectrum. There is little exemplification.</p> <p><b>AO2 Analysis, interpretation and evaluation</b></p> <p><b>Level 3 (14-17 marks)</b> Clear and convincing analysis and evaluation of impacts on different areas at different stages of economic and technological development.</p> <p><b>Level 2 (8-13 marks)</b> Some analysis and evaluation of impacts on different areas at different stages of economic and technological development.</p>

			<p><b>Level 1 (0-7 marks)</b> Limited analysis and evaluation of impacts on different areas at different stages of economic and technological development.</p> <p><b>AO3 Skills and communication</b></p> <p><b>Level 3 (4 marks)</b> Clear structure and organisation, including a clear conclusion. Communication is clear with authoritative use of grammar and spelling and accurate use of geographical terms. Maps, diagrams and statistics are used effectively, if appropriate.</p> <p><b>Level 2 (3 marks)</b> Sound structure and organisation, including a limited conclusion. Communication is generally effective although errors in grammar and spelling and some inaccurate use of geographical terms are likely to be present. Maps, diagrams and statistics are not used effectively.</p> <p><b>Level 1 (0-2 marks)</b> Basic structure and organisation, with no attempt at a conclusion. Communication is ineffective with errors in grammar and spelling and little use of geographical terms or their inaccurate use. Maps, diagrams and statistics are not used.</p>
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F763/01

Mark Scheme

June 2010

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10	<p><b><i>Evaluate the influence of the factors that create the unique characteristics of one or more local ecosystem(s)/environment(s).</i></b></p> <p>A key idea in this Option is that environments / ecosystems consist of a variety of interdependent and interconnected elements, with the two pivotal interactions being the flow of energy and the cycling of nutrients.</p> <p><b>Indicative Content</b></p> <p>Candidates are expected to have studied 'at least one local ecosystem or environment, e.g. woodland, dunes or a marsh.'</p> <p>Weaker responses are likely to consist of simple separate accounts of the physical and human factors. The higher level answers will evaluate the relative significance of the sets of factors, linking them explicitly to the unique characteristics. Given the requirement to study a local example we can expect some convincing exemplification.</p>	30	<p><b>AO1 Knowledge and Understanding</b></p> <p><b>Level 3 (8-9 marks)</b> Substantial knowledge and authoritative understanding of the contribution of both physical and human factors in the chosen ecosystem / environment. There is secure use of detailed exemplification.</p> <p><b>Level 2 (5-7 marks)</b> Sound knowledge and understanding of the contribution of both physical and human factors in the chosen ecosystem / environment. There is some use of exemplification.</p> <p><b>Level 1 (0-4 marks)</b> Poor knowledge and understanding of the contribution of both physical and human factors in the chosen ecosystem / environment. There is little exemplification.</p> <p><b>AO2 Analysis, interpretation and evaluation</b></p> <p><b>Level 3 (14-17 marks)</b> Clear and convincing analysis and evaluation of the roles of physical and human factors to the creation of distinctive environments / ecosystems.</p> <p><b>Level 2 (8-13 marks)</b> Some analysis and evaluation of the roles of physical and human factors to the creation of distinctive environments / ecosystems.</p>



			<p><b>Level 1 (0-7 marks)</b> Limited analysis and evaluation of the roles of physical and human factors to the creation of distinctive environments / ecosystems.</p> <p><b>AO3 Skills and communication</b></p> <p><b>Level 3 (4 marks)</b> Clear structure and organisation, including a clear conclusion. Communication is clear with authoritative use of grammar and spelling and accurate use of geographical terms. Maps, diagrams and statistics are used effectively, if appropriate.</p> <p><b>Level 2 (3 marks)</b> Sound structure and organisation, including a limited conclusion. Communication is generally effective although errors in grammar and spelling and some inaccurate use of geographical terms are likely to be present. Maps, diagrams and statistics are not used effectively.</p> <p><b>Level 1 (0-2 marks)</b> Basic structure and organisation, with no attempt at a conclusion. Communication is ineffective with errors in grammar and spelling and little use of geographical terms or their inaccurate use. Maps, diagrams and statistics are not used.</p>
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Question	Answer	Marks	Guidance
11	<p><b><i>‘Low pressure atmospheric systems have more of a short term impact than high pressure systems.’ Discuss.</i></b></p> <p>The Spec. makes clear the need to study both low and high pressure atmospheric systems and to investigate their impacts at the local, regional and global scales. Candidates are likely to agree with the assertion in general, referring to hazards such as heavy snowfalls, blizzards, tropical storms as examples of low pressure short term events.</p> <p><b>Indicative Content</b> High pressure hazards include heatwaves, drought and cold spells which tend to have a longer term impact. Low pressure hazards include tropical storms and depressions. Some effective evaluation might come from the occurrence of short term hazards within a high pressure system such as convectional thunderstorms. There might also be discussion of the combination of low and high pressure effects as in a heavy snowfall which then lays for a long time if an anticyclone develops over the region.</p> <p>The social, economic and political impacts should be discussed and evaluated against the environmental. Some interesting debate is to be had contrasting impacts on countries at different levels of development and this is likely to indicate a Level 2+ response especially in AO2.</p>	30	<p><b>AO1 Knowledge and Understanding</b></p> <p><b>Level 3 (8-9 marks)</b></p> <p>Substantial knowledge and authoritative understanding of the hazards emanating from both high and low pressure atmospheric systems. There is secure use of detailed exemplification.</p> <p><b>Level 2 (5-7 marks)</b></p> <p>Sound knowledge and understanding of the hazards emanating from both high and low pressure atmospheric systems. Some responses might be assessed at this level if they offer a particularly uneven account of either low or high pressure systems and their hazards. There is some use of exemplification.</p> <p><b>Level 1 (0-4 marks)</b></p> <p>Poor knowledge and understanding of the hazards emanating from high and low pressure atmospheric systems. Some responses might only describe one type of pressure system. There is little exemplification.</p> <p><b>AO2 Analysis, interpretation and evaluation</b></p> <p><b>Level 3 (14-17 marks)</b></p> <p>Clear and convincing analysis and evaluation of the impacts of both low and high pressure atmospheric systems.</p>

		<p><b>Level 2 (8-13 marks)</b></p> <p>Some analysis and evaluation of the impacts of both low and high pressure atmospheric systems.</p> <p><b>Level 1 (0-7 marks)</b></p> <p>Limited analysis and evaluation of the impacts of both low and high pressure atmospheric systems.</p> <p><b>AO3 Skills and communication</b></p> <p><b>Level 3 (4 marks)</b> Clear structure and organisation, including a clear conclusion. Communication is clear with authoritative use of grammar and spelling and accurate use of geographical terms. Maps, diagrams and statistics are used effectively, if appropriate.</p> <p><b>Level 2 (3 marks)</b> Sound structure and organisation, including a limited conclusion. Communication is generally effective although errors in grammar and spelling and some inaccurate use of geographical terms are likely to be present. Maps, diagrams and statistics are not used effectively.</p> <p><b>Level 1 (0-2 marks)</b> Basic structure and organisation, with no attempt at a conclusion. Communication is ineffective with errors in grammar and spelling and little use of geographical terms or their inaccurate use. Maps, diagrams and statistics are not used.</p>
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F763/01

Mark Scheme

June 2010

Question	Answer	Marks	Guidance
12	<p><b><i>Evaluate the success of strategies used to reduce the impact of <u>either acid rain or photochemical smog.</u></i></b></p> <p>One of the Key ideas in this Option is that ‘Human activities may impact on the global climate to create particular climatic hazards.’ The Content associated with this is ‘The study for one named area of, impacts on and solutions to, either acid rain or photochemical smog. We can thus anticipate some convincing exemplification of their chosen hazard.’</p> <p><b>Indicative Content</b></p> <p>A wide variety of strategies can be employed and so we must be open to whatever hazards and their specific strategies candidates wish to discuss. A key indicator in AO2 is the linking between strategy and hazard.</p> <p>The more thoughtful responses might pick up on the need to deal, not just with the effects of acid rain / photochemical smog, but also the causes, for there to be really effective reduction in risk. There is also much valuable discussion to be had from considering situations in countries at different places along the development continuum and the contrast between rural and urban areas.</p>	30	<p><b>AO1 Knowledge and understanding</b></p> <p><b>Level 3 (8-9 marks)</b> Substantial knowledge and authoritative understanding of strategies designed to deal with either acid rain or photochemical smog. There is secure use of detailed exemplification.</p> <p><b>Level 2 (5-7 marks)</b> Sound knowledge and understanding of strategies designed to deal with either acid rain or photochemical smog. There is some use of exemplification.</p> <p><b>Level 1 (0-4 marks)</b> Poor knowledge and understanding of strategies designed to deal with either acid rain or photochemical smog. There is little exemplification.</p> <p><b>AO2 Analysis, interpretation and evaluation</b></p> <p><b>Level 3 (14-17 marks)</b> Clear and convincing analysis of the strategies. There is effective evaluation of their relative effectiveness.</p> <p><b>Level 2 (8-13 marks)</b> Some analysis of the various strategies. Some evaluation of their relative effectiveness.</p> <p><b>Level 1 (0-7 marks)</b> Limited analysis of the various strategies. Little or no attempt to evaluate the relative effectiveness.</p>

		<p><b>AO3 Skills and communication</b></p> <p><b>Level 3 (4 marks)</b> Clear structure and organisation, including a clear conclusion. Communication is clear with authoritative use of grammar and spelling and accurate use of geographical terms. Maps, diagrams and statistics are used effectively, if appropriate.</p> <p><b>Level 2 (3 marks)</b> Sound structure and organisation, including a limited conclusion. Communication is generally effective although errors in grammar and spelling and some inaccurate use of geographical terms are likely to be present. Maps, diagrams and statistics are not used effectively.</p> <p><b>Level 1 (0-2 marks)</b> Basic structure and organisation, with no attempt at a conclusion. Communication is ineffective with errors in grammar and spelling and little use of geographical terms or their inaccurate use. Maps, diagrams and statistics are not used.</p>
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Question	Answer	Marks	Guidance
13	<p><b><i>How valid is the viewpoint that the supply of resources owes more to physical factors than to anything else?</i></b></p> <p>A Key idea in this Option is that ‘The supply and use of resources is determined by a combination of physical and socio-economic factors.’ Most responses are likely to agree with the statement and then go onto discuss when and where socio-economic factors come into play.</p> <p><b>Indicative Content</b></p> <p>Descriptions of the physical resource base of a country are valid, in the context of which the higher level responses might be characterised by their inclusion of a variety of resource types: water / soil / climate rather than just mineralogical. The role of technology in making resources available is an issue worth discussing, for example the increasing depth of water when drilling for hydro-carbons or the increased ability to collect and supply irrigation water in semi-arid and arid environments. A historical perspective is also relevant with changes through time in the way resources have been perceived and either exploited or not an interesting topic.</p> <p>Political influences are, as ever, a fascinating influence on whether a particular resource is exploited or not. Oil seems very sensitive to this for example the Canadian tar sands and off-shore drilling around the coast of the USA.</p> <p>As ever, the contrasts amongst MEDCs and LEDCs offer scope for evaluation.</p>	30	<p><b>AO1 Knowledge and understanding</b></p> <p><b>Level 3 (8-9 marks)</b> Substantial knowledge and authoritative understanding of the supply of resources and factors influencing this. There is secure use of detailed exemplification.</p> <p><b>Level 2 (5-7 marks)</b> Sound knowledge and understanding of the supply of resources and factors influencing this. There is some use of exemplification.</p> <p><b>Level 1 (0-4 marks)</b> Poor knowledge and understanding of the supply of resources and factors influencing this. There is little exemplification.</p> <p><b>AO2 Analysis, interpretation and evaluation</b></p> <p><b>Level 3 (14-17 marks)</b> Clear and convincing analysis of the factors affecting the supply of resources. There is effective evaluation of their relative influence.</p> <p><b>Level 2 (8-13 marks)</b> Some analysis of the factors affecting the supply of resources. Some evaluation of their relative influence.</p> <p><b>Level 1 (0-7 marks)</b> Limited analysis of the factors affecting the supply of resources. Little or no attempt to evaluate their relative influence.</p>

		<p><b>AO3 Skills and communication</b></p> <p><b>Level 3 (4 marks)</b>                  Clear structure and organisation, including a clear conclusion. Communication is clear with authoritative use of grammar and spelling and accurate use of geographical terms. Maps, diagrams and statistics are used effectively, if appropriate.</p> <p><b>Level 2 (3 marks)</b>                  Sound structure and organisation, including a limited conclusion. Communication is generally effective although errors in grammar and spelling and some inaccurate use of geographical terms are likely to be present. Maps, diagrams and statistics are not used effectively.</p> <p><b>Level 1 (0-2 marks)</b>                  Basic structure and organisation, with no attempt at a conclusion. Communication is ineffective with errors in grammar and spelling and little use of geographical terms or their inaccurate use. Maps, diagrams and statistics are not used.</p>
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14	<p><b><i>‘Overpopulation is only found in areas of high population growth.’</i></b> <b><i>How far do you agree with this view?</i></b></p> <p>The concept of ‘overpopulation’ is explicitly stated in the Spec in association with the key idea that population is dynamic and changes in response to demographic, social, economic and political factors. All these can be related to overpopulation. Classically this is defined as an excess of population in an area in relation to resources or to other broader economic or social goals.</p> <p><b>Indicative Content</b></p> <p>At a basic level is a rudimentary link between high rates of population growth and over-population but there is so much more to this topic. The more successful responses are likely to be able to exemplify evidence of overpopulation, not just in terms of under-nourishment but also with reference to under-employment. Thus although overpopulation is most frequently seen in underdeveloped rural regions, a case can be made for it existing in urban locations. The more thoughtful responses are likely to take the discussion out of LEDCs and into the MEDCs, dealing with areas of chronic long-term unemployment for example or remote rural regions characterised by persistent out-migration.</p>	30	<p><b>AO1 Knowledge and understanding</b></p> <p><b>Level 3 (8-9 marks)</b> Substantial knowledge and authoritative understanding of the nature of overpopulation. Causes and effects of overpopulation are convincing. There is secure use of detailed exemplification.</p> <p><b>Level 2 (5-7 marks)</b> Sound knowledge and understanding of the nature of the nature of overpopulation. Causes and effects of overpopulation are evident but not always convincing. There is some use of exemplification.</p> <p><b>Level 1 (0-4 marks)</b> Poor knowledge and understanding of the nature of overpopulation. Causes and effects of overpopulation are weak. There is little exemplification.</p> <p><b>AO2 Analysis, interpretation and evaluation</b></p> <p><b>Level 3 (14-17 marks)</b> Clear and convincing analysis of the issue of overpopulation and an effective evaluation of its application to different areas.</p> <p><b>Level 2 (8-13 marks)</b> Some analysis of the issue of overpopulation and some evaluation of its application to different areas.</p>



			<p><b>Level 1 (0-7 marks)</b> Limited analysis of the issue of overpopulation and limited evaluation of its application to different areas.</p> <p><b>AO3 Skills and communication</b></p> <p><b>Level 3 (4 marks)</b> Clear structure and organisation, including a clear conclusion. Communication is clear with authoritative use of grammar and spelling and accurate use of geographical terms. Maps, diagrams and statistics are used effectively, if appropriate.</p> <p><b>Level 2 (3 marks)</b> Sound structure and organisation, including a limited conclusion. Communication is generally effective although errors in grammar and spelling and some inaccurate use of geographical terms are likely to be present. Maps, diagrams and statistics are not used effectively.</p> <p><b>Level 1 (0-2 marks)</b> Basic structure and organisation, with no attempt at a conclusion. Communication is ineffective with errors in grammar and spelling and little use of geographical terms or their inaccurate use. Maps, diagrams and statistics are not used.</p>
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Question	Answer	Marks	Guidance
15	<p><b><i>To what extent do transnational corporations (TNCs) bring more advantages than disadvantages to the countries in which they operate?</i></b></p> <p>TNCs are explicated stated in Option B2 Globalisation. In particular the Spec. content states that their advantages and disadvantages to countries at either end of the development spectrum should be studied in the context of at least one TNC.</p> <p><b>Indicative Content</b> Discussions are likely to pick up on the advantages to MEDCs in respect of the manufacture of goods at lower cost when carried out in LEDCs. Candidates are also often keen to point out the advantages to LEDCs of the presence of TNCs in terms of the wealth creation they bring via wages in particular. Disadvantages to LEDCs are usually soundly known with points such as the possibility of branch plant closure and the lack of local decision making and the issue of wage rates being mentioned.</p> <p>The Level 3 responses are likely to be characterised with the discussion moving into the disadvantages to MEDCs, loss of employment and wealth creation for example. Disadvantages to LEDCs at this level might include the increase in environmental pressure and pollution of TNC manufacturing, which has as its counterpoint the environmental advantage to MEDCs of manufacturing taking place overseas.</p> <p>There is much potential for discussions to focus on service sector TNCs; tourism, call centres and the financial system for example.</p>	30	<p><b>AO1 Knowledge and understanding</b></p> <p><b>Level 3 (8-9 marks)</b> Substantial knowledge and authoritative understanding of the advantages and disadvantages TNCs bring to countries. There is secure use of detailed exemplification.</p> <p><b>Level 2 (5-7 marks)</b> Sound knowledge and understanding of the advantages and disadvantages TNCs bring to countries. There is some use of exemplification.</p> <p><b>Level 1 (0-4 marks)</b> Poor knowledge and understanding of the advantages and disadvantages TNCs bring to countries. There is little exemplification.</p> <p><b>AO2 Analysis, interpretation and evaluation</b></p> <p><b>Level 3 (14-17 marks)</b> Clear and convincing analysis of the impacts TNCs can have. There is effective evaluation of their relative influence both positive and negative.</p> <p><b>Level 2 (8-13 marks)</b> Some analysis of the impacts TNCs can have. Some evaluation of their relative influence both positive and negative.</p> <p><b>Level 1 (0-7 marks)</b> Limited analysis of the impacts TNCs can have. Little or no attempt to evaluate their relative influence both positive and negative.</p>

		<p><b>AO3 Skills and communication</b></p> <p><b>Level 3 (4 marks)</b> Clear structure and organisation, including a clear conclusion. Communication is clear with authoritative use of grammar and spelling and accurate use of geographical terms. Maps, diagrams and statistics are used effectively, if appropriate.</p> <p><b>Level 2 (3 marks)</b> Sound structure and organisation, including a limited conclusion. Communication is generally effective although errors in grammar and spelling and some inaccurate use of geographical terms are likely to be present. Maps, diagrams and statistics are not used effectively.</p> <p><b>Level 1 (0-2 marks)</b> Basic structure and organisation, with no attempt at a conclusion. Communication is ineffective with errors in grammar and spelling and little use of geographical terms or their inaccurate use. Maps, diagrams and statistics are not used.</p>
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Question	Answer	Marks	Guidance
16	<p><b><i>Can aid ever do more than reinforce dependence?</i></b></p> <p>Within Option B2 Globalisation, one of the topics to be investigated is the advantages and disadvantages of aid for both donor and recipient countries. Here the focus is on the recipient countries in the form of LEDCs to who most aid flows.</p> <p><b>Indicative Content</b></p> <p>The definition of aid must, of necessity, be a broad one and include any transfer of resources on terms which are ‘concessional’, such as a gift, loan at advantageous rates, training / advice or materials including food. A distinction is sometimes made between aid and emergency relief, something likely to be mentioned by Level 2+ responses.</p> <p>It is quite possible for candidates to offer either a ‘yes, but ...’ or a ‘no, but...’ style response, they are equally valid evaluations in the context of the question. Discussion about types of aid are valid, official / NGO or voluntary; bilateral / multilateral and their relative efficacy. References to trans-national bodies such as World Bank, IMF, EU as well as national governments are appropriate. It is also relevant to read comments about the role of ‘fair trade’ in this context. Indeed, a comprehensive response is likely to include comments about the role of trade in aiding the development process.</p>	30	<p><b>AO1 Knowledge and Understanding</b></p> <p><b>Level 3 (8-9 marks)</b> Substantial knowledge and authoritative understanding of the advantages and disadvantages aid brings to countries. There is secure use of detailed exemplification.</p> <p><b>Level 2 (5-7 marks)</b> Sound knowledge and understanding of the advantages and disadvantages aid brings to countries. There is some use of exemplification.</p> <p><b>Level 1 (0-4 marks)</b> Poor knowledge and understanding of the advantages and disadvantages aid brings to countries. There is little exemplification.</p> <p><b>AO2 Analysis, interpretation and evaluation</b></p> <p><b>Level 3 (14-17 marks)</b> Clear and convincing analysis of the impacts aid can have. There is effective evaluation of its relative influence both positive and negative.</p> <p><b>Level 2 (8-13 marks)</b> Some analysis of the impact aid can have. Some evaluation of its relative influence both positive and negative.</p> <p><b>Level 1 (0-7 marks)</b> Limited analysis of the impact aid can have. Little or no attempt to evaluate its relative influence both positive and negative.</p>

		<p><b>AO3 Skills and communication</b></p> <p><b>Level 3 (4 marks)</b>                  Clear structure and organisation, including a clear conclusion. Communication is clear with authoritative use of grammar and spelling and accurate use of geographical terms. Maps, diagrams and statistics are used effectively, if appropriate.</p> <p><b>Level 2 (3 marks)</b>                  Sound structure and organisation, including a limited conclusion. Communication is generally effective although errors in grammar and spelling and some inaccurate use of geographical terms are likely to be present. Maps, diagrams and statistics are not used effectively.</p> <p><b>Level 1 (0-2 marks)</b>                  Basic structure and organisation, with no attempt at a conclusion. Communication is ineffective with errors in grammar and spelling and little use of geographical terms or their inaccurate use. Maps, diagrams and statistics are not used.</p>
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Question	Answer	Marks	Guidance
17	<p><b><i>‘Development increases inequalities within a country.’ Discuss this viewpoint in the context of <u>one</u> named country.</i></b></p> <p>One of the Key Ideas in this Option is that ‘Various factors influence the rate and level of development and this in turn may increase or decrease economic and social inequalities.’ The Content makes clear the need to study this idea within one named country.</p> <p><b>Indicative Content</b> Regional development has taken on a new dimension with rapidly changing patterns of economic activity including a more internationalised economic system whose influences seem capable of reaching into even the most remote regions. There has also been a sharpening of focus on the ‘quality’ of development as seen in a growing concern with sustainable development. The theoretical framework offered by Friedmann suggests that as a country develops economically, disparities between the region of growth, the ‘core’, and the ‘periphery’ become wider but that through time such regions are drawn into a more integrated relationship and so improve the quality of life of their inhabitants. The core might well undergo diseconomies of scale, something that might be an indicator of a Level 3 response. There are a variety of equally valid approaches to this question and candidates should be offering some convincing exemplification in order to reach Levels 2 and 3.</p>	30	<p><b>AO1 Knowledge and Understanding</b></p> <p><b>Level 3 (8-9 marks)</b> Substantial knowledge and authoritative understanding of the effects of economic development on intra-national regional inequalities. There is secure use of detailed exemplification.</p> <p><b>Level 2 (5-7 marks)</b> Sound knowledge and understanding of the effects of economic development on intra-national regional inequalities. There is some use of exemplification.</p> <p><b>Level 1 (0-4 marks)</b> Poor knowledge and understanding of the effects of economic development on intra-national regional inequalities. There is little exemplification.</p> <p><b>AO2 Analysis, interpretation and evaluation</b></p> <p><b>Level 3 (14-17 marks)</b> Clear and convincing analysis of the impacts economic development can have on inequalities within countries. There is effective evaluation of its relative influence both positive and negative.</p> <p><b>Level 2 (8-13 marks)</b> Some analysis of the impacts economic development can have on inequalities within countries. Some evaluation of its relative influence both positive and negative.</p>

		<p><b>Level 1 (0-7 marks)</b>  Limited analysis of the impacts economic development can have on inequalities within countries. Little or no attempt to evaluate its relative influence both positive and negative.</p> <p><b>AO3 Skills and communication</b></p> <p><b>Level 3 (4 marks)</b>  Clear structure and organisation, including a clear conclusion. Communication is clear with authoritative use of grammar and spelling and accurate use of geographical terms. Maps, diagrams and statistics are used effectively, if appropriate.</p> <p><b>Level 2 (3 marks)</b>  Sound structure and organisation, including a limited conclusion. Communication is generally effective although errors in grammar and spelling and some inaccurate use of geographical terms are likely to be present. Maps, diagrams and statistics are not used effectively.</p> <p><b>Level 1 (0-2 marks)</b>  Basic structure and organisation, with no attempt at a conclusion. Communication is ineffective with errors in grammar and spelling and little use of geographical terms or their inaccurate use. Maps, diagrams and statistics are not used.</p>
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Question	Answer	Marks	Guidance
18	<p><b>Assess the extent to which the Development Gap is narrowing.</b></p> <p>This Option, B3 Development and inequalities, has, as one of its Key ideas, the question, ‘To what extent is the ‘development gap’ increasing or decreasing?’ The global pattern of development, however measured, has been remarkably persistent over a considerable period of time. However, this is not to deny the dynamism of the development process.</p> <p><b>Indicative Content</b></p> <p>Responses can pick up on the continuing gap between rich and poor as represented in many measures of development, both economic and social. They might point out the emergence of the NICs, some of the countries in Central and Eastern Europe and even the recent improvements in some LEDCs such as China and India.</p> <p>The counter to this might be discussed in the context in the continued desperate state of large swathes of sub-Saharan Africa as well as individual countries in Latin America and Asia, Haiti and Myanmar for example.</p> <p>References to conceptual ideas such as Myrdal and Frank would be relevant. Discussions surrounding the costs of development, such as in terms of environmental impacts and sustainable issues, are appropriate.</p>	30	<p><b>AO1 Knowledge and Understanding</b></p> <p><b>Level 3 (8-9 marks)</b> Substantial knowledge and authoritative understanding of the extent to which differences in development between countries are increasing or decreasing. There is secure use of detailed exemplification.</p> <p><b>Level 2 (5-7 marks)</b> Sound knowledge and understanding of the extent to which differences in development between countries are increasing or decreasing. There is some use of exemplification.</p> <p><b>Level 1 (0-4 marks)</b> Poor knowledge and understanding of the extent to which differences in development between countries are increasing or decreasing. There is little exemplification.</p> <p><b>AO2 Analysis, interpretation and evaluation</b></p> <p><b>Level 3 (14-17 marks)</b> Clear and convincing analysis of the development process and its impacts on different countries. There is effective evaluation of its relative influence both positive and negative.</p> <p><b>Level 2 (8-13 marks)</b> Some analysis of the development process and its impacts on different countries. Some evaluation of its relative influence both positive and negative.</p>



		<p><b>Level 1 (0-7 marks)</b>  Limited analysis of the development process and its impacts on different countries. Little or no attempt to evaluate its relative influence both positive and negative.</p> <p><b>AO3 Skills and communication</b></p> <p><b>Level 3 (4 marks)</b>  Clear structure and organisation, including a clear conclusion. Communication is clear with authoritative use of grammar and spelling and accurate use of geographical terms. Maps, diagrams and statistics are used effectively, if appropriate.</p> <p><b>Level 2 (3 marks)</b>  Sound structure and organisation, including a limited conclusion. Communication is generally effective although errors in grammar and spelling and some inaccurate use of geographical terms are likely to be present. Maps, diagrams and statistics are not used effectively.</p> <p><b>Level 1 (0-2 marks)</b>  Basic structure and organisation, with no attempt at a conclusion. Communication is ineffective with errors in grammar and spelling and little use of geographical terms or their inaccurate use. Maps, diagrams and statistics are not used.</p>
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