



**GCE**

**Geography**

Unit **F763**: Global Issues

Advanced GCE

**Mark Scheme for June 2016**

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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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F763

Mark Scheme

June 2016

Abbreviations, annotations and conventions used in the detailed Mark Scheme:

Annotation	Meaning
	Unclear
	Omission mark
	Issue identified (Section A)
	Strategy identified (Section A)
	Irrelevant, a significant amount of material that does not answer the question
	Level one
	Level two
	Level three
	No examples
	Rubric infringement
	Correct point
	Highlighting an issue e.g. irrelevant paragraph. Use in conjunction with another stamp e.g.  or 
	Point has been seen and noted

F763

Mark Scheme

June 2016

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

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

F763

Mark Scheme

June 2016

## MARK SCHEME

Question	Answer	Marks	Guidance				
<b>Questions 1 - 6</b>	<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 1102 779 1235"> <tbody> <tr> <td data-bbox="322 1102 533 1166" style="text-align: center;"><b>I</b></td> <td data-bbox="533 1102 779 1166">for issue</td> </tr> <tr> <td data-bbox="322 1166 533 1235" style="text-align: center;"><b>S</b></td> <td data-bbox="533 1166 779 1235">for each strategy</td> </tr> </tbody> </table>	<b>I</b>	for issue	<b>S</b>	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 an appropriate issue which must originate from the resource and using clear evidence from the resource. Clear application of relevant knowledge and understanding to the question set.  Clear structure and organisation. Communication is clear with maps, diagrams, and statistics, if appropriate. Accurate use of geographical terms.</p> <p><b>Level 2 (5 – 8 marks)</b>  Sound knowledge and understanding of an appropriate issue using some evidence from the resource.  Sound application of relevant knowledge and understanding to the question set.  Sound structure and organisation. Communication is generally effective with maps, diagrams, and statistics, if appropriate.  Geographical terms are mainly used effectively.</p> <p><b>Level 1 (0 – 4 marks)</b>  Poor knowledge and understanding of an appropriate issue using little or no evidence from the resource. Limited application of relevant knowledge and understanding to the question set.  Poor structure and organisation. Much inaccuracy in communication and limited and / or ineffective use of geographical terms.</p>
<b>I</b>	for issue						
<b>S</b>	for each strategy						

F763

Mark Scheme

June 2016

Question	Answer	Marks	Guidance
1	<p>One of the questions for investigation in this Option is ‘<b>What are the hazards associated with flooding?</b>’ Key ideas include both the physical causes of flooding but also human factors. The resulting impacts are also expected to have been studied. The context is clearly a LEDC, Pakistan, and so comments taking this into account are likely to indicate top of Level 2+ responses.</p> <p><b>Indicative Content</b></p> <p>Possible geographical issues include:</p> <p>Physical issues;</p> <ul style="list-style-type: none"> <li>• flow exceeding bankful discharge leading to flooding; comment about scale of flood might indicate a Level 3 response</li> <li>• climate-precipitation patterns – a link with the monsoon might indicate Level 3 knowledge</li> <li>• river regime in the form of extreme discharge – a possible level 2+ indicator</li> <li>• loss of natural habitats and impact on ecosystems</li> </ul> <p>Human issues;</p> <ul style="list-style-type: none"> <li>• destruction of buildings and infrastructure; disruption of domestic / public / economic activities; at its most severe, loss of life + injury; spread of disease e.g. cholera</li> <li>• risk posed to many, especially poor, who occupy marginal land which might be flood prone; loss of small-holdings + livestock</li> <li>• lack of resilience as preparation limited in an LEDC</li> <li>• obstacles to rescue and recovery due to limited resources in an LEDC</li> <li>• land-use changes e.g. deforestation as exacerbating flood risk</li> </ul> <p>Possible management strategies:</p> <ul style="list-style-type: none"> <li>• Appropriate management – short-term e.g. emergency rescue, evacuation; refugee camps; temporary flood barriers</li> <li>• Appropriate management - longer term e.g. planning, hazard mapping, warning systems; structural approaches e.g. dams + reservoirs; raising levees; realignment / channelization; sluice gates; flood relief channels</li> <li>• Appropriate management – longer term non-structural e.g. flood mitigation via forecasts, warnings and evacuation; afforestation in particular of the upper catchments.</li> </ul> <p>Where both long and short term responses included likely to indicate top of Level 2+ response.</p>	10	The issue identified can be either purely physical or human. Clearly the two sets of factors interact and so candidates have no shortage of material to draw from.

F763

Mark Scheme

June 2016

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, a map from the worldmapper series, indicates the threat to plant and animal species as a proportion of all species in the countries of the world. The threats do not solely come from human activity so credit must be given to responses mentioning physical threats.</p> <p><b>Indicative Content</b></p> <p>Possible geographical issues include:</p> <ul style="list-style-type: none"> <li>• loss of biodiversity</li> <li>• the threats are unevenly distributed. In South America it is Ecuador which stands out not Brazil. Parts of SE Asia pose serious risks e.g. Indonesia.</li> <li>• it is interesting how prominently some island environments stand out such as Madagascar, Mauritius and Sri Lanka.</li> <li>• impacts on some indigenous societies and their cultures arising from loss of plant and animal species</li> </ul> <p>Possible management strategies:</p> <ul style="list-style-type: none"> <li>• there are diverse ways of managing an ecosystem in sustainable ways</li> <li>• management ranges from total protection through various levels of openness to human activity such as national and local parks and reserves</li> <li>• encouragement of local communities to re-appraise their bio-resources. Some examples of tourism encourage conservation.</li> <li>• Involvement of the global community e.g. Debt for nature swaps + World Bank’s Forest carbon partnership which gives credits for not cutting forest down; role of NGOs e.g. WWF</li> </ul>	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.

F763

Mark Scheme

June 2016

Question	Answer	Marks	Guidance
3	<p>One of the Key Ideas in Option A3 is ‘<b>Human activities may impact on the global climate to create particular climatic hazards.</b>’ In the associated Content candidates are expected to study, for one named area, the causes of, impacts on and solutions to <i>either</i> acid rain or photochemical smog. The resource, some text, contains information about both acid rain and photochemical smog. Students need only discuss one, either acid rain or photochemical smog.</p> <p><b>Indicative Content</b></p> <p>Possible geographical issues include:</p> <p>Physical issues;</p> <ul style="list-style-type: none"> <li>• Acid rain – pH lower than about 5.5; addition of SO<sub>2</sub> and nitrogen oxides. Candidates might suggest sensible causes such as fossil fuel combustion and metal-working industries.</li> <li>• Photochemical smog – combination of NO<sub>x</sub> and volatile organic compounds (VOCs) mainly from road vehicles, petrol handling and distribution and solvent release from drying paints, glues or inks with strong sunlight.</li> </ul> <p>Human issues;</p> <ul style="list-style-type: none"> <li>• Impact on health, in particular photochemical smog affecting very young / elderly and those with breathing difficulties. Irritation of eyes.</li> <li>• Acid rain impacts on plant life – noticeably forests in north-west Europe and parts of north-east USA; acidification of soils and water bodies such as Scandinavian lakes; enhanced chemical weathering of buildings e.g. Taj Mahal.</li> </ul> <p>Possible management strategies:</p> <ul style="list-style-type: none"> <li>• Acid rain – reduction in use of fossil fuels e.g. use of renewables; use low sulphur fuels; use more public transport; ‘scrubbers’ in chimneys to remove SO<sub>2</sub>; catalytic converters convert nitrogen oxides to nitrogen gas; liming lakes and rivers; liming coniferous forestry plantations to minimise acidification of soils;</li> <li>• Photochemical smog – reduction in use of fossil fuels, see points above; short term management is to advise vulnerable to stay indoors.</li> </ul> <p>Where both long and short term responses included likely to indicate top of Level 2+ response.</p>	10	The issue identified can be either purely physical or human. Clearly the two sets of factors interact and so candidates have no shortage of material to draw from.

F763

Mark Scheme

June 2016

Question	Answer	Marks	Guidance
4	<p>One of the Questions for Investigation in this Option is ‘<b>What factors affect the supply and use of resources?</b>’ The associated Key Idea states that ‘The supply and use of resources is determined by a combination of physical and socio-economic factors.’ The graph shows changes in yields of wheat for three country groupings representing the full breadth of the development continuum and the world average. The latter acts as a type of benchmark allowing candidates to compare one grouping with the global average. There is no expectation that all the data will be referred to, a response can focus on just one line. Candidates do not <u>have</u> to have studied wheat so generic answers about resource availability and changes through time are relevant and allow candidates to access Level 3.</p> <p><b>Indicative Content</b></p> <p>Possible geographical issues include:</p> <ul style="list-style-type: none"> <li>• Contrasts in the yields amongst the groupings which reflect contrasts in socio-economic factors e.g. capital for investment in agriculture such as irrigation; access to markets;</li> <li>• Contrasts in the yields amongst the groupings of countries which reflect contrasts in physical factors e.g. seasonality of rainfall and degrees of reliability; impact of pests and diseases</li> <li>• Population-resource balance; population growth in Sub-Saharan Africa outstrips growth in population putting a strain on food resources there. To a lesser extent this issue is a concern in BRIC grouping although Brazil, India and China have relatively modest population growth and Russia’s population change is tending towards the negative.</li> <li>• Population change in either EU (stagnation) or sub-Saharan Africa (strong growth)</li> </ul> <p>Possible management strategies:</p> <ul style="list-style-type: none"> <li>• Strategies to reduce population growth in some regions / countries; health care; female education</li> <li>• Socio-economic strategies to raise yields e.g. capital availability including micro-finance; market reforms; education about and availability of higher yielding varieties; encouragement of trade to make food available</li> <li>• Strategies aimed at dealing with physical factors e.g. irrigation schemes; pesticides and fungicides; GM crops; Short term famine relief</li> </ul>	10	<p>Basic contrast MEDC / LEDC is Level 1. Level; 2 responses may be indicated by references to diversity amongst either LEDCs or MEDCs. Possible top of Level 2+ indicator when attention drawn to particular situation in sub-Saharan Africa.</p> <p>A response focusing on one element e.g. LEDCs or MEDCs acceptable. Quality of discussion to inform Level here.</p>

F763

Mark Scheme

June 2016

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5	<p>One of the Key Ideas in this Option is that <b>‘There are marked advantages for economic activity in working at a global scale rather than local scale.’</b> This option also requires a knowledge and understanding of transnational corporations and how they can bring positive impacts on areas. The spatial and organisational structures of TNCs is also to be studied. The resource shows a picture of a Boeing 787 Dreamliner with information relating to the country of origin of various parts of the airplane.</p> <p><b>Indicative Content</b></p> <p>Possible geographical issues include:</p> <ul style="list-style-type: none"> <li>• Advantages to countries across the development continuum is uneven; all the countries supplying parts to Boeing are MEDCs. LEDCs and even NICs not part of this particular supply chain.</li> <li>• Investment and therefore wealth creation focused in a relatively small range of already highly developed countries.</li> <li>• TNCs gain from being able to source across the globe gaining economies of scale and accessing specialised suppliers thereby outcompeting local producers and possibly causing this latter group to decline and even go out of business altogether. Subsequent negative impacts on local, regional and even national economies and communities e.g. unemployment.</li> </ul> <p>Possible management:</p> <ul style="list-style-type: none"> <li>• Improve education in LEDCs and NICs so that they are able to offer a skilled workforce capable of producing high end products which add more value and thereby create more wealth. May involve aid packages.</li> <li>• Improve infrastructure in countries not benefiting from globalisation e.g. power grids, roads, docks and water supplies.</li> <li>• More even spread of foreign direct investment (FDI); some regions countries hardly participate in globalisation. Role of trans-national organisations in promoting investment e.g. World Bank, IMF and EU.</li> <li>• Protection of domestic producers under threat from TNCs e.g. import measures such as tariffs.</li> <li>• Subsidise domestic production e.g. cheaper energy; lower taxes</li> </ul>	10	<p>Issue and strategies should be related to the advantages and disadvantages of being on the inside or outside of international groupings. Either one or other can be the focus of a response or both.</p>

F763

Mark Scheme

June 2016

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6	<p>The focus of this option is on inequalities, their patterns, causes and implications for communities and the environment. A Key Idea is '<b>Economic inequalities may result in social and environmental conditions also becoming unequal.</b>' The associated Content requires students to have studied the economic and social inequalities within a large city resulting from the interlinking of economic and social factors. The graph shows contrasts in access to piped water in urban areas in four countries from different places along the development continuum.</p> <p><b>Indicative Content</b></p> <p>Possible geographical issues include:</p> <ul style="list-style-type: none"> <li>• There are clear contrasts between urban rich and poor in terms of access to piped water.</li> <li>• The contrast between urban rich and poor is greater the lower the overall level of development is in the country. Morocco has the least gap while Mozambique has the greatest gap.</li> <li>• Economic inequalities in urban societies are clearly resulting in unequal social and environmental conditions. This could be related to inequalities in factors such as ill-health and infant mortality.</li> </ul> <p>Possible management strategies:</p> <ul style="list-style-type: none"> <li>• Encourage more development aid / projects. Roles of UN, World Bank, IMF, EU, and individual governments.</li> <li>• Role of NGOs relevant e.g. Christian Aid, Oxfam, Water Aid in reducing economic inequalities e.g. through education.</li> <li>• Comments about strategies explicitly aimed at raising life expectancy are likely to indicate top of L2+ response such as immunisation schemes as well as improvements to water quality.</li> </ul>	10	Issues and strategies should reflect the contrasts in economic development and quality of life highlighted in the resource.

F763

Mark Scheme

June 2016

Question	Answer	Marks	Guidance
7	<p><b>'The most serious impacts of earth hazards are short term.'</b> How far do you agree?</p> <p>One of the Questions for Investigation is <b>'Why do the impacts on human activity of such hazards [earth] vary over time?'</b> One of the associated key ideas is that <b>'Impacts vary over time from immediate to long term.'</b> The question allows for any of the earth hazards (mass movements, flooding, earthquake and volcanic activity) to be used but responses do not have to discuss all of these for Level 3 in AOs 1 and 2. There should be at least two contrasting hazards discussed such as flooding and earthquake to reach above Level 1 in AOs 1 and 2.</p> <p><b>Indicative Content</b></p> <p>We cannot be prescriptive as to what constitutes 'short' or 'long' term but there does need to be clear distinctions made between the impacts discussed by candidates in terms of time scales.</p> <p>Much effective evaluation can be made analysing the impacts of a particular earth hazard event over the course of time. Indonesia 2004, Japan and Nepal 2015, had devastating impacts in the short term in terms of loss of life and physical destruction of both natural and human environments (mangroves and villages for example). There has also been an on-going impact which reaches through to the present day in terms of impacts on societies and economies. Similar points could emerge from a discussion of various tropical storms such as Katrina as long as it is clear the comments are in the context of flooding.</p> <p>Analysis could effectively make reference to contrasts in levels of development in terms of short / long term impacts. MEDCs for example tend to be very well-resourced as regards dealing with the immediate aftermath of an event whereas LEDCs are often not.</p> <p>Thoughtful comments could emerge when candidates consider impacts which have both a short and longer term impact. For example, in the aftermath of an earthquake, many casualties suffer amputation of a limb. Clearly this has a very serious short term impact but it also has longer term impacts – imagine the impact on a fisherman, a farmer or a potter.</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 various types of impacts, short to long term, of earth hazards. There is secure use of detailed exemplification of at least two contrasting types of hazard.</p> <p><b>Level 2 (5-7 marks)</b> Sound knowledge and understanding of the various types of impacts, short to long term, of earth hazards. There is some use of exemplification of at least two contrasting types of hazard.</p> <p><b>Level 1 (0-4 marks)</b> Poor knowledge and understanding of the various types of impacts of earth hazards. There is little exemplification and responses mentioning only one type of hazard are assessed at this level.</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 impacts, short to long term, of earth hazards. There is effective evaluation of the relative significance of the length of time the impacts last with a balanced coverage of at least two types of contrasting earth hazards.</p>

F763

Mark Scheme

June 2016

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	<p>Comments about aspects of hazards such as intensity would be valuable, for example the contrast in impact of a high intensity event of a high magnitude earthquake contrasted to lower intensity flooding of a sparsely populated rural area.</p>		<p><b>Level 2 (8-13 marks)</b> Some analysis of the various impacts, short to long term, of earth hazards. Some evaluation of the relative significance of the length of time the impacts last, although likely not to be balanced between the types of impacts not types of hazards.</p> <p><b>Level 1 (0-7 marks)</b> Limited analysis of the various impacts. Little or no attempt to evaluate the relative significance of the length of time the impacts last. An unbalanced analysis with responses mentioning only one hazard assessed at this level.</p> <p><b>AO3 Skills and communication</b> <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>

F763

Mark Scheme

June 2016

Question	Answer	Marks	Guidance
			<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.

F763

Mark Scheme

June 2016

Question	Answer	Marks	Guidance
8	<p><b><i>Evaluate the relative contributions of physical and human factors in causing mass movement hazards.</i></b></p> <p>One of the Questions for investigation is ‘<b>What are the hazards associated with mass movement and slope failure?</b>’ with the associated Content explicitly requiring the study of the processes and conditions that lead to mass movements. Both physical conditions and human activities are highlighted with a list of factors given for each.</p> <p><b>Indicative Content</b></p> <p>The physical factors stated in the Specification are, slope angle, weathering, vegetation, climate and weather, drainage and rock types. The human activities mentioned are, deforestation, adding weight, undercutting slopes, quarrying. Responses are not expected to include all of these in order to achieve the award of Level 3 in AO1 but discussions should include several of these. A response which only considers a couple of factors is self-limiting in terms of knowledge, understanding and analysis and will be assessed appropriately. It is also relevant for mention to be made of factors such as the triggering of mass movements due to tectonic activity such as earthquakes.</p> <p>Level 3 responses in AO2 might be distinguished by mention of the relative roles of physical and human factors to the different types of mass movement events, such as rock fall compared with mud flow.</p> <p>There is also much potential for discussions to compare and contrast the relative roles of physical and human factors in contrasting contexts across the development continuum e.g. deforestation in some LEDCs in Asia and Africa; people desperate for land for food as well as logging.</p>	30	<p><b>AO1 Knowledge and understanding</b></p> <p><b>Level 3 (8-9 marks)</b> Substantial knowledge and authoritative understanding of a wide variety of both physical and human factors involved in mass movement hazards. There is secure use of detailed exemplification.</p> <p><b>Level 2 (5-7 marks)</b> Sound knowledge and understanding of a variety of both physical and human factors involved in mass movement hazards. There is some use of exemplification.</p> <p><b>Level 1 (0-4 marks)</b> Poor knowledge and understanding of both physical and human factors involved in mass movement hazards. Some responses might only describe one set of factors. 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 both physical and human factors. There is effective evaluation of the relative roles of the factors with a balanced coverage of the two sets of factors.</p> <p><b>Level 2 (8-13 marks)</b> Some analysis of the two sets of factors. Some evaluation of the relative significance of both physical and human factors, although likely not to be balanced between the two sets.</p>

F763

Mark Scheme

June 2016

Question	Answer	Marks	Guidance
			<p><b>Level 1 (0-7 marks)</b>            Limited analysis of physical and human factors. Little or no attempt to evaluate the relative roles of any of the factors.</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>

F763

Mark Scheme

June 2016

Question	Answer	Marks	Guidance
9	<p><b><i>To what extent is environmental change the result of physical factors?</i></b></p> <p>One of the Key Ideas in this Option is <b>‘It is the interaction of the physical and human factors that create distinctive environments and lead to change within them.’</b> The Specification explicitly states that both physical and human factors are studied.</p> <p><b>Indicative Content</b></p> <p>The Specification is explicit in its requirement that a study be undertaken of at least one local ecosystem or environment such as a woodland, dunes or a marsh. We should not be pedantic in our definition of local as if in the use of a larger scale ecosystem / environment, detail is absent in a response, then AO1 and probably AO2 are likely to be no higher than L1. The quality and quantity of exemplification will soon indicate the security of an individual’s knowledge and understanding.</p> <p>The physical factors mentioned in the Specification are microclimate, soil, relief, drainage and how it may develop with time so we can expect responses to focus on these. Level 3 answers in AO1 are likely to be indicated by reference to these factors, while at Level 1, perhaps only one or two will be included.</p> <p>The quality of the evaluation will be indicated by the nature of the analysis. Level 3 in AO2 will be indicated by discursive responses considering factors other than physical. Candidates should be assessing the roles of factors such as conservation, pollution, agriculture and settlement on environmental change. The introduction of alien species into an environment, either deliberately or inadvertently is an interesting topic to include here. Also practices such as the deliberate firing of an area, for example grassland or moorland, to promote new growth could be discussed. There is also the opportunity for responses to include material on the reintroduction of species, such as wolves in Yellowstone or beavers in northern Scotland.</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 operation of physical and human factors in environmental change. There is secure use of detailed exemplification.</p> <p><b>Level 2 (5-7 marks)</b> Sound knowledge and understanding of the operation of physical and human factors in environmental change. There is some use of exemplification.</p> <p><b>Level 1 (0-4 marks)</b> Poor knowledge and understanding of the operation of physical and human factors in environmental change. 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 role of physical factors in environmental change.</p> <p><b>Level 2 (8-13 marks)</b> Some analysis and evaluation of the role of physical factors in environmental change.</p> <p><b>Level 1 (0-7 marks)</b> Limited analysis and evaluation of the role of physical factors in environmental change.</p>

F763

Mark Scheme

June 2016

Question	Answer	Marks	Guidance
			<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>

F763

Mark Scheme

June 2016

Question	Answer	Marks	Guidance
10	<p><b><i>‘Unintended consequences of human activities pose the severest threats to physical environments.’ Discuss.</i></b></p> <p>A Key Idea in this Option is that <b>‘Human activity poses threats to physical environments in both planned and unintended ways.’</b> It is important, therefore, that responses evaluate between the relative impacts (planned and unintended) in terms of severity of threat to physical environments. The Specification’s Content is explicit that students study at least one local ecosystem or environment such as woodland, dunes or a marsh. However, exemplification can come from any appropriate source as regards type of ecosystem/environment and scale.</p> <p><b>Indicative Content</b></p> <p>Historical examples offer a wealth of relevant material. Human activities in the past, such as cereal farming on the Great Plains or peat cutting in the Fens or Somerset Levels, took place in the absence of what we now know and understand about ecosystems. Their impacts were unintended and one could argue have posed severe threats, as human activity 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 as the deforestation of large areas of tropical rainforest suggest. In this context much could be made of the development of agro-ecosystems in Western Europe for example.</p> <p>An interesting counter-point can be exemplified in the Norfolk Broads. Human activity brought about the extraction of vast quantities of peat to leave the area flooded. Clearly an unintended consequence but now the Broads are a protected landscape.</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 changing impacts of human activities over time and from place to place. There is secure use of detailed exemplification.</p> <p><b>Level 2 (5-7 marks)</b> Sound knowledge and understanding of the changing impacts of human activities over time and from place to place. Some responses might be assessed at this level if they offer a particularly uneven account of either unintended or intended components. There is some use of exemplification.</p> <p><b>Level 1 (0-4 marks)</b> Poor knowledge and understanding of the changing impacts of human activities over time and from place to place. 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 unintended and intended consequences. There is effective evaluation of the relative significance of unintended/intended.</p> <p><b>Level 2 (8-13 marks)</b> Some analysis and evaluation of unintended and intended consequences. There is some effective evaluation of the relative significance of unintended/intended.</p>

F763

Mark Scheme

June 2016

Question	Answer	Marks	Guidance
			<p><b>Level 1 (0-7 marks)</b>            Limited analysis and evaluation of unintended and intended consequences. There is effective evaluation of the relative significance of unintended/intended.</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>

F763

Mark Scheme

June 2016

Question	Answer	Marks	Guidance
11	<p><b><i>'The impacts of climatic hazards tend to last no more than a few of days.'</i> Discuss.</b></p> <p>One of the Questions for Investigation is <b>'Why do the impacts of climatic hazards vary over time and location?'</b> It is the former aspect, time, which this question focuses on. The Content is explicit that candidates should study 'how impacts can vary over short and long time periods for at least <u>two</u> contrasting types of climatic hazards.'</p> <p><b>Indicative Content</b></p> <p>Candidates should be able readily to identify immediate impacts from climatic hazards such as tropical storms, tornadoes and blizzards such as physical destruction of buildings and vegetation, disruption of infrastructure such as power supplies and transport, and deaths and injuries.</p> <p>Effective evaluation would then discuss the longer term impacts such as the rebuilding of communities and economies. An interesting discussion point might pick up on impacts, long- and short-term on locations at different points along the development continuum. But there is also the example of Katrina as an example of short and long term impacts in a MEDC.</p> <p>Longer-term impacts of climatic hazards such as severe drought in sub-Saharan Africa can be severe, for example land degradation, loss of water and soil resources. These can combine to lead to the loss of sustainability of communities with the abandonment of land and lifestyle as rural-urban migration occurs.</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 long and short-term impacts. There is secure use of detailed exemplification.</p> <p><b>Level 2 (5-7 marks)</b> Sound knowledge and understanding of both long and short-term impacts. Some responses might be assessed at this level if they offer a particularly uneven account of either long or short term impacts. There is some use of exemplification.</p> <p><b>Level 1 (0-4 marks)</b> Poor knowledge and understanding of either long or short-term impacts. 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 of climatic hazards. There is effective evaluation of both long and short term impacts.</p> <p><b>Level 2 (8-13 marks)</b> Some analysis and evaluation of the impacts of climatic hazards. There is some evaluation of both long and short term impacts.</p>

F763

Mark Scheme

June 2016

Question	Answer	Marks	Guidance
			<p><b>Level 1 (0-7 marks)</b>            Limited analysis of the impacts of climatic hazards. There is little or no evaluation of long or short term impacts.</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>

F763

Mark Scheme

June 2016

Question	Answer	Marks	Guidance
12	<p><b>Assess the extent to which extreme weather brought by depressions only has economic impacts.</b></p> <p>One of the Key Ideas in this Option is ‘<b>Depressions can produce extreme weather under certain circumstances resulting in hazards for people. These hazards have serious environmental, social and economic impacts upon the areas they affect.</b>’ In the associated Content the impacts mentioned are on transport, agriculture and forestry, health and economic activity.</p> <p><b>Indicative Content</b></p> <p>There is a range of types of hazards depressions bring such as mist, fog, rain of various degrees of intensity, snow, winds of various strengths. Responses should be secure in their exemplification of a range of impacts brought by depressions. Examples such as disruption of transport through heavy rain and effects on agriculture and forestry can be social or economic and candidates should be clear in the difference. Evaluation can also discuss the health impacts of depressions such as high winds on those with breathing difficulties. There are also the environmental impacts such as trees being blown over or flooding. We should be open to the types of social impacts candidates might chose to include. For example, one social impact might be the effect of severe weather associated with depressions on summer activities such as sport, fetes and b-b-qs.</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 impacts of severe weather from depressions. There is secure use of detailed exemplification.</p> <p><b>Level 2 (5-7 marks)</b> Sound knowledge and understanding of the impacts of severe weather from depressions. There is some use of exemplification.</p> <p><b>Level 1 (0-4 marks)</b> Poor knowledge and understanding of the impacts of severe weather from depressions. 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 a range of impacts from depressions. There is effective evaluation of economic, social and environmental impacts.</p> <p><b>Level 2 (8-13 marks)</b> Some analysis of a range of impacts from depressions. Some evaluation of economic, social and environmental impacts but likely to be uneven coverage of these three.</p>

F763

Mark Scheme

June 2016

Question	Answer	Marks	Guidance
			<p><b>Level 1 (0-7 marks)</b>            Limited analysis of a range of impacts from depressions. Little or no attempt to evaluate economic, social and environmental impacts. Likely to only discuss one of these.</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>

F763

Mark Scheme

June 2016

Question	Answer	Marks	Guidance
13	<p><b><i>To what extent is population increase a threat to the sustainable management of resources?</i></b></p> <p>One of the Key Ideas in this Option is that ‘<b>Both the demand for, and supply of, resources need to be planned and managed to achieve a sustainable system.</b>’ Candidates should, therefore, have thought about and researched the sustainable management of resources.</p> <p><b>Indicative Content</b></p> <p>There is the immediate and simple association between increasing population numbers and resource demand. The higher Level responses are likely to appreciate the wide variety of resource types which is likely to allow their discussions to be more convincing and authoritative. Comments about what ‘sustainable’ consists of are welcome, with discussion of how contested a term this is, likely to indicate a L3 response in AOs 1 + 2. Most will simply rely on the Brundtland definition. There is potential for the ideas of Malthus and Boserup for example to be deployed in an argument.</p> <p>There are challenges for the sustainable management of some resources such as soils and forests when population pressure is significant in some regions. The challenge lies partly in the sheer scale of, for example, some rainforest areas or the Sahel. But evaluation comes in the form of the assessing the relative role of population increase.</p> <p>There are socio-economic challenges and opportunities. The issue of the sustainable management of resources is also tied in within rising demand as living standards rise in parts of the world. The rapidly expanding middle classes in India and China are using their growing disposable incomes to consume more. Comments about ecological footprints and the way in which these have been changing are welcome.</p> <p>Comments about managing demand are relevant. For example, the change in demand for foods such as meat in some regions of the world where GNI is rising, and the impact this has on the supply of cereal. Biofuels are another example rich with potential for this question.</p> <p>Contrasts between and amongst countries at different points along the development continuum are welcome and are likely to indicate Level 3.</p>	30	<p><b>AO1 Knowledge and understanding</b></p> <p><b>Level 3 (8-9 marks)</b> Substantial knowledge and authoritative understanding of the sustainable management of resources in the context of population increase. There is secure use of detailed exemplification.</p> <p><b>Level 2 (5-7 marks)</b> Sound knowledge and understanding of the sustainable management of resources in the context of population increase. There is some use of exemplification.</p> <p><b>Level 1 (0-4 marks)</b> Poor knowledge and understanding of the sustainable management of resources in the context of population increase. 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 sustainable management of resources. There is effective evaluation of the role global population increase plays in sustainable resource management.</p> <p><b>Level 2 (8-13 marks)</b> Some analysis of the sustainable management of resources. There is some evaluation of the role global population increase plays in sustainable resource management.</p>

F763

Mark Scheme

June 2016

Question	Answer	Marks	Guidance
			<p><b>Level 1 (0-7 marks)</b>            Limited analysis of the sustainable management of resources. There is little or no attempt to evaluate the role global population increase plays in sustainable resource management.</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>

F763

Mark Scheme

June 2016

Question	Answer	Marks	Guidance
14	<p><b>Evaluate the relative significance of social factors in population change.</b></p> <p>One of the Questions for Investigation is ‘<b>How and why does the number and rate of growth of population vary over time and space?</b>’ The associated Key Idea is ‘<b>Population is dynamic and changes in response to a number of demographic, social, economic and political factors. These factors vary from place to place.</b>’ This question requires an evaluation of the factors behind population change, in particular social factors, when compared to economic or political for example.</p> <p><b>Indicative Content</b></p> <p>Fertility is strongly influenced by social factors. Cultural perceptions and interpretations of religious attitudes towards family size, length of time between pregnancies and family planning techniques are important. The more sophisticated analysis of the influence of religion that is that the same religion does not exert the same influence everywhere, is likely to indicate a Level 3 response in AO1. The contrast between the Philippines and Italy illustrates this well as both are dominated by the Roman Catholic faith and yet have very different fertility; Italy at 1.3, Philippines 3.0. The role and status of women is a highly significant social factor and offers candidates much valuable material in terms of comparing countries. There is a clear association between rising wealth and declining fertility. The relationship between wealth and mortality is also valid here. The relationship between poverty and infant mortality is particularly strong. Comments about the role of politics are valid. Anti-natalist and pro-natalist policies can be discussed in the context of this question. But it is not just in terms of fertility and mortality that this question can be discussed. Population movements also contribute to population change and so assessments of social and other factors on migration are relevant.</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 factors influencing population change. There is secure use of detailed exemplification.</p> <p><b>Level 2 (5-7 marks)</b> Sound knowledge and understanding of the factors influencing population change. There is some use of exemplification.</p> <p><b>Level 1 (0-4 marks)</b> Poor knowledge and understanding of the factors influencing population change. 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 influencing population change. There is effective evaluation of the relative significance of social, economic and political factors.</p> <p><b>Level 2 (8-13 marks)</b> Some analysis of the factors influencing population change. There is some evaluation of the relative significance of social, economic and political factors. Responses might be assessed at this Level if there is an uneven coverage of the three sets of factors.</p>

F763

Mark Scheme

June 2016

Question	Answer	Marks	Guidance
			<p><b>Level 1 (0-7 marks)</b>            Limited analysis of the factors influencing population change. There is little or no attempt to evaluate relative significance of the factors.</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>

F763

Mark Scheme

June 2016

Question	Answer	Marks	Guidance
15	<p><b><i>‘Economic advantages are the main effect of globalisation.’ How far do you agree?</i></b></p> <p>One of the Key Ideas is that <b>‘Globalisation brings advantages and disadvantages to various areas.’</b> And that <b>‘These impacts may be environmental, economic, social or political.’</b> This question asks for an evaluation of the economic advantages globalisation brings.</p> <p><b>Indicative Content</b></p> <p>Candidates will have investigated the impacts of globalisation in different contexts and will have considered the advantages and disadvantages the globalisation process brings to different locations.</p> <p>It is clear that some locations have benefited greatly in economic terms from globalisation such as most of the MEDCs and NICs. Per capita incomes and living standards (however measured) have risen over the past few decades. However, Africa and in particular sub-Saharan Africa has fallen behind leading to a widening of the development gap. Today, 20 countries in sub-Saharan Africa have lower incomes per capita in real terms that they did in the 1980s.</p> <p>There is interesting analysis about the economic progress some countries appear to have made, in particular those whose wealth is based on rising commodity prices as the volatility of these products can have severe disadvantages – ideas such as the resource curse are relevant here. Uneven and unequal development remains a stubborn characteristic of the global economic system.</p> <p>Discussion around the social / cultural / political dimensions is relevant. Some would claim globalisation has allowed democracy to spread although this is a contested argument. The disadvantages in terms of culture can be discussed here such as the spread of western style consumerism.</p> <p>And it is the case that within countries such as USA and UK, generally winners from globalisation, there are communities and individuals who have lost out due to globalisation. Closure of mines and factories due to the migration overseas of economic activity have left severe deprivation for some. Mention of this is a likely Level 3 indicator in both AOs 1 and 2.</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/or disadvantages globalisation 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/or disadvantages globalisation 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/or disadvantages globalisation 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 globalisation can have. There is effective evaluation of the advantages and/or disadvantages of globalisation.</p> <p><b>Level 2 (8-13 marks)</b> Some analysis of the impacts globalisation can have. Some evaluation of the advantages and/or disadvantages of globalisation.</p>

F763

Mark Scheme

June 2016

Question	Answer	Marks	Guidance
			<p><b>Level 1 (0-7 marks)</b>            Limited analysis of the impacts globalisation can have. Little or no attempt to evaluate the advantages and/or disadvantages of globalisation.</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>

F763

Mark Scheme

June 2016

Question	Answer	Marks	Guidance
16	<p><b>'Aid is more of a hindrance than a help to LEDCs.'</b> Discuss.</p> <p>A Question for investigation is <b>'How far does aid influence global patterns of production?'</b> The associated Content asks for the <b>'different types of aid; the advantages and disadvantages of aid for recipient countries; examples of short-term emergency aid and examples of long-term development aid'</b> to be studied.</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 emergency relief such as in the immediate aftermath of a disaster and aid for development – mention of this is likely to indicate a Level 2+ response in AO1.</p> <p>Discussion about different types of aid are relevant in the context of an evaluation of their impacts. Official/NGO, bilateral/multilateral, World Bank/IMF, EU can all be quoted here.</p> <p>If the discussion identifies that some well-intentioned aid can, after a while, be more of a disadvantage, for example the effect on local farmers and markets of food aid, this is likely to indicate a Level 3 response in AOs 1 and 2.</p> <p>Comments about the contrast between top-down approaches compared with bottom-up strategies is likely to appear in Level 2+ responses.</p> <p>There is a wealth of case study material on this topic so candidates should be able offer convincing exemplification of their arguments.</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 of international aid. 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 of international aid. There is some use of exemplification.</p> <p><b>Level 1 (0-4 marks)</b> Poor knowledge and understanding of the advantages and disadvantages of international aid. 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 aid's relative influence both positive and negative.</p> <p><b>Level 2 (8-13 marks)</b> Some analysis of the impacts aid can have. There is some evaluation of aid's relative influence but likely to be an imbalance between positive and negative.</p> <p><b>Level 1 (0-7 marks)</b> Limited analysis of the impacts aid can have. Little or no attempt to evaluate aid's relative influence either positive or negative.</p>

F763

Mark Scheme

June 2016

Question	Answer	Marks	Guidance
			<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>

F763

Mark Scheme

June 2016

Question	Answer	Marks	Guidance
17	<p><b><i>‘Historical factors are so often the cause of a lack of development.’ Discuss the validity of this statement.</i></b></p> <p>A Key Idea in this Option is <b>‘Various factors influence the rate and level of development...’</b> with the associated Content stating that candidates should <b>‘...study [ ] the relative level of development of countries to illustrate the factors (physical, economic, social, political and historical) that influence the relative level of economic development of a country.’</b></p> <p><b>Indicative Content</b></p> <p>Responses can analyse current relative levels of development amongst countries and evaluate the role historical factors might have played. This might lead Level 2+ answers into a discussion of the role of colonialism with Level 3 responses taking this point into a consideration of neo-colonialism. One example of where a colonial past has advantages and disadvantages is in the development of transport networks such as railways. In some examples railways simply served to transport primary goods from an interior to a port for export back to the colonising country where most value was added in the form of manufacturing. In other examples, a more integrated network developed which is today forming a valuable part of a country’s infrastructure.</p> <p>In some parts of the world, colonising powers carved up territory amongst themselves with little or no regard for pre-existing defined spaces. This has left a legacy of intra-national tension and instability. In this context, parts of Africa are tragic examples.</p> <p>The consideration of long term changes in cores and peripheries at the global scale is a likely Level 3 response in AOs 1 + 2. Places that in times past were leading countries are not so today and vice versa. The past civilisations of the Incas in South America, the kingdom of Mali in West Africa and the Gupta dynasty in South Asia are example of former cores.</p>	30	<p><b>AO1 Knowledge and Understanding</b></p> <p><b>Level 3 (8-9 marks)</b> Substantial knowledge and authoritative understanding of historical and other factors influencing development. There is secure use of detailed exemplification.</p> <p><b>Level 2 (5-7 marks)</b> Sound knowledge and understanding of historical and other factors influencing development. There is some use of exemplification.</p> <p><b>Level 1 (0-4 marks)</b> Poor knowledge and understanding of historical and other factors influencing development. 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 historical and other factors influencing development. There is effective evaluation of the role historical factors have in development.</p> <p><b>Level 2 (8-13 marks)</b> Some analysis of historical and other factors influencing development. Some evaluation of the role historical factors have in development.</p>

F763

Mark Scheme

June 2016

Question	Answer	Marks	Guidance
			<p><b>Level 1 (0-7 marks)</b>            Limited analysis of historical and other factors influencing development. Little or no attempt to evaluate the role historical factors have in 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>

F763

Mark Scheme

June 2016

Question	Answer	Marks	Guidance
18	<p><b>Evaluate the effectiveness of strategies aimed at reducing inequalities in any ONE named country.</b></p> <p>One of the Questions for Investigation is ‘<b>To what extent can social and economic inequalities be reduced?</b>’ The Content specifies the study of ‘<b>.. the reasons for, and the methods used in, reducing social and economic inequalities in one named country.</b>’ Inequality should be given a broad definition such as regional, urban-rural, inner city – suburb or gender.</p> <p><b>Indicative Content</b></p> <p>Appreciation that inequalities tend to arise out of the interlinking of several factors is likely to lead a candidate to a convincing discussion. The assessment in AO1 is largely based on the quality of the material dealing with the named country. If a candidate discusses more than one country, assess the material for each country separately and allocate the best mark.</p> <p>Assessments of legislation aimed at dealing with inequality arising out of race, age and gender are valid.</p> <p>Many methods are aimed at economic issues such as taxation schemes designed to redistribute wealth and regional aid schemes. The latter in case of the UK for example would also include EU projects. Some of these might be infrastructure projects aimed at improving connectivity and through this attracting wealth creating activity. Railway schemes such as electrification, road widening, and bridges are examples. One evaluative possibility is to discuss whether measures actually encourage economic activities to move to the peripheral location or do they make it possible for longer distance commuting out of the region?</p> <p>Social measures often overlap with economic ones but there examples aimed specifically at a social inequality such as age, race and gender.</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 measures designed to reduce 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 measures designed to reduce inequalities. There is some use of exemplification.</p> <p><b>Level 1 (0-4 marks)</b> Poor knowledge and understanding of the effects of measures designed to reduce 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 measures can have on inequalities within countries. 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 measures can have on inequalities within countries. There is effective evaluation of their relative influence both positive and negative.</p>

F763

Mark Scheme

June 2016

Question	Answer	Marks	Guidance
			<p><b>Level 1 (0-7 marks)</b>            Limited analysis of the impacts measures can have on inequalities within countries. There is little or no evaluation of 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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