



GCE

Geography

H481/02: Human interactions

A Level

Mark Scheme for June 2024

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

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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MARKING INSTRUCTIONS

PREPARATION FOR MARKING

1. Before the Examiners meeting:
 - examiners familiarise themselves with the QP, RB and Admin Powerpoint.
 - examiners login to RM Assessor3 at <https://ca.assessor.rm.com/> and access 'Familiarisation' and 'Marking'.
2. During the meeting:
 - Assistant Examiners discuss, with their Team Leader, the application of the Mark Scheme in the marking of five Practice Scripts.
 - it is important that the Mark Scheme, Question Paper and Resource Booklet for this unit are read and understood.
3. After the meeting, all Examiners login to RM Assessor3 and mark the **required number** of standardisation scripts.
 - 10 STANDARDISATION SCRIPTS MUST BE MARKED BEFORE EXAMINERS CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1. Mark strictly to the Mark Scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the 50% and 100% deadlines. If you experience problems, you must contact your Team Leader without delay.
4. If you are in any doubt about applying the Mark Scheme, consult your Team Leader by telephone, email, or via RM Assessor3 messaging system.

5. Work crossed out:
 - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
 - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there.
 - if the candidate has continued an answer there then add SEEN or appropriate annotations to confirm that the work has been seen.
 - if the page is blank add the BP annotation.
7. There is an NR (No Response) option. Award NR (No Response)
 - if there is nothing written at all in the answer space
 - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
 - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question.
Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).
8. The RM Assessor3 **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments and / or your own notes made at the Examiners meeting when checking your practice responses. **Do not use the comments box for any other reason.**
If you have any questions or comments for your Team Leader, use telephone, email or the RM Assessor3 messaging system.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

H481/02

Mark Scheme

June 2024

10. Annotations

Annotation	Meaning
	Used to denote that points had been seen and noted but mostly where credit was given
	Development of a point
	Evaluation
	Level 1
	Level 2
	Level 3
	Blank page
	Unclear or Indicates material for which there is no credit
	Significant amount of material which doesn't answer the question
	Omission
	Highlighting an issue e.g. irrelevant paragraph. Use in conjunction with another stamp e.g.  or 
	No place-specific detail
	Rubric error placed at start of response not being counted

11. Subject Specific Marking Instructions

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

USING THE MARK SCHEME

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

In your marking, you will encounter valid responses which are not covered by the Mark Scheme: these responses must be credited. You will encounter answers which fall outside the 'target range' of Bands for the paper which you are marking. Please mark these answers according to the marking criteria.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

LEVELS OF RESPONSE QUESTIONS:

The indicative content indicates the expected parameters for candidates' answers, but be prepared to recognise and credit unexpected approaches where they show relevance.

Using 'best-fit', decide first which set of level descriptors best describes the overall quality of the answer. Once the level is located, adjust the mark concentrating on features of the answer which make it stronger or weaker following the guidelines for refinement.

Highest mark: If clear evidence of all the qualities in the level descriptors is shown, the HIGHEST Mark should be awarded.

Lowest mark: If the answer shows the candidate to be borderline (i.e. they have achieved all the qualities of the levels below and show limited evidence of meeting the criteria of the level in question) the LOWEST mark should be awarded.

Middle mark: This mark should be used for candidates who are secure in the level. They are not 'borderline' but they have only achieved some of the qualities in the level descriptors.

Be prepared to use the full range of marks. Do not reserve (e.g.) highest level marks 'in case' something turns up of a quality you have not yet seen. If an answer gives clear evidence of the qualities described in the level descriptors, reward appropriately.

Quality of extended response will be assessed in questions marked with an (*). Quality of extended response is not attributed to any single assessment objective but instead is assessed against the entire response for the question.

	A01	A02	A03	Quality of extended response
Comprehensive	A wide range of detailed and accurate knowledge that demonstrates fully developed understanding that shows full relevance to the demands of the question. Precision in the use of question terminology.	Knowledge and understanding shown is consistently applied to the context of the question, in order to form a: clear, developed and convincing analysis that is fully accurate. clear, developed and convincing interpretation that is fully accurate. detailed and substantiated evaluation that offers secure judgements leading to rational conclusions that are evidence based.	Quantitative, qualitative and/or fieldwork skills are used in a consistently appropriate and effective way and with a high degree of competence and precision.	There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.
Thorough	A range of detailed and accurate knowledge that demonstrates well-developed understanding that is relevant to the demands of the question. Generally precise in the use of question terminology.	Knowledge and understanding shown is mainly applied to the context of the question, in order to form a: clear and developed analysis that shows accuracy. clear and developed interpretation that shows accuracy. detailed evaluation that offers generally secure judgements, with some link between rational conclusions and evidence.	Quantitative, qualitative and/or fieldwork skills are used in a suitable way and with a good level of competence and precision.	There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.

Reasonable	Some sound knowledge that demonstrates partially developed understanding that is relevant to the demands of the question. Awareness of the meaning of the terms in the question.	Knowledge and understanding shown is partially applied to the context of the question, in order to form a: sound analysis that shows some accuracy. sound interpretation that shows some accuracy. sound evaluation that offers generalised judgements and conclusions, with limited use of evidence.	Quantitative, qualitative and/or fieldwork skills are used in a mostly suitable way with a sound level of competence but may lack precision.	The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
Basic	Limited knowledge that is relevant to the topic or question with little or no development. Confusion and inability to deconstruct terminology as used in the question.	Knowledge and understanding shows limited application to the context of the question in order to form a: simple analysis that shows limited accuracy. simple interpretation that shows limited accuracy. Un-supported evaluation that offers simple conclusions.	Quantitative, qualitative and/or fieldwork skills are used inappropriately with limited competence and precision.	The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.

Question		Answer	Mark	Guidance
1	(a)	Study <u>Fig.1</u>, an OS 1:25 000 map extract of Shoreham-by-Sea, West Sussex. Use <u>one</u> piece of evidence from <u>Fig.1</u> to explain how the place identity of Shoreham-by-Sea has been shaped by a characteristic of the area shown. • low lying coast (✓) / spit (✓) / estuary (✓); subject to inundation / erosion (DEV); hard engineering to maintain beach / defend homes / harbour (DEV) • large number of schools (✓); suggests high density population (DEV); community with high proportion of young / working age families (DEV) • number of large buildings lining the harbour (✓); factories / warehouses linked to sea / shipping (DEV); employment opportunities in maritime related economic activities (DEV) • high density of housing (✓) / high % small terraced housing (✓); relatively high population density (DEV); originally low income families close to labour intensive work at harbour (DEV); today good road and rail access enables commuting (DEV) • yachting (✓) / nature reserves (✓) / fishing (✓) / national park boundary (✓); recreational activities (DEV); possible holiday venue (DEV) low paid / seasonal work in tourism (DEV) • Old Fort (✓) / places of worship (✓); historic buildings (DEV); defence of harbour mouth (DEV); long established settlement core (DEV)	3 AO2 x2 AO3 x1	AO2 – 2 marks AO3 – 1 mark 1 x 1 (✓) for specific evidence interpreted from the resource. 2 x 1 (DEV) for drawing conclusions from the specific resource evidence to explain how the place identity of Shoreham-by-Sea has been shaped.

Question			Answer	Mark	Guidance
			• Shoreham Beach (✓); developed the identity of tourist location (DEV); provides economic opportunities for local people / inward investment from businesses / seasonal employment (DEV);		
1	(b)		Study Fig.2, which shows two urban areas in Manchester, UK. Using evidence from Fig.2, explain how the process of urban regeneration is used to construct a different place meaning. Level 3 (6-8 marks) Application of knowledge and understanding is thorough. Analysis of the process of urban regeneration to construct a different place meaning is clear, developed and accurate (AO2). Demonstrates thorough investigation of the images to fully evidence how the process of urban regeneration is used to construct a different place meaning. Ideas about urban regeneration are good (AO3). Level 2 (3-5 marks) Application of knowledge and understanding is reasonable. Analysis of the process of urban regeneration to construct a different place meaning is sound and accurate (AO2). Demonstrates reasonable investigation of the images to evidence how the process of urban regeneration is used to construct a different place meaning. Ideas about urban regeneration are sound (AO3).	8 AO2 x4 AO3 x4	Indicative content AO2 – 4 marks Application of knowledge and understanding to analyse how the process of urban regeneration is used to construct a different place meaning could potentially include: • Physical restructuring: changes in the built environment / urban landscape; high rise office blocks using cleared / derelict land; renovated warehouses • Economic restructuring: changes in sectoral employment from secondary / manufacturing to tertiary and quaternary / services • Social / cultural restructuring: renovated industrial buildings; creation of desirable living spaces and lifestyles; demographic shift from nuclear families to single parent, single person households • Environmental enhancement: improvement in air quality; creation of open / green space – and their impacts on human health • Recreational / leisure opportunities use; renovated canal • Improvement in urban transport

Question			Answer	Mark	Guidance
			Level 1 (1-2 marks) Application of knowledge and understanding is basic. Analysis of the process of urban regeneration to construct a different place meaning is basic and accurate (AO2). Demonstrates basic investigation of the images providing limited evidence of how the process of urban regeneration is used to construct a different place meaning. Ideas about urban regeneration are limited, with limited or no link to resource evidence (AO3). 0 marks No response worthy of credit.		- Emphasis on urban planning / zoning / safety considerations AO3 - 4 marks Evidence from investigation and interpretation of the images could potentially include: 1928 - high density of buildings, including mixed land use of factories, warehouses, housing churches - limited open space - factory chimneys / domestic smoke – poor air quality - many people on the street, walking / a few buses - limited urban transport systems - close proximity of housing and factories, limited evidence of urban planning 2020 - old warehouses converted to residential / office / services use, retained to provide contrast in urban architecture - new high rise buildings / offices / residential, modern building techniques, making use of premium CBD / central city space - open / green space / vegetation / canal side walkways / cleaner air - recreational use of canal / narrow boats
1	(c)		Explain why gender might be an influence on people's perception of place. Level 3 (5-6 marks)	6 AO1 x6	Indicative content AO1 – 6 marks

Question			Answer	Mark	Guidance
			Demonstrates thorough knowledge and understanding of reasons why gender might be an influence on people's perception of place. This will be shown by including well-developed ideas about the influence of gender on people's perception of place. Level 2 (3-4 marks) Demonstrates reasonable knowledge and understanding of reasons why gender might be an influence on people's perception of place. This will be shown by including developed ideas about the influence of gender on people's perception of place. Level 1 (1-2 marks) Demonstrates basic knowledge and understanding of reasons why gender might be an influence on people's perception of place. There may be simple ideas about the influence of gender on people's perception of place. 0 marks No response worthy of credit.		Knowledge and understanding of reasons why gender might be an influence on people's perception of place could potentially include: • in some patriarchal societies, strongly differing attitudes towards the roles of men and women persist today; e.g. regarding school / university attendance, employment opportunity, political participation, access to healthcare; these attitudes ensure differing perceptions of these places based on gender • personal 'geographies of fear' may cause differing perceptions of place according to gender; this influences modern urban planners / local authorities; to make cities safer through inclusive planning in layout of city centres, such as regarding personal safety, lighting, public transport, policing and other services • gender analysed in terms of whether the perception is consistent amongst women and/or men of all ages and sexualities. • the work of many NGOs might have influence on changing attitudes in 21st century towards perception of place, such as in urban India • in some Western societies, past attitudes towards differing roles of men and women caused differing place perceptions; e.g. factories, offices, places of recreation as mainly male domains, contrasting with expectations that a married woman stayed at home, ran the household / brought up

Question			Answer	Mark	Guidance
					children. This influenced the ways men and women could move around and the types of places they could use. Even today in some work spaces women may not feel welcome and choose to avoid them e.g. construction
1	(d)*		‘Spatial patterns of social inequality can be explained only by considering a range of factors’. To what extent do you agree? AO1 Level 3 (6–8 marks) Demonstrates thorough knowledge and understanding of a range of factors that explain spatial patterns of social inequality. The answer should include accurate place-specific detail. Level 2 (3–5 marks) Demonstrates reasonable knowledge and understanding of a range of factors that explain spatial patterns of social inequality. The answer should include some place-specific detail which is partially accurate. Level 1 (1–2 marks) Demonstrates basic knowledge and understanding of a range of factors that explain spatial patterns of social inequality. There is an attempt to include place-specific detail but it is inaccurate. 0 marks No response worthy of credit.	16 AO1 x8 AO2 x8	Indicative content AO1 – 8 marks Knowledge and understanding of a range of factors that explain spatial patterns of social inequality could potentially include: ‘Social inequality’ is the unequal distribution of factors such as income, education or health across a population – this can vary spatially both within and between areas. • income – linked to ability to purchase goods and services; low income is linked to ill-health, lower educational attainment and poor access to services; e.g. spatial contrasts between intra-urban areas and between LIDCs and ACs • housing – lower income households have less choice of housing; poor quality living and overcrowding create ill-health; e.g. spatial contrasts between slum housing in LIDCs/EDCs and accommodation affordable for the wealthy in ACs/EDCs • health – human health is affected by sub-standard housing, poor diet, unhealthy lifestyles and day to day living in poverty; access to medical services is uneven at all

Question			Answer	Mark	Guidance
			AO2 Level 3 (6–8 marks) Application of knowledge and understanding is thorough. Analysis is clear, developed and accurate. Evaluation of a range of factors that explain spatial patterns of social inequality is detailed. Judgements are secure and evidence based leading to rational conclusions. Level 2 (3–5 marks) Application of knowledge and understanding is reasonable. Analysis is sound and shows some accuracy. Evaluation of a range of factors that explain spatial patterns of social inequality is sound. Judgements and conclusions are generalised, with limited use of evidence. Level 1 (1–2 marks) Application of knowledge and understanding is basic. Analysis is simple and limited in accuracy. Evaluation of a range of factors that explain spatial patterns of social inequality is un-supported and conclusions are simple. 0 marks No response worthy of credit. Quality of extended response Level 3		scales; e.g. spatial contrasts in provision between urban and rural areas and in access for households without access to cars or public transport • education – differing access to educational opportunities creates and maintains social inequality; government investment in education and attitudes towards female education affect employment opportunities; e.g. spatial contrast between ACs and LIDCs and especially within LIDC urban / rural areas • access to services – affects spatial variation in quality of life and standards of living; e.g. marked spatial contrasts in access to health care, education and internet between ACs, EDCs and LIDCs, and at rural / urban scale • additional interrelated factors that might influence spatial patterns of social inequality include age and ethnicity (gender and personal mobility included above) AO2 – 6 marks Application of knowledge and understanding to analyse and evaluate a range of factors that explain spatial patterns of social inequality could potentially include: • an understanding that interaction of several factors leads to variation in spatial patterns of inequality, and that a single factor is unlikely to explain inequalities, at any scale

Question			Answer	Mark	Guidance
			There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. Level 2 There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. Level 1 Information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.		• on the other hand, recognition that a single factor, such as wealth or access to educational opportunities, might underpin the other factors and therefore could be more fundamental in explaining spatial inequalities • consideration of variation in significance of factors at different scales from global to local, including national, regional, urban, rural, intra-urban scales • understanding that change in spatial patterns of social inequality over time might be influenced by change in a particular factor such as unemployment or government investment in access to services • understanding that the range of factors might be classified as economic, socio-economic, social and political

Question			Answer	Mark	Guidance
2	(a)	(i)	Study Fig.3, which shows value of international trade in US \$ per capita, by country, 2019. How effective is the presentation technique used in Fig.3 for showing the pattern of international trade? Advantages: • clear visual impression of the spatial pattern (✓) effective graded shades of one colour (DEV) • differences between specific countries shown (✓) based on standardised values of statistical evidence / ratios (DEV) Disadvantages: • data is for each country as a whole (✓) at this scale the map does not show distribution of values for specific places / regions within (DEV) • per capita ratio relates to total population (✓) it does not consider population structure such as the working population to dependents ratio in a country (DEV) • only total trade is shown (✓) no distinction between exports and imports (DEV) or between goods and services (DEV) • the groups of data shown in the key are irregular in size (✓) this makes the scale ineffective (DEV) and gives a misleading spatial pattern (DEV) • The presentation technique is focused on mainly Africa, Europe and parts of	4 AO3 x4	AO3 – 4 marks 2 x 1 (✓) for identifying appropriate advantages and / or disadvantages of the choropleth map used in Fig.3 for showing the pattern of international trade, 2019. 2 x 1 (DEV) for explaining the advantages and / or disadvantages, with appropriate reference to Fig.3.

Question			Answer	Mark	Guidance
			the Middle East (✓) which does not facilitate the user to investigate patterns at a global scale (DEV)		
2	(a)	(ii)	Explain <u>two</u> factors that might account for the pattern shown. Level 2 (3-5 marks) Application of knowledge and understanding is thorough. Explanation of factors that might account for the pattern shown in Fig. 3 is sound and shows accuracy. Level 1 (1-2 marks) Application of knowledge and understanding is basic. Explanation of factors that might account for the pattern shown in Fig. 3 is simple and there is limited accuracy. 0 marks No response worthy of credit.	5 AO2 x5	Indicative content AO2 – 5 marks Application of knowledge and understanding to explain factors that might account for the pattern shown in Fig. 3 could potentially include: • membership of a regional trading bloc; free intra-regional trade agreement between members / imposition of tariffs on non-member states • relative ability of a government to negotiate trade agreements / gain access to markets • investment in infrastructure such as communications, transport and technology that facilitate trade / integration into global supply chains • relative importance of MNCs in developing global supply chains • relative significance of growth in ‘south-south’ trade between developing countries • level of trade in services for particular countries Knowledge of factors that explain a specific country’s international trade is not required, but an explicit link to at least one feature of the pattern shown on the map is expected.

Question			Answer	Mark	Guidance
2	(b)		Referring to a <u>case study</u> of <u>one LIDC</u>, explain the economic opportunities created by international trade. Level 3 (6–8 marks) Demonstrates thorough knowledge and understanding of the economic opportunities created by international trade using one LIDC. This will be shown by including well-developed explanations. The answer should include accurate place-specific detail. Level 2 (3–5 marks) Demonstrates reasonable knowledge and understanding of the economic opportunities created by international trade using one LIDC. This will be shown by including developed explanations. The answer should include some place-specific detail which is partially accurate. Level 1 (1–2 marks) Demonstrates basic knowledge and understanding of the economic opportunities created by international trade using one LIDC. This will be shown by including simple explanations.	8 AO1 x8	Indicative content AO1 – 8 marks Knowledge and understanding of the economic opportunities for one LIDC created by international trade could potentially include: - diversification of the LIDC's economy; growth in exports of primary products might in time encourage further investment in manufacturing industry and services leading to a broader economic base which is more resilient to economic shock - growth in international trade can stimulate the economic multiplier effect within an LIDC in all sectors of the economy (primary, secondary, tertiary) - growth in international trade can create employment opportunities, raised levels of income and reduction in levels of poverty at all scales in an LIDC - growth in trade encourages confidence in the economy and may encourage FDI; MNCs, based in ACs or EDCs, can be of benefit to employees and communities when they apply their Corporate Social Responsibilities

Question			Answer	Mark	Guidance
			There is an attempt to include place-specific detail but it is inaccurate. 0 marks No response worthy of credit.		- it is in the interests of some bi-lateral trading partners to support economic development of an LIDC by financing infrastructure such as transport systems - trade generates foreign exchange / income, especially when trade barriers such as tariffs are removed, which the LIDC government could use to invest in reducing internal inequalities such as in health and education provision Possible case material could be drawn from a country such as Sierra Leone for example.

Question			Answer	Mark	Guidance
3	(a)	(i)	Study Fig.4, which shows number of international migrants as a percentage of total population, by country, 2019. How effective is the presentation technique used in Fig.4 for showing the pattern of international migration? Advantages: • clear visual impression of the spatial pattern (✓) effective graded shades of one colour (DEV) • differences between specific countries shown (✓) based on standardised values of statistical evidence / ratios (DEV) Disadvantages: • data is for each country as a whole (✓) at this scale the map does not show distribution of values for specific places / regions within (DEV) • only percentage of total population of destination country is given (✓) does not indicate absolute numbers of migrants (DEV) • only number of migrants is used in the calculation (✓) no indication of country of origin (DEV) or gender / age categories of migrants (DEV) • the groups of data shown in the key are irregular in size (✓) this makes the scale ineffective (DEV) / gives a misleading spatial pattern (DEV)	4 AO3 x4	AO3 – 4 marks 2 x 1 (✓) for identifying appropriate advantages and / or disadvantages of the choropleth map used in Fig.4 for showing the pattern of international migration, 2019. 2 x 1 (DEV) for explaining the advantages and / or disadvantages, with appropriate reference to Fig.4.

Question			Answer	Mark	Guidance
			The presentation technique is focused on mainly Africa, Europe and parts of the Middle East (✓) which does not facilitate the user to investigate patterns at a global scale (DEV)		
3	(a)	(ii)	Explain <u>two</u> factors that might account for the pattern shown. Level 2 (3-5 marks) Application of knowledge and understanding is thorough. Explanation of factors that might account for the pattern shown in Fig. 4 is sound and shows accuracy. Level 1 (1-2 marks) Application of knowledge and understanding is basic. Explanation of factors that might account for the pattern shown in Fig. 4 is simple and there is limited accuracy. 0 marks No response worthy of credit.	5 AO2 x5	Indicative content AO2 – 5 marks Application of knowledge and understanding to explain factors that might account for the pattern shown in Fig. 4 could potentially include: - effects of globalisation on flows of economic migrants - the increase in flows in ‘south-south’ corridors - the impact of conflict and persecution on numbers of refugees - government policy / application of rules in granting asylum for refugees - membership of a regional trading bloc or zone such as Schengen; free migrant passage between member countries - government policy to encourage immigration, e.g. for particular labour skills, to allow family reunification, to promote diversity, or to protect refugees - government policy / ability to exercise border control

Question			Answer	Mark	Guidance
					Knowledge of a specific country's migrant flows is not required, but an explicit link to at least one feature of the pattern shown on the map is expected.
3	(b)		Referring to a <u>case study</u> of <u>one LIDC</u>, explain the economic opportunities created by international migration. Level 3 (6–8 marks) Demonstrates thorough knowledge and understanding of the economic opportunities created by international migration using one LIDC. This will be shown by including well-developed explanations. The answer should include accurate place-specific detail. Level 2 (3–5 marks) Demonstrates reasonable knowledge and understanding of the economic opportunities created by international migration using one LIDC. This will be shown by including developed explanations. The answer should include some place-specific detail which is partially accurate. Level 1 (1–2 marks) Demonstrates basic knowledge and understanding of the economic opportunities created by international migration using one LIDC. This will be shown by including simple explanations.	8 AO1 x8	Indicative content AO1 – 8 marks Knowledge and understanding of the economic opportunities for one LIDC created by international migration could potentially include: - immigrant populations into the LIDC from neighbouring countries provide labour in construction for government driven / probably World Bank funded programmes to build transport infrastructure opening up the LIDC to trade and development - an established migration corridor with a more developed country can lead to interdependence with economic and political co-operation such as investment in development projects, trade and security - emigrants might find employment opportunities abroad with higher, more regular wages enabling sending of financial remittances to their families; this is significant in the development process since the money can lift households above poverty levels and stimulate economic multiplier effects in local communities

Question			Answer	Mark	Guidance
			There is an attempt to include place-specific detail but it is inaccurate. 0 marks No response worthy of credit.		• migrant remittances also contribute to the economic stability of the LIDC; in some instances, in total, remittances become a very significant proportion of GDP • the skills and knowledge acquired by returning migrants can be useful in developing business / commercial activities which can contribute to raising incomes and standards of living Possible case material could be drawn from a country such as Laos (Lao PDR) for example.

Question			Answer	Mark	Guidance
4*			‘Strategies used in the global governance of human rights are not always effective.’ To what extent do you agree? AO1 Level 3 (6–8 marks) Demonstrates thorough knowledge and understanding of strategies used in the global governance of human rights and their effectiveness. The answer should include accurate place-specific detail. Level 2 (3–5 marks) Demonstrates reasonable knowledge and understanding of strategies used in the global governance of human rights and their effectiveness. The answer should include some place-specific detail which is partially accurate. Level 1 (1–2 marks) Demonstrates basic knowledge and understanding of strategies used in the global governance of human rights and their effectiveness. There is an attempt to include place-specific detail but it is inaccurate. 0 marks No response worthy of credit.	16 AO1 x8 AO2 x8	Indicative content AO1 – 8 marks Knowledge and understanding of strategies used in the global governance of human rights and their effectiveness, could potentially include: Global governance involves intervention by the global community, attempting to regulate issues such as human rights. - the work of various UN agencies such as OHCHR, WHO or UNICEF - the role of the UN in its peace-keeping / stabilisation missions such as MONUSCO (DRC) - military intervention under UN mandate - establishing new laws and attempts to strengthen rule of law - ratification of treaties / conventions established by supra-national organisations for example Nato - the work of NGOs and other humanitarian organisations ‘in the field’ in relief assistance, agricultural training, food security, child education, changing / modernising norms - the influence of MNCs in meeting their Corporate Social Responsibility such as child care facilities - The influence of regional grouping and/or trading blocks such as ECOWAS and the African Union in order to create consistency

Question			Answer	Mark	Guidance
			AO2 Level 3 (6–8 marks) Application of knowledge and understanding is thorough. Analysis is clear, developed, convincing and accurate. Evaluation of the effectiveness of strategies used in the global governance of human rights is detailed and substantiated. Judgements are secure and evidence based leading to rational conclusions. Level 2 (3–5 marks) Application of knowledge and understanding is reasonable. Analysis is clear, developed and shows accuracy. Evaluation the effectiveness of strategies used in the global governance of human rights is detailed. Judgements are generally secure with some link between rational conclusions and evidence. Level 1 (1–2 marks) Application of knowledge and understanding is basic. Analysis is simple and shows limited accuracy. Evaluation the effectiveness of strategies used in the global governance of human rights is un-supported and offers simple conclusions. 0 marks No response worthy of credit.		in human rights across their geographical jurisdictions. Effectiveness depends on situation: place-specific detail could be drawn from any case studies of intervention in human rights such as India, DRC, Afghanistan, Honduras, Mali, South Sudan, Yemen. AO2 – 8 marks Application of knowledge and understanding to analyse and evaluate the effectiveness of strategies used in the global governance of human rights, could potentially include: • evaluation of the contributions of the UN, the national government and NGOs, depending on case studies cited • evaluation of the intended and unintended effects of specific strategies on citizens and places • effectiveness of co-operation / interaction of organisations involved, often in partnership, at different scales from global to local • effectiveness of strategies in the short-term and the longer-term • evaluation of bottom-up / grass roots strategies relative to top-down strategies • understanding that the effectiveness of strategies may vary; geographically / spatially within a country such as between urban and rural areas; and over time

Question			Answer	Mark	Guidance
			Quality of extended response Level 3 There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. Level 2 There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. Level 1 Information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.		

Question			Answer	Mark	Guidance
5*			‘Strategies used in the global governance of <u>either</u> sovereignty <u>or</u> territorial integrity are not always effective.’ To what extent do you agree? AO1 Level 3 (6–8 marks) Demonstrates thorough knowledge and understanding of strategies used in the global governance of <u>either</u> sovereignty <u>or</u> territorial integrity and their effectiveness. The answer should include accurate place-specific detail. Level 2 (3–5 marks) Demonstrates reasonable knowledge and understanding of strategies used in the global governance of <u>either</u> sovereignty <u>or</u> territorial integrity and their effectiveness. The answer should include some place-specific detail which is partially accurate. Level 1 (1–2 marks) Demonstrates basic knowledge and understanding of strategies used in the global governance of <u>either</u> sovereignty <u>or</u> territorial integrity and their effectiveness. There is an attempt to include place-specific detail but it is inaccurate. 0 marks No response worthy of credit.	16 AO1 x8 AO2 x8	Indicative content AO1 – 8 marks Knowledge and understanding of strategies used in the global governance of <u>either</u> sovereignty <u>or</u> territorial integrity and their effectiveness, could potentially include: Global governance involves intervention by the global community, attempting to regulate issues such as sovereignty or territorial integrity. - the work of various UN agencies such as OHCHR, WHO, IOM and UNICEF - the role of the UN in its peace-keeping missions such as UNMISS (South Sudan) - military intervention under UN mandate - establishing new laws and attempts to strengthen rule of law - ratification of treaties / conventions established by supra-national organisations for example Nato - the work of NGOs and other humanitarian organisations ‘in the field’ in relief assistance, supplying shelter, clean water, sanitation, food, child protection, medical aid, changing / modernising norms, mediation with conflicting groups - The influence of regional grouping and/or trading blocks such as ECOWAS and the African Union in order to assist in matters of

Question			Answer	Mark	Guidance
			AO2 Level 3 (6–8 marks) Application of knowledge and understanding is thorough. Analysis is clear, developed, convincing and accurate. Evaluation of the effectiveness of strategies used in the global governance of <u>either</u> sovereignty <u>or</u> territorial integrity is detailed and substantiated. Judgements are secure and evidence based leading to rational conclusions. Level 2 (3–5 marks) Application of knowledge and understanding is reasonable. Analysis is clear, developed and shows accuracy. Evaluation of the effectiveness of strategies used in the global governance of <u>either</u> sovereignty <u>or</u> territorial integrity is detailed. Judgements are generally secure with some link between rational conclusions and evidence. Level 1 (1–2 marks) Application of knowledge and understanding is basic. Analysis is simple and shows limited accuracy. Evaluation of the effectiveness of strategies used in the global governance of <u>either</u> sovereignty <u>or</u> territorial integrity is un-supported and offers simple conclusions. 0 marks No response worthy of credit.		<u>either</u> sovereignty <u>or</u> territorial integrity across their geographical jurisdictions. Effectiveness depends on situation: place-specific detail could be drawn from any case studies of intervention in sovereignty or territorial integrity issues, such as: Yemen, South Sudan, Mali, Ukraine, Afghanistan. AO2 – 8 marks Application of knowledge and understanding to analyse and evaluate the effectiveness of strategies used in the global governance of <u>either</u> sovereignty <u>or</u> territorial integrity, could potentially include: • evaluation of the contributions of the UN, the national government and NGOs, depending on case studies cited • evaluation of the intended and unintended effects of specific strategies on citizens and places • effectiveness of co-operation / interaction of organisations involved, often in partnership, at different scales from global to local • effectiveness of strategies in the short-term and the longer-term • evaluation of bottom-up / grass roots strategies relative to top-down strategies • understanding that the effectiveness of strategies may vary; geographically / spatially within a country such as between urban and rural areas; and over time

Question			Answer	Mark	Guidance
			Quality of extended response Level 3 There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. Level 2 There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. Level 1 Information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.		effectiveness of attempts to achieve political stability in a country, including democratic national elections, fairer representation in national government and improving security

Assessment Objectives (AO) grid

Candidates answer question 1 and **either** question 2 **or** question 3 **and either** question 4 **or** question 5.

This has been considered in the totals indicated below.

Question	AO1	AO2	AO3	Marks
1a		2	1	3
1b		4	4	8
1c	6			6
1d*	8	8		16
Either 2ai			4	4
2aii		5		5
2b	8			8
Or 3ai			4	4
3aii		5		5
3b	8			8
Either 4*	8	8		16
Or 5*	8	8		16
Total	30	27	9	66

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