



**General Certificate of Education (A-level)
January 2013**

Geography

GEOG3

(Specification 2030)

Unit 3: Contemporary Geographical Issues

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for standardisation each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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GEOG3 General Guidance for GCE Geography Assistant Examiners

The mark scheme for this unit includes an overall assessment of quality of written communication. There are no discrete marks for the assessment of written communication but where questions are 'Levels' marked, written communication will be assessed as one of the criteria within each level.

- Level 1:** Language is basic, descriptions and explanations are over simplified and lack clarity.
- Level 2:** Generally accurate use of language; descriptions and explanations can be easily followed, but are not clearly expressed throughout.
- Level 3:** Accurate and appropriate use of language; descriptions and explanations are expressed with clarity throughout.
- Level 4:** Accurate and mature use of language; descriptions and explanations are expressed coherently and confidently

Marking – the philosophy

Marking is positive and not negative.

Mark schemes – layout and style

The mark scheme for each question will have the following format:

- a) Notes for answers (nfa) – exemplars of the material that might be offered by candidates
- b) Mark scheme containing advice on the awarding of credit and levels indicators.

Point marking and levels marking

- a) Questions with a mark range of 1-4 marks will be point marked.
- b) Levels will be used for all questions with a tariff of 5 marks and over.
- c) Two levels only for questions with a tariff of 5 to 8 marks.
- d) Three levels to be used for questions of 9 to 15 marks.
- e) Four levels to be used for questions of 40 marks.

Levels Marking – General Criteria

Everyone involved in the levels marking process (examiners, teachers, students) should understand the criteria for moving from one level to the next – the 'triggers'. The following general criteria are designed to assist all involved in determining into which band the quality of response should be placed. It is anticipated that candidates' performances under the various elements will be broadly inter-related. Further development of these principles will be discussed during the standardisation process. In broad terms the levels will operate as follows:

Level 1: attempts the question to some extent (basic)

An answer at this level is likely to:

- display a basic understanding of the topic
- make one or two points without support of appropriate exemplification or application of principle
- give a basic list of characteristics, reasons and attitudes
- provide a basic account of a case study, or provide no case study evidence
- give a response to one command of a question where two (or more) commands are stated e.g. “describe and suggest reasons”
- demonstrate a simplistic style of writing perhaps lacking close relation to the terms of the question and unlikely to communicate complexity of subject matter
- lack organisation, relevance and specialist vocabulary
- demonstrate deficiencies in legibility, spelling, grammar and punctuation which detract from the clarity of meaning.

Level 2: answers the question (well/clearly)

An answer at this level is likely to:

- display a clear understanding of the topic
- make one or two points with support of appropriate exemplification and/or application of principle
- give a number of characteristics, reasons, attitudes
- provide clear use of case studies
- give responses to more than one command e.g. “describe and explain...”
- demonstrate a style of writing which matches the requirements of the question and acknowledges the potential complexity of the subject matter
- demonstrate relevance and coherence with appropriate use of specialist vocabulary
- demonstrate legibility of text, and qualities of spelling, grammar and punctuation which do not detract from the clarity of meaning.

Level 3: answers the question very well (detailed)

An answer at this level is likely to:

- display a detailed understanding of the topic
- make several points with support of appropriate exemplification and/or application of principle
- give a wide range of characteristics, reasons, attitudes
- provide detailed accounts of a range of case studies
- respond well to more than one command
- demonstrate evidence of discussion, evaluation, assessment and synthesis depending on the requirements of the assessment
- demonstrate a sophisticated style of writing incorporating measured and qualified explanation and comment as required by the question and reflecting awareness of the complexity of subject matter and incompleteness/ tentativeness of explanation
- demonstrate a clear sense of purpose so that the responses are seen to closely relate to the requirements of the question with confident use of specialist vocabulary
- demonstrate legibility of text, and qualities of spelling, grammar and punctuation which contribute to complete clarity of meaning.

Level 4: answers the question with depth, flair, creativity and insight

In addition to the requirements of Level 3, an answer at this level is likely to:

- provide strong evidence of thorough, detailed and accurate knowledge and critical understanding of concepts and principles and of specialist vocabulary.
- give explanations, arguments and assessments or evaluations that are direct, logical, perceptive, purposeful, and show both balance and flair.
- demonstrate a high level of insight, and an ability to identify, interpret and synthesise a wide range of material with creativity.
- demonstrate evidence of maturity in understanding the role of values, attitudes and decision-making processes.

Annotation of Scripts

It is most important that examiners mark clearly, according to the procedures set out below.

- All marking should be done in red (except online marking).
- The right hand margin should be used for marks only.
- The overall mark for a question must be ringed at the end of the answer.
- The total mark for the question must be transferred to the front of the script.
- Where an answer is marked using a levels response scheme, the examiner should annotate the scripts with 'L1', 'L2', 'L3' or 'L4' at the point where that level has been reached in the left hand margin. In addition, examiners may want to indicate strong material by annotating the script as "Good Level...". Further commentary may also be given at the end of the answer. The consequent mark should then appear in the right-hand column. Where an answer fails to achieve Level 1, zero marks should be given.

Other mechanics of marking

- All errors and contradictions should be underlined.
- Various codes may be used such as: 'rep' (repeated material), 'va' (vague), 'NAQ' (not answering question), 'seen', etc.
- Use a wavy line to indicate weak dubious material (avoiding crossing out).
- If the rubric is contravened, then all answers should be marked, but with the best answer being counted and the mark transferred to the front of the script. Then cross out the material which has been discounted.
- Unless indicated otherwise, always mark text before marking maps and diagrams. Do not give double credit for the same point in text and diagrams.

Section A

01	Notes for answers	(7 marks)
AO2 - 5 AO3 - 2	<p>The sketch shows how one side of Mount Etna provides evidence of both recent volcanic activity in the form of a variety of craters and lava flows, as well as human activity on the slopes. Management issues include:</p> <ul style="list-style-type: none"> • Lava flows in the past have flowed over areas of present day car parking and shops – are the latter more recent than the flows? Hence rebuilding was needed. Are such areas at risk of further eruptions and flows? Capital investment is at risk. Insurance issues • The area is used as a ski resort (ski-lifts evident) – this will need to be carefully monitored if speedy evacuation is needed. Allow references to off-piste dangers • Escorted tours reach a considerable height up the mountain – potentially this is more dangerous. Health and safety regulations would need to be closely formulated and regulated • There are limited routes off the mountain from this site – the main route is to Zafferana. This will present issues of managing traffic • There are extensive areas of shops and cafes, etc. These provide benefits for the locals – credit management issues relating to the area being a honey-pot – control of litter, noise, large numbers of coaches and cars. Adequate policing in the area for petty crime? <p>Mark scheme</p> <p>Level 1 (1-4 marks) (mid-point 3) Simple listing of potential dangers and/or features from the sketch such as past/potential lava flows, evacuation needed, shopping and eating activities, etc with no commentary on the management of any aspect.</p> <p>Level 2 (5-7 marks) (mid-point 6) Commentary on the management of the features/issues as suggested by the nfa. Some sophistication of description, and/or evidence of geographical thinking.</p>	

02	Notes for answers	(8 marks)
AO1 - 8	<p>Forms of intrusive volcanic activity. They include (in the context of the British Isles below):</p> <ul style="list-style-type: none"> • Granites and other examples of intruded rocks occur across the Grampians in Scotland, in Ireland, and particularly in the southwest of England where the top of an exposed batholith is seen in areas such as Dartmoor and Bodmin Moor. Here, weathering and erosion have combined to give a distinctive landscape of upland plateaux capped by rock outcrops, which are known as tors. Caused by the intrusion, cooling and solidification of molten magma. • Dykes and sills are also common. The dyke ‘swarms’ that radiate across the Isle of Arran in Scotland contain around 500 such features in a 20 km stretch of coastline. Dykes generally occur as small ridges in the landscape because they are more resistant than the surrounding rocks. The Great Whin Sill runs across large distances in the north of England, forming an upstanding cliff-like feature. Many rivers produce high waterfalls as they plunge over it, for example High Force and Cauldron Snout in the Tees valley in the Pennines. It is also the defensive base for man-made features such as Hadrian’s Wall and Bamburgh Castle. Both are sheets of igneous rock, with sills running parallel to the layers of rock into which they have intruded, whereas dykes cut across the layers. • Also accept: Intrusive basaltic flows some of which may be exposed e.g. the Antrim lava plateau formed in N. Ireland and the Giant’s Causeway. The same feature can be seen in Fingal’s Cave on the Isle of Staffa in Scotland. <p>Students may also refer to active processes that are operating below the surface, which may later be revealed, or may not be.</p> <p>Mark scheme</p> <p>Level 1 (1-4 marks) (mid-point 3) Simple identification of intrusive forms/landforms, with no detail of characteristics or explanation.</p> <p>Level 2 (5-8 marks) (mid-point 6) Detail of characteristics and explanation, possibly with some use of supportive material. The answer progresses through the level as more is added at this level. Full mark answers show breadth of knowledge.</p>	

<p>03</p> <p>AO2 - 8 AO3 - 2</p>	<p>Notes for answers</p> <p>Candidates may address this question with elements of depth regarding the two case studies they have examined, but they may also introduce elements of breadth in terms of any wider study they may have made on volcanoes. Both approaches will be acceptable. The key element is that there is some discussion of variation.</p> <p>Volcanic hazards can take any of the following forms.</p> <p>Primary hazards:</p> <ul style="list-style-type: none"> • Tephra – solid material of varying grain size (volcanic bombs to ash) ejected into the atmosphere • Pyroclastic flows – very hot, gas charged, high velocity flows of gases and tephra • Lava flows • Volcanic gases (carbon dioxide, hydrogen sulphide and other sulphur based gases) <p>Secondary hazards:</p> <ul style="list-style-type: none"> • Lahars – volcanic mudflows • Flooding – under ice activity giving rise to melting; or snowmelt on tops • Tsunamis • Volcanic landslides. <p>Some exemplification is also a requirement of the question, but once again this may be in terms of depth or breadth.</p> <p>Mark scheme</p> <p>Level 1 (1-4 marks) (mid-point 3) Simple statements of hazard which could apply to any volcanic event. Examples given consist merely of names; no specific details.</p> <p>Level 2 (5-8 marks) (mid-point 6) Specific statements of hazards which can be clearly attributed to examples, named areas and/or volcanoes access this level. Variation is clear and purposeful. Two case studies required for 7/8 marks.</p> <p>Level 3 (9-10 marks) (mid-point 9) A fully developed answer, with good elaboration of a range of examples, named areas and/or volcanoes. A rounded answer with a full account of variations.</p>	<p>(10 marks)</p>
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<p>04</p> <p>AO2 - 5 AO3 - 2</p>	<p>Notes for answers</p> <p>Management strategies could have included:</p> <ul style="list-style-type: none"> • Any aspects of prior preparation/planning by authorities. • Evacuation of people living in some of the most-at-risk districts. • Buses ferrying villagers to relief centres set up in cyclone shelters, schools, cinema halls and other places. • Authorities moving supplies of food to centres to prepare for the displaced; also attempting to clear roads and re-establish power lines. • Local radio and television stations broadcasting advice advising people to move from the coast to safer areas. • All fishing operations suspended. • The army placed on standby for search and rescue operations – deployment of flood rescue equipment. • Hotlines and control rooms set up and emergency telephone numbers on screens of TV news stations as they track the course of cyclone. • After Cyclone Laila there will be a need for emergency food rations, hygiene kits, drinking water and clothes. • International agencies in the affected areas to use funds to buy relief materials on the local market. <p>Mark scheme</p> <p>Level 1 (1-4 marks) (mid-point 3) Simple statements of management strategies; comments are simplistic.</p> <p>Level 2 (5-7 marks) (mid-point 6) Statements of strategies that are more precise, developed or sophisticated; commentary is also sophisticated.</p>	<p>(7 marks)</p>
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<p>05</p> <p>AO1 - 8</p>	<p>Notes for answers</p> <p>It is thought that there are several conditions that need to be present for the formation of tropical revolving storms:</p> <ul style="list-style-type: none"> • An oceanic location with sea temperatures over 27°C – this provides a continuous source of heat to maintain rising air currents • An ocean depth of at least 70 metres – this moisture provides latent heat, rising air causes moisture to be released by condensation and the continuation of this process drives the system • A location of at least 5° north or south of the equator in order that the Coriolis force can bring about the maximum rotation of air (the Coriolis force is weak at the equator and will stop a circular air flow from developing) • Low-level convergence of air in the lower atmospheric circulation system; winds need to be coming together near the centre of the low-pressure • Rapid outflow of air in the upper atmospheric circulation helps to push away the warm air, which has risen close to the centre of the storm. <p>A tropical revolving storm exists where there is a supply of latent heat and moisture to provide energy and a low frictional drag caused by being above an ocean surface.</p> <p>Mark scheme</p> <p>Level 1 (1-4 marks) (mid-point 3) Simple statements of reasons for tropical revolving storms. Limited depth of understanding of processes.</p> <p>Level 2 (5-8 marks) (mid-point 6) More detailed and sophisticated reasons for tropical revolving storms. Understanding of processes is more clear.</p>	<p>(8 marks)</p>
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<p>06</p> <p>AO2 - 8</p> <p>AO3 - 2</p>	<p>Notes for answers</p> <p>Possible effects include:</p> <table border="1"> <thead> <tr> <th>Savanna</th> <th>Equatorial</th> <th>Tropical monsoon</th> </tr> </thead> <tbody> <tr> <td>Greater variability of rainfall – increases nearer the Equator, reductions nearer the tropics Increase in temperatures on land vis-à-vis sea temps – greater temp differential land/sea</td> <td>Increase in temps increases rate of evaporation – more cloud cover Dry season likely to increase in length – drought may even occur for a few months</td> <td>Increased total precipitation and length of the wet season with more frequent tropical cyclones Overall temperatures could increase throughout the year but the wet monsoon could become more unreliable</td> </tr> <tr> <td>A rise in sea level of 25cm is predicted – more low-lying areas at risk of flooding and erosion. Coral reefs and mangroves at risk</td> <td>Sea level rise leading to increased flooding and erosion of mangroves</td> <td>Increased flooding as sea levels rise, causing widespread displacement of population from coastal areas such as Bangladesh</td> </tr> <tr> <td>More frequent incidents of drought and flooding Desertification to increase near to desert margins</td> <td>Tropical forest may become grassland, or mixed forest – impacting fauna</td> <td>Longer wet season might increase the length of the growing season and allow multi-cropping of paddy rice</td> </tr> <tr> <td>Increased rainfall at equatorial margins results in spread of trees at expense of grassland</td> <td>As dry season lengthens, there is increased risk of natural fires, which will add to CO₂ levels</td> <td>The monsoon may become less reliable and drought might occur causing a huge water supply crisis</td> </tr> <tr> <td>Change in tree-grass balance affects wildlife</td> <td>Loss of glaciers in Andes will reduce discharge of Amazon</td> <td>Many species may become extinct as their habitat is lost, e.g. Bengal tiger</td> </tr> </tbody> </table> <p>Mark scheme</p> <p>Level 1 (1-4 marks) (mid-point 3) Simple statements of effects, which may be generic. Little or weak sense of place in the chosen tropical region.</p> <p>Level 2 (5-8 marks) (mid-point 6) Detailed statements of effects, which are rooted in the area identified. Description may move into linked consequences for other aspects of the climatic region, such as river discharges, ecology and human activity. Evaluation is tentative, implicit or lacks depth. Allow debate as to cause of change identified.</p> <p>Level 3 (9-10 marks) (mid-point 9) A fully developed answer, with good elaboration and clear detail of the effects in the chosen tropical region. Evaluation is explicit.</p>	Savanna	Equatorial	Tropical monsoon	Greater variability of rainfall – increases nearer the Equator, reductions nearer the tropics Increase in temperatures on land vis-à-vis sea temps – greater temp differential land/sea	Increase in temps increases rate of evaporation – more cloud cover Dry season likely to increase in length – drought may even occur for a few months	Increased total precipitation and length of the wet season with more frequent tropical cyclones Overall temperatures could increase throughout the year but the wet monsoon could become more unreliable	A rise in sea level of 25cm is predicted – more low-lying areas at risk of flooding and erosion. Coral reefs and mangroves at risk	Sea level rise leading to increased flooding and erosion of mangroves	Increased flooding as sea levels rise, causing widespread displacement of population from coastal areas such as Bangladesh	More frequent incidents of drought and flooding Desertification to increase near to desert margins	Tropical forest may become grassland, or mixed forest – impacting fauna	Longer wet season might increase the length of the growing season and allow multi-cropping of paddy rice	Increased rainfall at equatorial margins results in spread of trees at expense of grassland	As dry season lengthens, there is increased risk of natural fires, which will add to CO ₂ levels	The monsoon may become less reliable and drought might occur causing a huge water supply crisis	Change in tree-grass balance affects wildlife	Loss of glaciers in Andes will reduce discharge of Amazon	Many species may become extinct as their habitat is lost, e.g. Bengal tiger	<p>(10 marks)</p>
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<p>07</p> <p>AO2 – 5 AO3 - 2</p>	<p>Notes for answers</p> <p>Figure 3 shows a food web which reveals some of the more complex linkages in an ecosystem. There are four trophic levels which demarcate plants, insects, birds and animals in different groups. It is noticeable that not all the animals are confined to one trophic level – raccoons are both herbivores and carnivores (omnivores). The rodents (pocket mice, deer mice and pack rats) are consumed by a range of larger animals (snakes, roadrunners, desert foxes and raccoons). They are dependent on the vegetation beneath them in the food chain, so any modification of the vegetation by say, changes in climate, will have a knock-on effect on the higher level animals. Raccoons, king snakes and desert foxes appear not to have any predators.</p> <p>At the highest level are the king snakes and the desert foxes – these consume some of the rodents, as well as the birds (roadrunners and quails). A more varied diet?</p> <p>Note that all animals are ultimately dependent on plants.</p> <p>Mark scheme</p> <p>Level 1 (1-4 marks) (mid-point 3) Simple statements of description from the data; comments are simplistic; answer is generally lifted.</p> <p>Level 2 (5-7 marks) (mid-point 6) Comments that are more precise, developed or sophisticated; there is appropriate use of terminology representing conceptual understanding.</p>	<p>(7 marks)</p>
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<p>08</p> <p>AO1 - 8</p>	<p>Notes for answers</p> <p>All the energy used by living things comes ultimately from the sun. Energy enters living systems as a result of photosynthesis by plants and some bacteria. Less than 4% of the incoming sunlight is captured; of this more than half of the energy captured by plants is used in respiration and is lost as heat.</p> <p>There are two types of organisms that have direct access to the energy in plant tissues:</p> <ul style="list-style-type: none"> • Herbivores (or primary consumers) e.g. rabbits, feed on the plant while it is alive • Decomposers e.g. fungi and bacteria, feed on the plant after it is dead. <p>In most ecosystems, the majority of the energy goes to the decomposers. For example, in an area of grassland only 10% of the energy in plants is taken by grazing animals (e.g. antelope). Herbivores use most of their energy intake on respiration and maintaining their bodies; the rest goes to herbivore biomass (the flesh and blood of the animal).</p> <p>Much of the energy in herbivore biomass is taken by:</p> <ul style="list-style-type: none"> • carnivores (or secondary consumers) e.g. lions. These meat eaters survive mainly by eating herbivores. • decomposers. <p>Almost all of the energy taken in by carnivores goes to maintaining their life systems. The decomposers, which receive most of the plant energy, use up over half of this energy in their life maintenance. The rest may be locked up in soil organic material or taken by organisms that feed on decomposers. Ultimately, all of the energy originally captured by plants is transformed and lost as heat; energy is not recycled.</p> <p>Mark scheme</p> <p>Level 1 (1-4 marks) (mid-point 3) Simple statements of process/flow. Depth of understanding of the characteristics is limited.</p> <p>Level 2 (5-8 marks) (mid-point 6) Detailed statements of process/flow. There is a clear understanding of flows with some evidence of sophistication, for example classification of species types.</p>	<p>(8 marks)</p>
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<p>09</p> <p>AO2 - 8 AO3 - 2</p>	<p>Notes for answers</p> <table border="1"> <thead> <tr> <th data-bbox="336 300 651 331">Savanna</th> <th data-bbox="651 300 975 331">Equatorial</th> <th data-bbox="975 300 1294 331">Tropical monsoon</th> </tr> </thead> <tbody> <tr> <td data-bbox="336 331 651 1375"> <p>Trees dominate over grasses where the wet season is longer. Grasses dominate in locations where the dry season is longer further away from the equator. Grasses may be higher than 2m tall, their long roots reach down to underground moisture. Both grasses and trees are deciduous, losing their leaves in the dry season. Trees have adapted to survive drought, e.g. baobabs store water in their swollen trunks to survive the dry season. Trees develop xerophilous features: deep, branched roots seek moisture underground. Evergreen trees also occur, with hard leathery leaves to reduce transpiration loss. Acacia trees have developed flattened crowns, to cope with strong trade winds.</p> <p>Vegetation has adapted to cope with natural fire.</p> <p>Credit animal adaptations e.g. migrations by wildebeest. Allow references to soil moisture budgets.</p> </td> <td data-bbox="651 331 975 1375"> <p>Evergreen appearance due to year-long growing season. Forest has a five layered structure, tallest trees called emergents are up to 45m tall, due to favourable growing conditions. Upper and lower canopy layers provide continuous cover.</p> <p>Tallest trees have developed buttress roots to support their great height. Leaves have drip-tips to help shed rain. Trunks are branchless under the canopy, where it is too dark for photosynthesis.</p> <p>Plants, such as lianas grow on trees as there is insufficient light on the forest floor.</p> <p>Tree roots are generally near or on the surface as soil is nutrient deficient deep down.</p> <p>Credit animal adaptations e.g. tree-dwelling primates due to plethora of food (fruit, berries).</p> </td> <td data-bbox="975 331 1294 1375"> <p>The indigenous vegetation has been largely cleared for agriculture in the lowlands.</p> <p>Mangrove forest dominates in the coastal lowlands, where vegetation has adapted to cope with salty conditions. The trees are lower in height than in the rainforest, providing a less continuous cover. Most trees are deciduous, losing their leaves in the dry season. Different species all fruit and flower at the same time in line with the seasons. The open canopy allows a dense undergrowth of bamboo to develop.</p> <p>Credit animal adaptations e.g. the coat of the Bengal tiger adapted to the variations in the vegetation.</p> </td> </tr> </tbody> </table>	Savanna	Equatorial	Tropical monsoon	<p>Trees dominate over grasses where the wet season is longer. Grasses dominate in locations where the dry season is longer further away from the equator. Grasses may be higher than 2m tall, their long roots reach down to underground moisture. Both grasses and trees are deciduous, losing their leaves in the dry season. Trees have adapted to survive drought, e.g. baobabs store water in their swollen trunks to survive the dry season. Trees develop xerophilous features: deep, branched roots seek moisture underground. Evergreen trees also occur, with hard leathery leaves to reduce transpiration loss. Acacia trees have developed flattened crowns, to cope with strong trade winds.</p> <p>Vegetation has adapted to cope with natural fire.</p> <p>Credit animal adaptations e.g. migrations by wildebeest. Allow references to soil moisture budgets.</p>	<p>Evergreen appearance due to year-long growing season. Forest has a five layered structure, tallest trees called emergents are up to 45m tall, due to favourable growing conditions. Upper and lower canopy layers provide continuous cover.</p> <p>Tallest trees have developed buttress roots to support their great height. Leaves have drip-tips to help shed rain. Trunks are branchless under the canopy, where it is too dark for photosynthesis.</p> <p>Plants, such as lianas grow on trees as there is insufficient light on the forest floor.</p> <p>Tree roots are generally near or on the surface as soil is nutrient deficient deep down.</p> <p>Credit animal adaptations e.g. tree-dwelling primates due to plethora of food (fruit, berries).</p>	<p>The indigenous vegetation has been largely cleared for agriculture in the lowlands.</p> <p>Mangrove forest dominates in the coastal lowlands, where vegetation has adapted to cope with salty conditions. The trees are lower in height than in the rainforest, providing a less continuous cover. Most trees are deciduous, losing their leaves in the dry season. Different species all fruit and flower at the same time in line with the seasons. The open canopy allows a dense undergrowth of bamboo to develop.</p> <p>Credit animal adaptations e.g. the coat of the Bengal tiger adapted to the variations in the vegetation.</p>	<p>(10 marks)</p>
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Section B

10 AO2 - 5 AO3 - 2	Notes for answers	(7 marks)																																	
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	<p>Mark scheme</p> <p>Level 1 (1-4 marks) (mid-point 3) Simple processing of material from the figure with no basis of commentary re: impact on quality of life.</p> <p>Level 2 (5-7 marks) (mid-point 6) Awarded to comments that go beyond the statements in the figure, i.e. there is some commentary (intellectual processing) on what the impacts on quality of life maybe, which can be inferred from the characteristics given.</p>																																		

11	Notes for answers	(8 marks)
AO1 - 8	<p>Gentrification is the process by which older, often rundown housing areas (usually close to the city centre), become desirable once again and are physically and socially upgraded. Professional groups such as doctors, lawyers and teachers are attracted by the character of the housing – typically Edwardian and Victorian terraces – and its greater accessibility to the CBD. They move in and renovate the property, usually on an individual basis. As a result, other property in the area becomes more sought after and the social composition of the area gradually changes. The purchasing power of the new residents is higher and this leads to an increase or an upgrading in local services such as wine bars, restaurants, delicatessens, boutiques - all attracted by the possibility of catering for the new, wealthier clientele. New residents also tend to have a greater interest in local politics and may actively lobby for improvements to the area in general such as traffic calming measures and the addition of street furniture. There are many examples of gentrified or even 'super-gentrified' areas within Britain's towns and cities. The latter term refers to areas requiring even higher salaries and bonuses such as Islington in the late 1990s. Interestingly, the borough as a whole is still classed as the eighth most deprived local authority area in Britain which demonstrates another aspect of gentrification: the gap in wealth between the original and newer residents, which may itself give rise to friction. Inner city schools for example, fail to see a similar level of improvement as the other services listed as the upwardly mobile newcomers often prefer to send their children to private schools.</p> <p>Mark scheme</p> <p>Level 1 (1-4 marks) (mid-point 3) Simple generalised statements of process/impact with no depth or detail, or not attributed to any named area. If only process or impact Max L1.</p> <p>Level 2 (5-8 marks) (mid-point 6) More specific and/or sophisticated statements of process and impact which may be attributed to a named area, or demonstrate greater depth of understanding and/or knowledge.</p>	

12	Notes for answers	(10 marks)
AO2 - 8 AO3 - 2	<p>Manchester City Centre Redevelopment: Although it is difficult to prove conclusively that the developments at the Trafford Centre have had an adverse effect on trade in Manchester's city centre, it is perhaps not surprising that there has been an element of 'fight-back' to remain competitive.</p> <p>The city centre has its own large indoor 'all-weather' shopping mall, the Arndale Centre, significantly redeveloped after the 1996 IRA bombing. The commercial focal point is the new Marks & Spencer, the largest in Europe. Other flagship stores include Selfridges and Harvey Nichols. There are also many leisure facilities in the city centre including the Printworks, containing a multi-screen cinema (including an IMAX screen), numerous bars, clubs and restaurants and also the Hard Rock Cafe.</p> <p>The landscaping of the city centre has provided several public spaces including the newly developed Piccadilly Gardens and Exchange Square both of which used for screening public events. Two of the city centre's oldest buildings, The Old Wellington Inn and Sinclair's Oyster Bar, were dismantled, moved 300 yards and re-erected in 1999 to create Shambles Square. Special events draw visitors, including the Christmas markets and the annual Spinningfields ice rink. Spinningfields is a large business, retail and residential development that lies in the western part of the city centre, quoted as fast becoming the 'Canary Wharf of the North'. There is also the 'Gay Village around the Canal Street area and a large Chinatown. The Northern Quarter is regarded as the city centre's creative hub.</p> <p>Mark scheme</p> <p>Level 1 (1-4 marks) (mid-point 3) Simple statements of a redevelopment scheme which could apply to any such area. No specific detail provided, nor any attempt to evaluate success.</p> <p>Level 2 (5-8 marks) (mid-point 6) Specific descriptive statements of a redevelopment scheme, some of which can be clearly attributed to a named example. Evaluation is tentative, implicit or lacks depth.</p> <p>Level 3 (9-10 marks) (mid-point 9) A fully developed answer, with good elaboration and clear detail of the redevelopment scheme. Evaluation is explicit.</p>	

<p>13</p> <p>AO2 - 5 AO3 - 2</p>	<p>Notes for answers</p> <p>Development issues that may be evident:</p> <ul style="list-style-type: none"> • Demographic: considerable variation in indicators in both time periods, yet all could be classed as developing countries; variation in rate of decline of both indicators. Economic development may not match population characteristics • Economic: high fertility rates will create large dependent populations, and also the need for employment for the large younger populations • Social: pressure on resources within the country is variable – consequential effects on education and health provision, and hence quality of life. High proportions of teenage pregnancies take economically active population out of the workforce – further pressure on resources for this age group. • Political: may be issues in Niger and Uganda regarding population control – high fertility rates here which do not appear to be reducing. • Cultural: in Bangladesh it appears to be traditional to have families early in life, yet fertility is not too high; in others, larger families are the norm. India seems to have had a cultural change – due to increasing personal incomes (the Western model?). <p>Mark scheme</p> <p>Level 1 (1-4 marks) (mid-point 3) Simple statements of development issues with basic or no commentary.</p> <p>Level 2 (5-7 marks) (mid-point 6) Awarded to commentary (intellectual processing) on what lies behind or beyond the development issues identified.</p>	<p>(7 marks)</p>
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<p>14</p> <p>AO1 - 8</p>	<p>Notes for answers</p> <p>There are several ways in which aid can be delivered. It does not have to be in the form of money, as it could be goods or technical assistance. Distribution can be as:</p> <ul style="list-style-type: none"> • Short-term aid: usually following an emergency (hurricane, flood, tsunami) • Long-term development projects • Top-down aid: the operation is directed by a responsible body from above such as in large-scale irrigation and HEP projects • Bottom-up schemes: these are “grassroots” initiatives often funded by NGOs working closely with local people • Remittances from migrant workers. <p>Aid can also be supplied through one of three systems:</p> <ul style="list-style-type: none"> • Bilateral – one government gives to another • Multilateral – governments give to international organisations (World Bank, UNESCO), which in turn give to poorer countries • Non-governmental organisations (NGOs): many of these are charities, such as Oxfam, which raise money and distribute it to the people who need it most. <p>Mark scheme</p> <p>Level 1 (1-4 marks) (mid-point 3) Simple generalised statements of types of aid with no depth or detail, nor attributed to any named countries/agencies.</p> <p>Level 2 (5-8 marks) (mid-point 6) More specific and sophisticated statements of types of aid which may be attributed to named countries/agencies, or demonstrate greater breadth/depth of understanding and/or knowledge.</p>	<p>(8 marks)</p>
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<p>15</p> <p>AO2 - 8 AO3 - 2</p>	<p>Notes for answers</p> <p>Globalisation refers to the process by which the world's economies, societies, and cultures have become integrated through a global network of communication, transportation and trade.</p> <p>Its success? Supporters of globalisation claim that it has increased economic prosperity as well as opportunity, especially among developing nations, and enhanced civil liberties and led to a more efficient allocation of resources – all countries benefit in the end. There are therefore several recognised forms of globalisation:</p> <ul style="list-style-type: none"> • economic: under both GATT and WTO, world trade has expanded rapidly. TNCs have been the major force in the process of increasing economic interdependence and there has been the emergence of generations of NICs. Personal incomes have also increased. • cultural: western culture has diffused to all parts of the world through TV, cinema, the internet, newspapers and magazines. • political: the influence of nation states has diminished as more countries organise themselves into trade blocs. The influence of western democracies has also been strong on a range of developing countries (often ex-colonies) • urban: the growth of a hierarchy of global cities has emerged to act as centres for the global economy • demographic: the growth of international migration and multiculturalism • linguistic: the emergence of English as the 'global' language. <p>And otherwise ...</p> <ul style="list-style-type: none"> • In many poorer nations globalisation is the result of foreign TNCs utilising workers in a country to take advantage of the lower wage rates – commonly in 'sweatshops'. • There are concerns about the emergence of 'electronic sweatshops' due to the outsourcing of service work, such as customer service, call centres and IT work to India. This has undoubtedly resulted in longer hours and an intense work pace which is beginning to manifest itself in health and social problems. • Opportunities in richer countries have driven talent away from poorer countries, leading to the infamous brain drain which costs the African continent over \$4.1 billion in the employment of 150,000 expatriate professionals annually. • Along with the globalisation of economies and trade, culture is being imported and exported as well. The concern is that the more dominant nations such as the USA may overrun other countries' cultures, leading to indigenous customs and values being lost forever. • Environmentally, the impact of activity in one country has a clear impact now in others. E.g.s include the long-range dispersal of atmospheric pollutants and global warming. <p>Mark scheme</p> <p>Level 1 (1-4 marks) (mid-point 3) Simplistic statements regarding the concept which are generic, and non-contextual. No specific detail or depth provided.</p> <p>Level 2 (5-8 marks) (mid-point 6) Specific or sophisticated statements regarding the concept which can be clearly attributed to named areas and/or contexts. There is some evidence of depth of understanding. Some evaluation needed for 7/8 marks.</p> <p>Level 3 (9-10 marks) (mid-point 9) A fully developed answer, with good evaluation and discussion of a variety of outcomes. There is evidence of depth of critical understanding.</p>	<p>(10 marks)</p>
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<p>16</p> <p>AO2 - 5 AO3 - 2</p>	<p>Notes for answers</p> <p>There are several aspects of potential conflict/instability shown on the map:</p> <ul style="list-style-type: none"> • Piracy – several bases spread down the east coast, slightly more in the north – potential to attack ships emerging from the Gulf of Aden, and hugging the coast of Africa. • Widespread locations of insurgency attacks – mostly in the central southern part of the country, and many around the capital Mogadishu – potential greater impact on government? • This is reflected in the amount of internally displaced refugees in camps – large camp in the Mogadishu area. More such camps in the central southern area – which is also an area designated as a humanitarian emergency area. These elements are likely to be related, and together they indicate considerable instability in this part of the country. Difficulty of supplying aid. • Smaller camps elsewhere, some over international borders (Ethiopia, Kenya) – a problem for these countries? Difficulty of policing borders • The western border of Somalia is disputed – an area for potential international conflict? • There is a disputed border within Somalia, to the north – Somaliland may be (is) exerting separatist pressure. <p>Mark scheme</p> <p>Level 1 (1-4 marks) (mid-point 3) Simple processing of material from the figure with no basis of commentary</p> <p>Level 2 (5-7 marks) (mid-point 6) Awarded to commentary (intellectual processing) on what lies behind, or can be extrapolated from, the information given, or some attempt to categorise the main elements of conflict/instability that may exist.</p>	<p>(7 marks)</p>
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<p>17</p> <p>AO1 - 8</p>	<p>Notes for answers</p> <p>Clearly, we are in the hands of the candidates here. What follows is a generic mark scheme, and the standardisation meeting will apply it in the light of the material offered by candidates.</p> <p>For example, conflict arose as a result of a proposal to build 41 homes and four apartments on the urban/rural fringe of Castletown (Isle of Man) and adjacent to Scarlett, a local beauty spot and wildlife reserve.</p> <p>Parties in favour of the development included some of the local shopkeepers, estate agents, landowners and potential purchasers. An important consideration was that the growth of Castletown (Isle of Man) is restricted in other directions due to its proximity to the coast, safety regulations related to Ronaldsway airport to the north, and the reluctance of landowners to sell. On the other hand, the Manx Nature Conservation Trust and Manx National Heritage were opposed to development in the area. Scarlett is considered a unique local beauty spot, home to birds such as the chough and grey plover, while Knock Rushen itself is thought to conceal an ancient Viking burial site. Many residents also voiced their concern that the development would prove ‘the thin end of the wedge’ and would pave the way for even more building. This could put pressure on local services such as the Victoria Road primary school.</p> <p>Mark scheme</p> <p>Level 1 (1-4 marks) (mid-point 3) Generalised statements of reasons/attitudes which are either simplistic or lacking in a sense of place or exemplification; or one developed element.</p> <p>Level 2 (5-8 marks) (mid-point 6) Detailed, specific and/or sophisticated reasons/attitudes that clearly apply to the conflict. A greater range of causes/attitudes will move the answer up the level, as will recognition of the complexity of the topic.</p>	<p>(8 marks)</p>
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<p>18</p> <p>AO2 - 8</p> <p>AO3 - 2</p>	<p>Notes for answers</p> <p>Clearly, we are in the hands of the candidates here. What follows is a generic mark scheme, and the standardisation meeting will apply it in the light of the material offered by candidates.</p> <p>For example, on the Isle of Man, the protest group Save Our Scarlett (SOS) successfully campaigned against development on the land on numerous occasions over a period of some 13 years. One of their main arguments concerned access to and from the proposed development. There are only three possible routes out of Castletown – firstly via the town square, where the road is very narrow and cannot be widened due to preservation orders on old buildings such as Castle Rushen itself dating from 1090; and secondly, through a residential area which is already congested due to the number of cars parked on narrow roads, such as The Crofts. A third option, via the bypass, would entail passing two local schools, Castle Rushen High School and The Buchan, an area already highly congested and dangerous due to school traffic at peak times. One of the other arguments against the proposal was the need to utilise brownfield sites within Castletown before developing on greenfield sites, and this was an argument which held sway for some time.</p> <p>However, in the interim, the main brownfield site available at Farrants Way was developed for apartments by another local company, Dandara. Meanwhile, Hartford Homes agreed that the Viking burial mound should be protected and fenced off as a ‘feature’, in an effort to meet some of the local concerns. As a result of this amendment and the agreement to keep the development relatively small scale and in keeping with the local environment, local developers Hartford Homes won planning approval in 2006 and the development was almost complete in late 2010.</p> <p>Mark Scheme</p> <p>Level 1 (1-4 marks) (mid-point 3) Basic statements of the outcomes of the conflict. Basic recognition of winners/losers.</p> <p>Level 2 (5-8 marks) (mid-point 6) More detailed statements of the outcomes of the conflict. Some elaboration of winners/losers which may include variations within the participants involved, or over time, or over space. Some recognition of the complexity of outcomes.</p> <p>Level 3 (9-10 marks) (mid-point 9) A full and rounded discussion of the outcomes of the conflict with clear elaboration on the various complexities that may have arisen over space, time and within the participants.</p>	<p>(10 marks)</p>
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Section C - Mark scheme for the essay questions

Assessment Criteria	Level 1 1-10 Midpoint 6	Level 2 11-20 Midpoint 16	Level 3 21-30 Midpoint 26	Level 4 31-40 Midpoint 36
Knowledge of content, ideas and concepts	Basic grasp of concepts and ideas; points lack development or depth.	The answer is relevant and accurate. Reasonable knowledge. Imbalanced theories.	Sound and frequent evidence of thorough, detailed and accurate knowledge.	Strong evidence of thorough, detailed and accurate knowledge.
Critical understanding of the above	Incomplete, basic.	Reasonable critical understanding of concepts and principles with some use of specialist vocabulary.	Sound and frequent evidence of critical understanding of concepts and principles, and of specialist vocabulary.	Strong evidence of critical understanding of concepts and principles and of specialist vocabulary.
Use of examples/ case studies to support argument	Superficial.	Examples show imbalances and/or lack detail and depth.	Examples are developed, balanced and support the argument.	Examples are well developed and integrated.
Maps/diagrams	None.	Ineffective.	Effective.	Fully integrated.
Evidence of synopticity:	No evidence.	Limited.	Strong.	Full.
Connections between different aspects of the subject		Some ability to identify, interpret and synthesise some of the material.	Some ability to identify, interpret and synthesise a range of material.	There is a high level of insight, and an ability to identify, interpret and synthesise a wide range of material with creativity.
'Thinking like a Geographer'		Limited ability to understand the roles of values, attitudes and decision-making processes.	Some ability to understand the roles of values, attitudes and decision-making processes.	Evidence of maturity in understanding the role of values, attitudes and decision-making processes.
Quality of argument - the degree to which an argument is constructed, developed and concluded	Language is basic; arguments are partial, over simplified and lacking clarity. Little or no sense of focus of task.	Arguments are not fully developed nor expressed clearly, and the organisation of ideas is simple and shows imbalances. Some sense of focus of task.	Explanations, arguments and assessments or evaluations are accurate, direct, logical, purposeful, expressed with clarity and generally balanced. Clear sense of focus of task.	Explanations, arguments and assessments or evaluations are direct, focused, logical, perceptive, mature, purposeful, and are expressed coherently and confidently, and show both balance and flair.

<p>19</p> <p>AO1 - 14 AO2 - 16 AO3 - 10</p>	<p>Notes for answers</p> <p>Appropriate content for a response to this question might include:</p> <ul style="list-style-type: none"> • the concepts of a natural and/or a human disaster • knowledge and understanding of the two seismic events studied, and possibly others, as natural disasters • knowledge and understanding of the extent to which these impacted upon human economies and societies • areas at risk compared to the income/economic development of the people living there • variations in the capacity to adapt to manage seismic events and their impacts • different impacts on different groups within the same population such as the vulnerability of informal settlements • case study material/exemplars. <p>Synopticity emerges with some of the following:</p> <ul style="list-style-type: none"> • a critical understanding of the processes that produce seismic events and the context in which they are produced • an understanding of the context of varying timescales and spatial variations • a critical understanding of the impact of seismic events • an understanding of the vulnerability of different populations to these events • an understanding of the capacity for resilience to these events • a critical understanding of the vulnerability of different regions, particularly an understanding of the differences between richer and poorer areas and the contrast between urban and rural environments • an understanding of the capacity and willingness of people to deal with these hazards. <p>The question requires a discussion and the response should come to a view. Any conclusion can be credited as long as it is measured and reasonable, and related to the content of the answer.</p>	<p>(40 marks)</p>
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<p>20</p> <p>AO1 - 14 AO2 - 16 AO3 - 10</p>	<p>Notes for answers</p> <p>Appropriate content for a response to this question might include:</p> <ul style="list-style-type: none"> • Description of, and reasons for, the existence of the urban heat island/ heat dome • Description of, and reasons for, variations in precipitation, fogs, thunderstorms within large urban areas • Description of, and reasons for, differences in wind speed within large urban areas, turbulence, funnel/venturi effect • Description of, and reasons for, variations in air quality, fog, photo-chemical smog, and other causes of pollution within large urban areas • Knowledge of the way in which urban areas have a distinctive climate versus the area surrounding it • Use of case study material/exemplars. <p>Synopticity emerges with some of the following:</p> <ul style="list-style-type: none"> • A critical understanding of the processes that influence temperatures, precipitation (including fogs), air movement and air quality in urban areas • An understanding of the context of varying timescales, seasons, etc • An understanding that any modification only represents partial alteration of the prevailing climatic conditions for that location • An understanding of the importance of location, in that some urban areas have less of an influence on climate than others • An understanding of the possible importance of development, in that some urban areas in different areas of the world may have less of an influence on climate than others due to human activities • A critical understanding of the various ways in which a variety of factors combine to influence the climate of large urban areas • Depth and breadth and range of case study support. <p>This question requires an overall judgement to be expressed and the response should come to a view. Any conclusion is creditable as long as it is reasonable and related to the preceding content and argument.</p>	<p>(40 marks)</p>
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<p>21</p> <p>AO1 - 14 AO2 - 16 AO3 - 10</p>	<p>Notes for answers</p> <p>Appropriate content for a response to this question might include reference to the following:</p> <ul style="list-style-type: none"> • An understanding that a fragile environment is one which is easily disturbed and that lacks resilience to change • A clear understanding of each of the concepts of management and exploitation • An understanding that many fragile environments can cross national boundaries, creating international management and exploitation challenges • An understanding of the variety of pressures facing fragile environments • Fragile environments in developing countries may pose further management problems due to levels of finance, technical expertise, etc • Human activity, either management or exploitation have both positive and negative consequences • References to examples of management schemes/exploitation activities at varying levels of development. <p>Synopticity is therefore achieved by:</p> <ul style="list-style-type: none"> • Evidence in the breadth/depth of case-study material • Detailed critical understanding of the underlying problems faced when trying to manage fragile environments in some more remote/fragmented locations • Recognising the varying capacity to manage fragile environments with a comparison made between areas along the development continuum • Recognition of variation in the attitudes of different groups of people in different parts of the world, with varying economic and political systems and their attitude towards the management of fragile environments and/or their exploitation. <p>This question clearly requires an overall assessment/evaluation and the response should try to come to a view with regard to the question. Any conclusion is valid and can be credited as long as it is measured and reasonable, and related to the content of the answer.</p>	<p>(40 marks)</p>
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<p>22</p> <p>AO1 - 14 AO2 - 16 AO3 - 10</p>	<p>Appropriate content for a response to this question might include:</p> <ul style="list-style-type: none"> • An understanding of the purposes of urban regeneration • A knowledge of the ways in which regeneration takes place • Case studies/examples of areas of both decline and regeneration • An understanding of the relative success of regeneration schemes, and of how this success can be identified and measured • An understanding of the subsequent impacts/consequences from urban regeneration. <p>Synopticity is therefore achieved by:</p> <ul style="list-style-type: none"> • evidence in the breadth/depth of case-study material • detailed critical understanding of the issues arising from urban decline • detailed critical understanding of the issues arising from urban regeneration • detailed critical understanding of the management of the issues involved • a recognition of the importance of values and attitudes, and of the role of decision makers in managing decline and regeneration • an understanding of how impacts/consequences of decline/regeneration may vary over space and time • evaluative comments as to whether 'success' has been achieved. <p>The question requires a discursive approach and the response may come to a summative view. Any conclusion can be credited as long as it is reasonable and related to the preceding content and argument.</p>	<p>(40 marks)</p>
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<p>23</p> <p>AO1 - 14 AO2 - 16 AO3 - 10</p>	<p>Notes for answers</p> <p>Appropriate content for a response to this question might include:</p> <ul style="list-style-type: none"> • A knowledge and understanding of the social and economic groupings in the world • An understanding of the purpose and role of trade (commerce) as a development influence • An understanding of how globalisation may influence trade (commerce) • A knowledge and understanding of the social and economic groupings in the world, e.g. the EU • An understanding of their purposes / reasons for existence • An understanding of how the groupings relate to the development continuum • An understanding of the consequences of groupings. <p>Synopticity is therefore achieved by:</p> <ul style="list-style-type: none"> • evidence in the breadth/depth of case-study material • detailed critical understanding of characteristics and consequences of groupings • detailed critical understanding of the role of trade (commerce) • detailed critical understanding of the issues involved • critical understanding in the context of, and impact of, varying timescales • awareness of the complexity of the issues involved, and of the importance of the role of decision makers • awareness that groupings may have unintended consequences. <p>This question requires an overall judgement to be expressed and the response should come to a view. Any conclusion is creditable as long as it is reasonable and related to the preceding content and argument.</p>	<p>(40 marks)</p>
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<p>24</p> <p>AO1 - 14 AO2 - 16 AO3 - 10</p>	<p>Notes for answers</p> <p>Appropriate content for a response to this answer might include:</p> <ul style="list-style-type: none"> • Defining a ‘multicultural society’ • Knowledge of the reasons for the development of multicultural societies in the UK • Knowledge and understanding of the geographical distribution of cultural groupings in the UK and the factors that may have been responsible for this • Knowledge and understanding of the issues related to multicultural societies • An understanding of different viewpoints regarding multicultural societies • Use of an exemplar material including case studies of multicultural societies in the UK. <p>Synopticity emerges with the following:</p> <ul style="list-style-type: none"> • Evidence of depth/breadth of case study material • Critical understanding of the degree to which multicultural societies in the UK have changed over time and space • Critical understanding of the degree to which multicultural issues in the UK have changed over time and space • Recognition of the roles of decision makers, managers and other interested parties in fostering multicultural societies, or otherwise • Critical understanding of the conflict of attitudes and views that have existed or may exist. <p>This question requires an overall judgement to be expressed and the response should come to a view. Any conclusion is creditable as long as it is reasonable and related to the preceding content and argument.</p>	<p>(40 marks)</p>
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