Component 2: Global Systems and Global Governance

Mark Scheme

Guidance for Examiners

Positive marking

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, as opposed to adopting an approach of penalising him / her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

The mark scheme for this component includes both point-based mark schemes and banded mark schemes.

Point-based mark schemes

For questions that are objective or points-based the mark scheme should be applied precisely. Marks should be awarded as indicated and no further subdivision should be made. Each creditworthy response should be in red ink. Annotations must reflect the mark awarded for the question. The targeted assessment objective (AO) is also indicated.

Banded mark schemes

For questions with mark bands the mark scheme is in two parts.

The first part is advice on the indicative content that suggests the range of concepts, processes, scales and environments that may be included in the learner's answers. These can be used to assess the quality of the learner's response. This is followed by an assessment grid advising on bands and the associated marks that should be given in responses that demonstrate the qualities needed in the three AOs; AO1, AO2 and AO3, relevant to this component. The targeted AO(s) are also indicated, for example AO2.1c.

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks. Examiners should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied. This is done as a two stage process.

> **Banded mark schemes Stage 1 – Deciding on the band**
> Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. Examiners should look at the descriptor for that band and see if it matches the qualities shown in the learner's answer. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.
> If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content.

Examiners should not seek to mark candidates down as a result of small omissions in minor areas of an answer.

Banded mark schemes Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band. Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded

Where the specialised concepts are integral to knowledge and understanding, they are underlined in the indicative content.

The mark scheme reflects the layout of the examination paper. Mark questions 1, 2 and, either 3 or 4 in Section A. Mark questions 5, 6 and, either 7 or 8 in Section B. Mark one question in Section C.

Be prepared to reward answers that give **valid and creditworthy** responses, especially if these do not fully reflect the 'indicative content' of the mark scheme.

Section A: Global Systems – Water and Carbon Cycles

Mark all questions in this section.

1. a Use *Figure 1* to assess the severity of water level decline in the High Plains aquifer.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3.1	AO3.2	**Total**
						5	**5**

Indicative content

Likely AO3 content includes identifying variability in the level of water level decline and providing an explicit assessment of the severity from place to place.

- The mixture of blues and reds suggests that the severity is not spread evenly across the whole area. The most severe decline has taken place in the south / Texas where there has been a 150 foot water level fall in places, covering an area stretching for 200 km from west to east
- Substantial areas of decline occur in the states of Texas and Kansas. Here the decline is severe, with some areas suffering a substantial change of more than 150 feet. Such a reduction is likely to have a noticeable impact on both people (domestically and economically) and the environment. However, parts of Texas and Kansas have seen a rise of between 10-25 feet. Larger areas have seen a fall than have seen a rise, suggesting that the water level decline has been severe for the southern states
- The northern part of the aquifer has seen much less of a decline in water level and the extent of the decline is far less severe. In Nebraska, the extent of the blue shading would suggest that there has been a net increase in the water level. This therefore makes it more challenging to assess the severity of the decline across the High Plains aquifer as a whole due to the variability of the changes
- The evidence would therefore suggest that the decline in water level has been severe for large areas of the High Plains aquifer. Although some areas have seen an increase, these tend to be no more than a 10-25 foot increase and cover relatively small areas. Whereas the areas showing a decline cover much larger areas in the southern states, many of such areas show more than a 150 foot decline

Credit other valid assessments of severity.

Marking guidance

Near the upper end, answers that score well will make specific reference to the resource provided, making an explicit assessment of the severity from place to place.

Near the lower end, answers will display limited use of the resource.

Award the marks as follows:

Band	Marks	
3	4-5	Well-developed assessment of the severity of changes Wide use of the resource as evidence to identify water level decline
2	2-3	Partial assessment of the severity of the changes Partial use of the resource as evidence to identify water level decline
1	1	Limited statements with no use of evidence
	0	Response not creditworthy or not attempted

Credit other valid points.

1. b Suggest how human activities may result in falls in water levels in the High Plains aquifer.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3.1	AO3.2	**Total**
			5				**5**

Indicative content

- Direct extraction via wells sunk into the aquifer / water store
- Water taken from rivers has indirect implications for aquifer water levels
- Fall in levels where there is higher population, resulting in water cycle deficit
- Water needed for industry, domestic and agricultural extraction
- Agricultural extraction
- Small scale changes can take place, such as fall over the week and recovery at weekend
- Extraction takes place more than natural or artificial recharge (system theory)

Marking guidance

Near the upper end, answers that interpret will suggest a range of human activities that contribute to water level falls in general, or suggestions of how activities may vary from place to place, resulting in uneven falls in water levels for the High Plains aquifer. Some may adopt a systems approach and show an understanding of outputs exceeding inputs, with implications for system equilibrium and water cycle deficits.

Answers near the lower end, will have limited suggestions about the operation of aquifers.

Award the marks as follows:

Band	Marks	
3	4-5	Well-developed suggestions of a range of human activities in a structured way Applies developed knowledge and understanding of water cycle deficits to the resource
2	2-3	Partial and/or unstructured suggestions of human activity Some application of knowledge and understanding of the water cycle to the resource
1	1	Limited suggestion of human activities Fragmented or no knowledge of the water cycle
	0	Response not creditworthy or not attempted

Credit other valid approaches.

2. a (i) Use *Figure 2* to calculate the decadal mean increase in CO_2 for 2000–2009. Show your workings.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3.1	AO3.2	**Total**
Award 1 mark for any of the following, up to a maximum of 2 marks					2		**2**

Indicative content

- Workings: Sum of the 10 years = 19.6. This should be ÷ 10 (1 mark)
- Answer: Decadal mean is 1.96 or 2.0 if rounded up (1 mark)

2. a (ii) Describe the trend of decadal mean values shown in *Figure 2*.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3.1	AO3.2	**Total**
Award 1 mark for any of the following, up to a maximum of 3 marks					3		**3**

Indicative content

- The decadal mean growth rate shows an increase (1 mark)
- Increase from 0.85 ppm in 1960-69 to 1.95 in 2000-2009 (1 mark) *tolerance of 0.01 ppm for 1960-69*
- Anomaly for 1990-1999 (1 mark)
- Anomaly: as lower than trend (1 mark)
- Anomaly: or lower by 0.1 ppm than for 1980-89 (1mark)

2. b Explain how natural processes give rise to short-term fluctuations in the size of the atmospheric CO_2 store.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3.1	AO3.2	**Total**
	5						**5**

Indicative content

Likely AO1 content includes a range of explanations of different natural processes that are linked with short-term changes. Seconds, seasons, years and decades are acceptable 'short-term' time-scales.

- Seasonal changes in biomass and respiration affects the volume of CO_2 in the atmosphere, especially in the northern hemisphere with its larger land mass and biomes:
- Daily changes due to daytime photosynthesis when CO_2 is taken in and O_2 is released as plants produce carbohydrates
- Year to year changes can be linked with fluctuations in ocean temperatures and functioning of ocean as a carbon store (this can be linked with ENSO cycles of periods of 'global dimming')

Credit other valid approaches.

Marking guidance

Near the upper end, answers will show knowledge and understanding of a wider range / interpretation of short time-scales and / or more developed understanding of physical and biological processes.

Answers near the lower end may have very little knowledge and understanding of the physical processes involve hand merely identify one or two simple reasons why atmospheric CO_2 rises or falls in some years.

Credit other valid approaches.

Award the marks as follows:

Band	Marks	
3	4-5	Clear knowledge and understanding of two or more natural processes Sustained focus on appropriate short-term time-scales
2	2-3	Some knowledge and understanding of one or two natural processes Partial focus on appropriate short-term time-scales
1	1	Limited knowledge and understanding of natural processes Limited or absent focus on appropriate short-term time-scales
	0	Response not creditworthy or not attempted

3. Analyse the effects of forest removal on the operation of physical systems.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3.1	AO3.2	**Total**
	10	10					**20**

This question requires candidates to demonstrate their ability to develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

Indicative Content

The indicative content is not prescriptive and candidates are not expected to cover all points for full marks. Credit other valid points not contained in the indicative content.

AO1

Candidates will provide a description and explanation of how forest removal impacts on the operation of water and carbon cycles. This may include:

- The direct effect of a reduction in size of major stores in the carbon and water cycles such as carbon storage as biota and water storage as interception
- Indirect effects on other water store sizes and the size and rate of flows. In the water cycle removal of forests will result in more water reaching the soil store which will then reach capacity more quickly
- Indirect effects on other carbon store sizes and the size and rate of flows. In the carbon cycle removal of forests will result in less dead organic matter reaching the soil store and depleting carbon in the soil

AO2

Candidates demonstrate application of knowledge and understanding through synthesis. This may include:

- Analysis of different scales and rates of forest removal. Small amounts of forest removal will result in less impact on carbon and water stores. The scale and rate of removal of stores will impact upon indirect effects so small removal of biota will mean less impact on soil stores. Slow removal of forest cover may give time for the soil store to recover and adapt
- Analysis of varying contexts and type of forest removal and the resultant effects. The removal of an open forest such as eucalypt forests will have less impact on water flows than equatorial rainforest removal
- Analysis of the complexity of system interconnections. The removal of forests will decrease a carbon sink which may increase the amount of carbon in the atmosphere which in turn can have an impact on climate change. This can result in changes to the water cycle

Near the upper end, answers that score highly will show application of knowledge and understanding by analysing complex, interlinked effects, synthesising information, and coming to rational conclusions which highlight underlying assumptions of the statement (such as rate, scale and nature of forest removal).

Responses in the middle range will show some application of knowledge and understanding to provide some analysis and synthesis, prior to drawing partially supported conclusions.

Near the lower end, responses provide very limited application of knowledge and understanding of physical systems to provide little analysis.

Credit other valid approaches.

Award the marks as follows:

	AO1 [10 marks]	**AO2.1a [10 marks]**
	Demonstrates knowledge and understanding of forest removal and physical systems (both the water cycle and the carbon cycle)	*Applies AO2.1a to analyse the varied effects and varied contexts for forest removal*
Band		
3	7-10 marks Demonstrates detailed and accurate knowledge and understanding through the use of appropriate and well-developed examples Demonstrates detailed and accurate knowledge and understanding of the water and carbon cycles Demonstrates detailed and accurate knowledge and understanding of the effect of forest removal on the operation of physical systems in terms of the stores and flows of the water and carbon cycles Well-annotated sketches / diagrams may be used and should be credited	7-10 marks Applies knowledge and understanding to produce a thorough and coherent analysis that is supported by evidence Applies knowledge and understanding to thoroughly and coherently analyse the complex and interlinked effects and contexts of forest removal Balanced analysis of the effect of forest removal on the operation of the stores and flows of the water and carbon cycles in terms of scale, rate, context and the complexity of interactions
2	4-6 marks Demonstrates accurate knowledge and understanding through examples, which are partially developed Demonstrates accurate knowledge and understanding of the water and carbon cycles Demonstrates accurate knowledge and understanding of the effect of forest removal on the operation of physical systems in terms of the stores and flows of the water and carbon cycles Sketches / diagrams may be used and should be credited	4-6 marks Applies knowledge and understanding to produce a coherent but partial analysis that is supported by some evidence Applies knowledge and understanding to produce an analysis of the importance of forest removal on the operation of both carbon and water cycles. Partial analysis of the effect of forest removal on the operation of the stores and flows of the water and carbon cycles in terms of either the scale, rate, context or complexity of interactions
1	1-3 marks Demonstrates limited knowledge and understanding through a limited number of un-developed examples Demonstrates limited knowledge and understanding of the water and carbon cycles Demonstrates limited knowledge and under-standing of the effect of forest removal on the operation of physical systems in terms of the stores and flows of the water and carbon cycles Basic sketches / diagrams may be used and should be credited	1-3 marks Applies knowledge and understanding to produce an analysis with limited coherence and support from some evidence Limited application of knowledge and understanding to produce a limited analysis of effects or contexts of forest removal Limited analysis of the effect of forest removal on the operation of the stores and flows of the water and carbon cycles in terms of the scale, rate, context or complexity of interactions
	0 marks Response not creditworthy or not attempted	0 marks Response not creditworthy or not attempted

4 To what extent do geological factors influence water and carbon cycle flows in different contexts.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3.1	AO3.2	Total
	10			10			**20**

This question requires candidates to demonstrate their ability to develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

Indicative content

The indicative content is not prescriptive and candidates are not expected to cover all points for full marks. Credit other valid points not contained in the indicative content.

AO1

Candidates will provide a description and explanation of water and carbon cycle flows that have been influenced by geological factors, exemplification may include local-scale catchment water cycles (and their underlying geology) and the importance of geology for the global cycling of carbon between land and oceans (carbon sequestration). Development of this may include:

- The direct effect of geology on water cycle flows. The permeability and porosity of different geologies impact upon the rate and amount of water flowing through the water cycle. An impermeable rock will inhibit infiltration flows and result in increased overland flow. Where non porous rocks are common there will be increased overland flow as the groundwater store will be quickly filled
- Indirect effects of geology on other water flow factors where there are hard rocks there may be an increase in slope angle which will increase the speed of overland flow. Unconsolidated sandstone may produce porous soils which will increase infiltration. Volcanic rocks produce fertile soils which can increase the density of vegetation cover which will decrease overland flow
- The direct role geology plays in carbon flows from the land e.g. limestone, via the carbonation process, will release more carbon dioxide into the atmosphere than non-calcareous rocks
- Geological processes will accumulate carbon in carbonaceous rocks which decrease the amount of carbon that flows from vegetation to atmosphere and oceans
- Indirect effects on geology on other carbon cycle factors, volcanic rocks contain minerals that stimulate vegetation growth which impacts upon flows of carbon into the atmosphere
- Effects of other factors such as climate where amounts and rates of precipitation will impact on flows within the drainage basin. The effect of temperature on the solution and removal of carbon from limestone. Human factors that increase the amount of carbon flowing into the atmosphere

AO2

Candidates demonstrate application of knowledge and understanding through evaluation of the influence of geological factors. This may include:

- Discussion of the relative importance of geology as opposed to other factors such as climate or vegetation
- Discussion of different spatial scales of geological influence such as the relative area covered by different geologies within a drainage basin which may influence flows of both water and carbon
- Varying contexts for studying the influence of geological factors (e.g. arid or humid environments) where the impact of geology is modified by climate
- Synthesis of the complexity of system interconnections. The impact of geology may be seen throughout flows associated with the water and carbon cycles. An impermeable geology may not only impact on overland flow but also on discharge. There may also be connections between water and carbon associated with fossil carbon in oil and coal
- Varying timescales of influence, comparing the short-term influence of geology on water flows with long term influence of geology in the carbon cycle

Near the upper end, answers that score highly will show application of knowledge and understanding by analysing complex, interlinked effects, synthesising information, and coming to rational conclusions which highlight underlying assumptions.

Responses in the middle range will show some application of knowledge and understanding to provide some analysis and synthesis, prior to drawing partially supported conclusions.

Near the lower end, responses provide very limited application of knowledge and understanding of physical systems to provide little analysis.

Credit other valid approaches.

Award the marks as follows:

	AO1 [10 marks]	**AO2.1c [10 marks]**
	Demonstrates knowledge and understanding of the influence of geological factors on the water cycle and the carbon cycle	*Applies AO2.1c to appraise / judge through an evaluation of the extent to which geological factors influence water and carbon cycle flows*
Band		
3	7-10 marks Demonstrates detailed and accurate knowledge and understanding through the use of appropriate and well-developed examples Demonstrates detailed and accurate knowledge and understanding of how geological factors have influenced flows within the water cycle and the carbon cycle. Demonstrates detailed and accurate knowledge and understanding of other factors and their influence on water and carbon cycle flows Well-annotated sketches / diagrams may be used and should be credited	7-10 marks Applies knowledge and understanding to produce a thorough and coherent evaluation that is supported by evidence Applies knowledge and understanding to produce a thorough and coherent evaluation of the extent to which geological factors influence water and carbon cycle flows Balanced evaluation of the extent to which geological factors influence water and carbon cycle flows in terms of scale, context, timescale and the complexity of interactions
2	4-6 marks Demonstrates accurate knowledge and understanding through the use of mostly appropriate and mostly accurate examples, which may not be fully developed Demonstrates accurate knowledge and understanding of water cycle and the carbon cycle flows that have been influenced by geological factors Demonstrates accurate knowledge and understanding of other factors and their influence on water and carbon cycle flows Sketches / diagrams may be used and should be credited	4-6 marks Applies knowledge and understanding to produce a coherent but partial evaluation that is supported by some evidence Applies knowledge and understanding to partially evaluate the extent to which geological factors influence water cycle and the carbon cycle flows Partial evaluation of the extent to which geological factors influence water and carbon cycle flows in terms of scale, context, timescale or complexity of interactions

1	1-3 marks Demonstrates limited knowledge and understanding through the use of examples, which are un-developed Demonstrates limited knowledge and understanding of water cycle and / or the carbon cycle flows that have been influenced by geological factors Demonstrates limited knowledge and understanding of other factors and their influence on water cycle and the carbon cycle flows Basic sketches / diagrams may be seen and should be credited	1-3 marks Applies knowledge and understanding to produce an evaluation with limited coherence and support from some evidence Limited application of knowledge and understanding to make a limited evaluation of the extent to which geological factors influence water and carbon cycle flows Limited evaluation of the extent to which geological factors influence water and carbon cycle flows in terms of scale, context, timescale or complexity of interactions
	0 marks Response not creditworthy or not attempted	0 marks Response not creditworthy or not attempted

Section B: Global Governance: Change and Challenges

Mark all questions in this section.

5. a Use *Figure 3* to compare employment changes for the EU member states shown. Include relevant data in your answer.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3.1	AO3.2	**Total**
						5	**5**

Indicative content

AO3 content includes identifying from Figure 3, employment changes for different states and providing an explicit comparison of how they vary from place to place.

- Overall growth in low and high skill employment in all countries
- Anomaly of negative growth in low skill in Italy, losing as much as the UK has gained
- Italy also has maximum in high skill growth, more than twice that of many others
- Range of high skill growth from 3-4% to 12-13% (10-11% range) (1 mark) - quantification
- Range of low skill growth from -4% to +4% (8-9% range) (1 mark) - quantification
- UK, Spain and Germany show similar pattern (1 mark)

Credit other valid points.

Marking guidance

Near the upper end, answers that score well will make specific reference to the resource provided, making an explicit comparison of how employment changes vary from place to place.

Near the lower end, answers will display limited use of the resource with limited or no comparison.

Award the marks as follows:

Band	Marks	
3	4-5	Well-developed comparison of the different states shown Wide use of the resource as evidence to identify employment changes
2	2-3	Partial comparison of some of the states shown Partial use of the resource as evidence to identify employment changes
1	1	Limited statements with no use of evidence
	0	Response not creditworthy or not attempted

5. b Analyse how the employment changes shown in Figure 3 could have affected international migration.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3.1	AO3.2	**Total**
		5					**5**

Indicative content

Likely AO2 content includes a range of possible effects of employment changes on immigration, emigration, migration within the EU and migration from outside of the EU.

- High skill employment growth may result in an increase in skilled applicants from outside EU, especially where a points system applies (e.g. Indian computer workers seeking UK visas), plus selective 'brain drain' from EU periphery to core countries (e.g. Polish dentists moving to UK)
- Low skill employment growth in core EU nations is a magnet for low skilled workers from EU periphery (1 million A8 migrants have travelled to UK since 2004)
- Decline in low skill employment in Italy may have triggered out-migration / return migration of lower-skilled.
- Analysis of net migration figures may show them to be more complex. High skilled workers may out-migrate from UK to seek better position in Germany, for instance
- Other factors may weigh against migration, such as restrictions on movement or the political reaction against migration in some countries (migrants may choose not to move despite opportunities)

Credit other valid approaches.

Marking guidance

Near the upper end, answers may provide a structured analysis that encompasses different categories of migration (emigration, immigration etc) and which is well linked to sectoral change in different places.

Answers near the lower end may have very little knowledge and understanding of the components of international migration and merely addresses uneven pull factors.

Award the marks as follows:

Band	Marks	
3	4-5	Well-developed analysis of a range of possible effects of employment changes in a structured way and applies a range of knowledge about international migration
2	2-3	Partial and / or unstructured analysis of the possible effects of employment changes and some narrow application of knowledge about international migration
1	1	Little analysis of any possible effects and limited / fragmented applied knowledge about international migration
	0	Response not creditworthy or not attempted

6. a Use *Figure 4* to contrast the connectivity of Japan, North Korea and South Korea.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3.1	AO3.2	**Total**
						5	**5**

Indicative content

Likely AO3 content includes identifying variability in the connectivity of the three countries and providing an explicit contrast of connectivity from place to place and perhaps at varying scales.

- High connectivity of Japan, South Korea in contrast to North Korea
- Three major hubs for Japan compared to two for South Korea providing a contrast in the extent to which connectivity is spread between different regions within each country
- High connectivity within the region between Japan-S.Korea-China whilst North Korea is totally isolated within the region, providing a stark contrast
- Only Japan connected to Russia

Credit other valid descriptions of connectivity.

Marking guidance

Near the upper end, answers that score well will make specific reference to the resource provided, making an explicit contrast of connectivity from place to place (all three countries identified) and perhaps at varying scales.

Near the lower end, answers will display limited use of the resource with limited or no contrasting statements.

Award the marks as follows:

Band	Marks	
3	4-5	Well-developed contrast drawn between the connectivity of different places Wide use of the resource as evidence to identify connectivity levels
2	2-3	Partial contrast between the connectivity of different places Partial use of the resource as evidence to identify connectivity levels
1	1	Limited statements with no use of evidence
	0	Response not creditworthy or not attempted

6. b Outline how human and physical factors influence the global distribution of seafloor cables.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3.1	AO3.2	**Total**
	5						**5**

Indicative content

Likely AO1 content links the global distribution pattern with a range of physical threats / obstacles for cable operation (undersea mass movement, ocean trenches) and variability in markets for broadband.

- Tsunami and undersea landslides risk
- Subduction zones (no cables north of Japan)
- Cables may not be present in extremely deep water
- Concentration of cabling through narrow straits / canals e.g. Suez
- High density connections between developed economies e.g. USA-EU cross-Atlantic
- Low connectivity between African continent and rest of world, reflecting poverty
- Growing connectivity linking emerging economies (BRIC, MINT nations) with developed world

Credit other valid approaches.

Marking guidance

Near the upper end, answers may show knowledge and understanding of a balanced range of physical and contemporary human factors.

Answers near the lower end may have very little knowledge and understanding of either the physical factors or the human factors.

Award the marks as follows:

Band	Marks	
3	4-5	Clear and specific outlining of the global distribution of seafloor cables Detailed knowledge and understanding of a balance of human and physical factors
2	2-3	Some outlining of the global distribution of seafloor cables Partial knowledge and understanding of human and / or physical factors
1	1	Limited or no outlining of the global distribution of seafloor cables Very little knowledge and understanding of human or physical factors
	0	Response not creditworthy or not attempted

7 **'National governments have lost control of who and what is crossing their borders.' Discuss.**	AO1	AO2.1a	AO2.1b	AO2.1c	AO3.1	AO3.2	**Total**
	10			10			**20**

This question requires candidates to demonstrate their ability to develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

Indicative Content

The indicative content is not prescriptive and candidates are not expected to cover all points for full marks. Credit other valid points not contained in the indicative content.

AO1

AO1 content encompasses knowledge and understanding of major global migration flows, information and commodity flows across oceans, and ways of controlling/managing global flows across national borders in the era of globalisation. Development of this may include:

- Economic migration and/or refugee flows. These can be described at different scales from migration into neighbouring states or migration across and between continents
- Migration at different scales. This can refer to the magnitude of movement to identify small scale and mass migration or it can refer to the temporal scale of migration from temporary to permanent migrations across international borders
- Exploitation of oceans such as fishing within exclusion zones
- Flows of money across borders such as the electronic transfer of remittances between countries
- Transfer of information via technology
- Transfer of polluting substances in oceans such as oil, nitrates and plastics
- National migration policies and examples of attempts to manage/regulate ocean flows.
- Attempts to decrease exploitation in a nations waters such as marine conservation zones and quotas
- Inclusion of supporting data to quantify migration, information exchanges, smuggling, etc

AO2

Candidates demonstrate application of knowledge and understanding through evaluation of the extent to which national governments can control their borders. Responses may include:

- Discussion of the relative ability of different states to control flows of people and material. This may be related to economic and technological abilities as well as political powers
- The extent to which political and trade blocs inhibit the power of the state
- The extent to which states may be able to control the flow of pollution due to physical processes such as ocean currents
- Contrasting the relative ability to control materials and people. Arguing that it may be easier to control materials than illegal migration
- Evaluating the power and influence of criminal groups that ignore the laws of different states

Near the upper end, answers that score highly at will show application of knowledge and understanding by discussing complex, interlinked effects, synthesising information, and coming to rational conclusions (dependent on the types of border/flow and different national contexts that are included).

Responses in the middle range will show some application of knowledge and understanding to provide some discussion and synthesis, prior to drawing partially supported conclusions.

Near the lower end, responses provide very limited application of knowledge and understanding of borders/flows to provide little discussion.

Credit other valid approaches.

Award the marks as follows:

	AO1 [10 marks]	**AO2.1c [10 marks]**
	Demonstrates knowledge and understanding of national borders (in relation to international migration and global ocean movements)	*Applies AO2.1c to appraise / judge through a discussion of the ability of national governments to exercise controls*
Band		
3	7-10 marks Demonstrates detailed and accurate knowledge and understanding through the use of appropriate, accurate and well-developed examples Demonstrates detailed and accurate knowledge and understanding of national borders and global movements in relation to both major global migration flows, information and commodity flows across oceans Demonstrates detailed and accurate knowledge and understanding of other factors and their influence on international migration, information and commodity flows Well-annotated sketches / diagrams / maps may be used and should be credited	7-10 marks Applies knowledge and understanding to produce a thorough and coherent evaluation that is supported by evidence Applies knowledge and understanding to thoroughly and coherently discuss the complex, interlinked effects that impact on the ability of governments to be in control of their borders Balanced discussion of the ability of national governments to exercise controls in terms of technological abilities, political power, the influence of supranational bodies, physical processes and the types and nature of flows, recognising the complexity, interlinkages and contexts of other controls on international migration, information and commodity flows
2	4-6 marks Demonstrates accurate knowledge and understanding through the use of mostly appropriate and mostly accurate examples, which may not be fully developed Demonstrates accurate knowledge and understanding of national borders and global movements in relation to major global migration flows, information and commodity flows across oceans Demonstrates accurate knowledge and understanding of other factors and their influence on international migration, information and commodity flows Sketches / diagrams may be used and should be credited	4-6 marks Applies knowledge and understanding to produce a coherent but partial evaluation that is supported by some evidence Applies knowledge and understanding to create a partial discussion of the effects that impact on the ability of governments to be in control of their borders Partial discussion of the ability of national governments to exercise controls in terms of technological abilities, political power, the influence of supranational bodies, physical processes and the types and nature of flows, recognising the complexity, interlinkages or contexts of other controls on international migration, information and commodity flows

1	1-3 marks Demonstrates knowledge and understanding through the limited use of examples Demonstrates limited knowledge and understanding of national borders and global movements in relation to either major global migration flows, or information and commodity flows across oceans Demonstrates limited knowledge and understanding of other factors and their influence on international migration, information and commodity flows Basic sketches / diagrams may be used and should be credited	1-3 marks Applies knowledge and understanding to produce an evaluation with limited coherence and support from some evidence Limited application of knowledge and understanding to create a limited discussion of the ability of governments to be in control of their borders Limited discussion of the ability of national governments to exercise controls in terms of technological abilities, political power, the influence of supranational bodies, physical processes and the types and nature of flows Limited recognition of the complexity, interlinkages or contexts of other controls on international migration, information and commodity flows
	0 marks Response not creditworthy or not attempted	0 marks Response not creditworthy or not attempted

8 **Assess the relative importance of strategies used by powerful countries to maintain global influence.**	AO1	AO2.1a	AO2.1b	AO2.1c	AO3.1	AO3.2	**Total**
	10			10			**20**

This question requires candidates to demonstrate their ability to develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

Indicative Content

The indicative content is not prescriptive and candidates are not expected to cover all points for full marks. Credit other valid points not contained in the indicative content.

AO1

AO1 content includes knowledge and understanding of economic strategies to create global hubs that drive global systems and attract skilled migrants, alongside political and military strategies that give disproportionate influence over supranational institutions, maritime commerce, oceanic resources and global information flows.

Development of this may include:

- Strategies used by powerful countries to establish global economic hubs such as EPZs and the development of supranational bodies and consequent economic migration flows that support their growth (e.g. Doha)
- Strategies used by powerful countries to attract skilled labour and maintain their global influence – immigration on the basis of skills in Australia, visas in USA
- How geopolitical strategies increase the influence of some countries such as land grabs and contesting ownership of ocean resources e.g. Arctic Ocean
- How countries use colonies and former colonies to enhance economic power eg diaspora communities
- How international laws and organisations may not work to the benefit of all states

AO2

Candidates demonstrate application of knowledge and understanding through evaluation of the importance of strategies used by powerful countries to maintain global influence. Responses may include:

- Assessment of the relative importance of different strategies to the maintenance of geopolitical and economic power
- Assessment of how the importance of different strategies change over time, their changing, or in varying contexts such as changing political circumstance
- The relative importance of strategies used by countries with different economic and political power – China and Canada in the Arctic Ocean
- The relative attractiveness of powerful countries for highly skilled and well educated labour for example, the relative success of Germany in attracting labour to a knowledge economy

Near the upper end, answers that score highly will show application of knowledge and understanding by assessing and synthesising information and coming to rational conclusions (dependent on the types of strategy and different contexts that are assessed).

Responses in the middle range will show some application of knowledge and understanding to provide some assessment and synthesis, prior to drawing partially supported conclusions.

Near the lower end, responses provide very limited application of knowledge and understanding of any strategies to provide little assessment.

Credit other valid approaches.

Award the marks as follows:

	AO1 [10 marks]	**AO2.1c [10 marks]**
	Demonstrates knowledge and understanding of strategies (in relation to international migration and global ocean movements)	*Applies AO2.1c to appraise / judge through an assessment of the relative importance of ways of maintaining global influence*
Band		
3	7-10 marks Demonstrates detailed and accurate knowledge and understanding through the use of appropriate and well-developed examples Demonstrates detailed and accurate knowledge and understanding of strategies used by powerful countries Demonstrates detailed and accurate knowledge and understanding of strategies used to satisfy geopolitical, economic and social aims Well-annotated sketches / diagrams / maps may be used and should be credited	7-10 marks Applies knowledge and understanding to produce a thorough and coherent evaluation that is supported by evidence Applies knowledge and understanding to reach a thorough and coherent assessment of the relative importance of ways of maintaining global influence Balanced assessment of the relative importance of strategies in terms of strategy aims/objectives, varying contexts, changes over time and type and degree of power
2	4-6 marks Demonstrates accurate knowledge and understanding through the use of mostly appropriate and mostly accurate examples, which may not be fully developed Demonstrates accurate knowledge and understanding of strategies used by powerful countries Demonstrates accurate knowledge and understanding of strategies used to satisfy geopolitical, economic and social aims Sketches / diagrams may be used and should be credited	4-6 marks Applies knowledge and understanding to produce a coherent but partial evaluation that is supported by some evidence Applies knowledge and understanding to produce a partial or unbalanced assessment of the relative importance of ways of maintaining global influence Partial assessment of the relative importance of strategies in terms of strategy aims/objectives, varying contexts, changes over time or type and degree of power
1	1-3 marks Demonstrates limited knowledge and understanding through a limited number of un-developed examples Demonstrates limited knowledge and understanding of strategies used by powerful countries Demonstrates limited knowledge and understanding of strategies used to satisfy geopolitical, economic and social aims Basic sketches / diagrams may be used and should be credited	1-3 marks Applies knowledge and understanding to produce an evaluation with limited coherence and support from some evidence Limited assessment of relative importance of ways of maintaining global influence Limited assessment of the relative importance of strategies in terms of strategy aims/objectives, varying contexts, changes over time or type and degree of power
	0 marks Response not creditworthy or not attempted	0 marks Response not creditworthy or not attempted

Section C: Challenges of the 21st Century

9 **Assess the severity of the different risks that cities increasingly face.**	AO1	AO2.1a	AO2.1b	AO2.1c	AO3.1	AO3.2	**Total**
	8			12		10	**30**

Within the answer to question 9, candidates should use the maps in Figures 5, 6, 7 and 8 and apply their knowledge and understanding from across the whole specification in order to develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

Indicative Content

The indicative content is not prescriptive and candidates are not expected to cover all points for full marks. Credit other valid points not contained in the indicative content.

AO1

AO1 content includes knowledge and understanding of the risks that are faced by cities. With reference to the resources this may include:

- The risks produced by earthquake activity which may refer to demographic, economic and social risks in addition to risks faced by damage to the built environment
- Risks produced by tsunamis which may refer to demographic, economic and social risks in addition to risks faced by damage to the built environment
- Risks produced by climate change in the form of sea level rise which may refer to flood damage, health issues, erosion and saltwater intrusions
- The risks produced by terrorism which may refer to death and injury through attacks, psychological impacts on urban populations, costs of protection
- The risks associated with deindustrialisation such as employment, social exclusion and dereliction
- Risks associated with changing central areas such as vacancy rates, dereliction and homogeneity of urban landscapes
- The risks associated with migration such as ghettoisation and the development of squatter settlements

AO2

Candidates demonstrate application of knowledge and understanding through evaluation of the identified risks faced by cities. Responses may include:

- Evaluation of the different categories of risk that may compare large scale physical risk to smaller scale economic risks to the central areas.
- Assessment of the risk in relation to the city's location relative to the source of tectonic hazards
- Comparing and contrasting the risks faced by coastal and inland cities
- Assessment of the risk in relation to terrorist targets that may pick out cities in colonising countries or oppressing countries at higher risk
- Assessment of the risks faced by one or more identified cities or risks faced by cities in specific areas of the world e.g. risks in HICs as opposed to LICs
- Assessment of the risks in relation to the speed of onset with tectonic risks occurring with rapid onset whilst changes to the CBD may develop over decades
- Assessment of the risks in relation to the city's ability to manage the risk, either a financial assessment or ability of the risk to be managed (the terrorist risk is so dangerous as it difficult to stop)

AO3

This may include:

- Assessment of information shown in Figures 5, 6, 7 and 8 in order to map varying physical risks and their geographies
- Assessment of existence of multiple risk 'hot spots' and varying magnitudes of risk in Figures 5, 6, 7 and 8
- Exemplification of significant and/or anomalous risks/cities shown in Figures 5, 6, 7 and 8
- Construction of arguments using resource information, and content from other areas of the specification and draw conclusions about the severity of different risks

'Assess' requires candidates progress beyond explaining risks. At the upper end, answers that score highly will show application of knowledge and understanding by assessing uncertain, interlinked risks, synthesising information, and coming to rational conclusions which highlight underlying assumptions of the statement drawn from across the specification.

Responses in the middle range will show some application of knowledge and understanding to provide some assessment and synthesis from across the specification, prior to drawing partially supported conclusions.

Lower end responses provide very limited application of knowledge and understanding of urban risks to provide little assessment.

Credit any other valid approaches. Candidates should be credited for the use of examples drawn from across the specification.

Award the marks as follows:

	AO1 [8 marks]	**AO2.1c [12 marks]**	**AO3 [10 marks]**
	Knowledge and understanding of risks to cities in Figures 5-8, and any additional risks	*Apply AO2.1c to assess the severity of different risks that cities increasingly face*	*Apply AO3 to analyse the distribution of risks to cities shown in Figures 5-8*
Band			
3	7-8 marks Demonstrates detailed and accurate knowledge and understanding of the severity of risks increasingly faced by cities for factors that are shown in the resources Demonstrates detailed and accurate knowledge and understanding of the severity of risks increasingly faced by cities for factors that originate from across the specification Demonstrates detailed and accurate knowledge and understanding through the use of appropriate and well-developed examples from across the specification Well-annotated sketches / diagrams may be used and should be credited	9-12 marks Applies knowledge and understanding to thoroughly assess the severity of risks faced by cities to factors that are shown in the resources Applies knowledge and understanding to thoroughly assess the severity of risks faced by cities to factors that originate across the specification Well-developed synthesis of geographical ideas, concepts and issues from the resources provided and from across the course and in different contexts, in order to make well-judged connections Well-developed assessment of scale, time, preparation and location on the severity of risks that are faced by cities recognising the contexts influencing the severity of the different risks that cities increasingly face Developed discussion of the extent to which interconnections have influenced the severity of risks faced by cities	8-10 marks Demonstrates well-developed analysis of the risks shown in Figures 5-8 Demonstrates detailed use of data throughout the response Well-constructed, coherent and logical arguments assessing the severity of risks to cities Well-developed conclusions concerning the severity of risks to cities

2	4-6 marks Demonstrates accurate knowledge and understanding of the severity of risks increasingly faced by cities for factors that are shown in the resources Demonstrates accurate knowledge and understanding of the severity of risks increasingly faced by cities for factors that originate from across the specification Demonstrates accurate knowledge and understanding through the use of appropriate examples from across the specification Sketches / diagrams may be used and should be credited	5-8 marks Applies knowledge and understanding to partially assess the severity of risks faced by cities to factors that are shown in the resources Applies knowledge and understanding to partially assess the severity of risks faced by cities to factors that originate across the specification Partial synthesis of geographical ideas, concepts and issues from the resources provided and from across the course and in different contexts, in order to make partial connections Partial assessment of scale, time, preparation and location on the severity of risks that are faced by cities recognising the contexts influencing the severity of the different risks that cities increasingly face Partial discussion of the extent to which interconnections have influenced the severity of risks faced by cities	4-7 marks Demonstrates partial analysis of the information shown in Figures 5-8 Demonstrates partial use of data throughout the response Partial arguments assessing the severity of risks to cities Partial conclusions concerning the severity of risks to cities
1	1-3 marks Demonstrates limited knowledge and understanding of the severity of risks increasingly faced by cities for factors that are shown in the resources Demonstrates limited knowledge and understanding of the severity of risks increasingly faced by cities for factors that originate from across the specification Demonstrates limited knowledge and understanding through the use of examples from across the specification Basic sketches / diagrams may be used and should be credited	1-4 mark Applies knowledge and understanding to assess the severity of risks faced by cities to factors that are shown in the resources in a limited manner Applies knowledge and understanding to assess the severity of risks faced by cities to factors that originate across the specification in a limited manner Limited synthesis of geographical ideas, concepts and issues from the resources provided and from across the course and in different contexts, making limited connections Limited assessment of scale, time, preparation and location on the severity of risks that are faced by cities recognising the contexts influencing the severity of the different risks that cities increasingly face Limited discussion of the extent to which interconnections have influenced the severity of risks faced by cities	1-3 marks Demonstrates limited analysis of the information shown in Figures 5-8 Demonstrates limited use of data throughout the response Limited arguments assessing the severity of risks to cities Limited conclusions concerning the severity of risks to cities.
	0 marks Response not creditworthy or not attempted		

10 To what extent could the management of different risks lead to changes in the characteristics of urban places?	AO1	AO2.1a	AO2.1b	AO2.1c	AO3.1	AO3.2	**Total**
	8			12		10	**30**

Within the answer to question 10, candidates should use the maps in Figures 5, 6, 7 and 8 and apply their knowledge and understanding from across the whole specification in order to develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

Indicative Content

The indicative content is not prescriptive and candidates are not expected to cover all points for full marks. Credit other valid points not contained in the indicative content.

AO1

AO1 content includes knowledge and understanding of the management of different risks and their impact on the characteristics of cities. With reference to the resources this may include:

- Hard engineering strategies to overcome tectonic hazards and sea level change. Major works such as the building of sea walls changes the physical characteristics of cities by adding large structures to the urban landscape. The retrofitting of buildings may alter their characteristics. The stabilising of slopes may have a visual impact
- Soft engineering strategies to overcome tectonic hazards and sea level change. Their management may involve such things as land use planning which can alter the characteristics of cities by rearranging the distribution of urban functions
- The management of terrorism may impact on the physical characteristics of cities as certain key buildings and areas may have their defences strengthened such as Downing Street. Management of terrorism may also alter the characteristics of transport by blocking off certain areas for movement or alter the speed of movement by security checks
- The management of the risks that result from de-industrialisation may change the characteristics of cities with major changes to land use that take place in regeneration projects such as changing functions of buildings and alteration of transport system. Management of de-industrialisation may involve changes to the type of industry to tertiary and quaternary and reduce pollution which will change the characteristics of the urban landscape
- The management of the risks that may result from migration to urban areas may change the characteristics of cities with the removal of squatter settlements, the renovation of squatter settlements and the building of alternative accommodation areas
- The management of the risks that may result from changes to central areas of cities may change the characteristics of cities with the development of new retail malls, pedestrianisation, improved transport such as bus lanes

AO2

Candidates demonstrate application of knowledge and understanding through evaluation of whether management of risks changes the characteristics of cities. Responses may include:

- Discussion of the level of change to characteristics that are involved with different management schemes where hard engineering schemes provide large changes whilst others provide little physical change e.g. retrofitting alters individual buildings
- Level of change shown may vary in different cities depending on the function of location or economic development
- Level of change may vary depending on the risks that have been identified. For example, the management of tectonic hazards by land use planning may involve more physical change to the urban character whereas the management of terrorism may involve greater social change to urban character
- Discussion of management of change may relate to cities that have constraints via historical value, planning constraints or political influence

AO3 content (analysis of data) includes:

- Analysis of Figures 5, 6, 7 and 8 in order to map physical risks for urban places
- Identification of more and less manageable risks based on type and magnitude risks
- Analysis of existence of multiple risk 'hot spots' in Figures 5, 6, 7 and 8
- Evaluation of the extent to which different categories of risks may lead to changing places
- Evaluation of the extent to which different management choices could result in changing places
- Evaluation of which urban characteristics are changed to the greatest extent
- Construct arguments using resource information, and content from other areas of the specification, and draw conclusions about the severity of different risks

'To what extent' requires that candidates progress beyond explaining changes. At the upper end, answers that score highly will show application of knowledge and understanding by evaluating changes, synthesising information, and coming to rational conclusions which highlight underlying assumptions of the statement (such as the level of risk or the type and scale of place) drawn from across the specification.

Responses in the middle range will show some application of knowledge and understanding to provide some evaluation and synthesis from across the specification, prior to drawing partially supported conclusions.

Lower end responses provide very limited application of knowledge and understanding of risks for urban places to provide little evaluation.

Credit other valid approaches. Candidates should be credited for the use of examples drawn from across the specification.

	AO1 [8 marks]	**AO2.1c [12 marks]**	**AO3 [10 marks]**
	Knowledge and understanding of how to manage different risks for places	*Apply AO2.1c to evaluate the extent of changes in the characteristics of places*	*Apply AO3 to analyse the range of risks (type and scale) for cities in Figures 5, 6, 7 and 8*
Band			
3	7-8 marks Demonstrates detailed and accurate knowledge and understanding of the management strategies used for risks shown in the resources and the resultant changes to the characteristics of urban places Demonstrates detailed and accurate knowledge and understanding of the management strategies used for risks that originate from across the specification and the resultant changes to the characteristics of urban places Demonstrates detailed and accurate knowledge and understanding through the use of appropriate and well-developed examples from across the specification Well-annotated sketches / diagrams may be used and should be credited	9-12 marks Applies knowledge and understanding to thoroughly discuss the extent to which management strategies used for risks shown in the resources lead to changes in the characteristics of urban places Applies knowledge and understanding to thoroughly discuss the extent to which management strategies used for risks that originate from across the specification lead to changes in the characteristics of urban places Well-developed assessment of scale, time and location on the extent to which management strategies used for risks lead to changes in the characteristics of urban places Well-developed synthesis of geographical ideas, concepts and issues from the resources provided and from across the course and in different contexts, in order to make well-judged connections Well-developed evaluation of the extent of changes in the characteristics of urban places in terms of category of management, category of risk and urban characteristics recognising the contexts that influence the management of different risks	8-10 marks Demonstrates well-developed analysis of the information shown in Figures 5-8 Demonstrates detailed use of data throughout the response Well-constructed, coherent and logical arguments assessing the extent to which management strategies lead to changes in the characteristics of cities Well-developed conclusions concerning the extent to which management strategies lead to changes in the characteristics of cities

2	4-6 marks Demonstrates accurate knowledge and understanding of the management strategies used for risks shown in the resources and the resultant changes to the characteristics of urban places Demonstrates accurate knowledge and understanding of the management strategies used for risks that originate from across the specification and the resultant changes to the characteristics of urban places Demonstrates accurate knowledge and understanding through the use of appropriate examples from across the specification Sketches / diagrams may be used and should be credited	5-8 marks Applies knowledge and understanding to partially discuss the extent to which management strategies used for risks shown in the resources lead to changes in the characteristics of urban places Applies knowledge and understanding to partially discuss the extent to which management strategies used for risks that originate from across the specification lead to changes in the characteristics of urban places Partial assessment of scale, time and location on the extent to which management strategies used for risks lead to changes in the characteristics of urban places Partial synthesis of geographical ideas, concepts and issues from the resources provided and from across the course and in different contexts, in order to make partial connections Partial evaluation of the extent of changes in the characteristics of urban places in terms of category of management, category of risk and urban characteristics recognising the contexts that influence the management of different risks	4-7 marks Demonstrates partial analysis of the information in Figures 5-8 Demonstrates partial use of data throughout the response Partial arguments assessing the extent to which management strategies lead to changes in the characteristics of cities Partial conclusions concerning the extent to which management strategies lead to changes in the characteristics of cities

1	1-3 marks Demonstrates limited knowledge and understanding of the management strategies used for risks shown in the resource and the resultant changes to the characteristics of urban places. Demonstrates limited knowledge and understanding of the management strategies used for risks that originate from across the specification and the resultant changes to the characteristics of urban places. Demonstrates limited knowledge and understanding through the use of examples from across the specification Basic sketches / diagrams may be used and should be credited	1-4 mark Applies knowledge and understanding to discuss the extent to which management strategies used for risks shown in the resources lead to changes in the characteristics of urban places in a limited manner Applies knowledge and understanding to discuss the extent to which management strategies used for risks that originate from across the specification lead to changes in the characteristics of urban places in a limited manner Limited assessment of scale, time and location on the extent to which management strategies used for risks lead to changes in the characteristics of urban places Limited synthesis of geographical ideas, concepts and issues from the resources provided and from across the course and in different contexts, making limited connections Limited evaluation of the extent of changes in the characteristics of urban places in terms of category of management, category of risk and urban characteristics Limited recognition of the contexts that influence the management of different risks	1-3 marks Demonstrates limited analysis of the information shown in Figures 5-8 Demonstrates limited use of data throughout the response Limited arguments assessing the extent to which management strategies lead to changes in the characteristics of cities Limited conclusions concerning the extent to which management strategies lead to changes in the characteristics of cities
	0 marks Response not creditworthy or not attempted		