



Rewarding Learning

ADVANCED
General Certificate of Education
January 2012

Geography

Assessment Unit A2 1

assessing

Human Interactions and Global Issues

[AG211]

TUESDAY 24 JANUARY, MORNING

**MARK
SCHEME**

Foreword

Introduction

Mark schemes are published to assist teachers and students in their preparation for examinations. Through the mark schemes teachers and students will be able to see what examiners are looking for in response to questions and exactly where the marks have been awarded. The publishing of the mark schemes may help to show that examiners are not concerned about finding out what a student does not know but rather with rewarding students for what they do know.

The Purpose of Mark Schemes

Examination papers are set and revised by teams of examiners and revisers appointed by the Council. The teams of examiners and revisers include experienced teachers who are familiar with the level and standards expected of 16 and 18-year-old students in schools and colleges. The job of the examiners is to set the questions and the mark schemes; and the job of the revisers is to review the questions and mark schemes commenting on a large range of issues about which they must be satisfied before the question papers and mark schemes are finalised.

The questions and mark schemes are developed in association with each other so that the issues of differentiation and positive achievement can be addressed right from the start. Mark schemes therefore are regarded as a part of an integral process which begins with the setting of questions and ends with the marking of the examination.

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all markers are following exactly the same instructions and making the same judgements in so far as this is possible. Before marking begins a standardising meeting is held where all the markers are briefed using the mark scheme and samples of the students' work in the form of scripts. Consideration is also given at this stage to any comments on the operational papers received from teachers and their organisations. During this meeting, and up to and including the end of the marking, there is provision for amendments to be made to the mark scheme. What is published represents this final form of the mark scheme.

It is important to recognise that in some cases there may well be other correct responses which are equally acceptable to those published: the mark scheme can only cover those responses which emerged in the examination. There may also be instances where certain judgements may have to be left to the experience of the examiner, for example, where there is no absolute correct response – all teachers will be familiar with making such judgements.

The Council hopes that the mark schemes will be viewed and used in a constructive way as a further support to the teaching and learning processes.

Introductory Remarks

The assessment objectives (AOs) for this specification are listed below. Students must:

- AO1 demonstrate knowledge and understanding of the content, concepts and processes;
- AO2 analyse, interpret and evaluate geographical information, issues and viewpoints and apply understanding in unfamiliar contexts;
- AO3 select and use a variety of methods, skills and techniques (including the use of new technologies) to investigate questions and issues, reach conclusions and communicate findings.

General Instructions for Markers

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all markers are following exactly the same instructions and making the same judgements so far as this is possible. Markers must apply the mark scheme in a consistent manner and to the standard agreed at the standardising meeting.

It is important to recognise that in some cases there may be other correct responses that are equally acceptable to those included in this mark scheme. There may be instances where certain judgements have to be left to the experience of the examiner, for example, where there is no absolute, correct answer.

Markers are advised that there is no correlation between length and quality of response. Candidates may provide a very concise answer that fully addresses the requirements of the question and is therefore worthy of full or almost full marks. Alternatively, a candidate may provide a very long answer which also addresses the requirements of the question and is equally worthy of full or almost full marks. It is important, therefore, not to be influenced by the length of the candidate's response but rather by the extent to which the requirements of the mark scheme have been met.

Some candidates may present answers in writing that is difficult to read. Markers should take time to establish what points are being expressed before deciding on a mark allocation. However, candidates should present answers which are legible and markers should not spend a disproportionate amount of time trying to decipher writing that is illegible.

Levels of Response

For questions with an allocation of six or more marks three levels of response will be provided to help guide the marking process. General descriptions of the criteria governing levels of response mark schemes are set out on the next page. When deciding about the level of a response, a "best fit" approach should be taken. It will not be necessary for a response to meet the requirements of all the criteria within any given level for that level to be awarded. For example, a Level 3 response does not require all of the possible knowledge and understanding which might be realistically expected from an AS or AL candidate to be present in the answer.

Having decided what the level is, it is then important that a mark from within the range for that level, which accurately reflects the value of the candidate's answer, is awarded.

General Descriptions for Marking Criteria

Knowledge and understanding	Skills	Quality of Written Communication	Level
The candidate will show a wide-ranging and accurate knowledge and a clear understanding of the concepts/ideas relevant to the question. All or most of the knowledge and understanding that can be expected is given.	The candidate will display a high level of ability through insightful analysis and interpretation of the resource material with little or no gaps, errors or misapprehensions. All that is significant is extracted from the resource material.	The candidate will express complex subject matter using an appropriate form and style of writing. Material included in the answers will be relevant and clearly organised. It will involve the use of specialist vocabulary and be written legibly and with few, if any, errors in spelling, punctuation and grammar.	3
The candidate will display an accurate to good knowledge and understanding of many of the relevant concepts/ ideas. Much of the body of knowledge that can be expected is given.	The candidate will display evidence of the ability to analyse and interpret the resource material but gaps, errors or misapprehensions may be in evidence.	The candidate will express ideas using an appropriate form and style of writing. Material included will be relevant and organised but arguments may stray from the main point. Some specialist terms will be used and there may be occasional errors in spelling, punctuation and grammar. Legibility is satisfactory.	2
The candidate will display some accurate knowledge and understanding but alongside errors and significant gaps. The relevance of the information to the question may be tenuous.	The candidate will be able to show only limited ability to analyse and interpret the resource material and gaps, errors or misapprehensions may be clearly evidenced.	The candidate will have a form and style of writing which is not fluent. Only relatively simple ideas can be dealt with competently. Material included may have dubious relevance. There will be noticeable errors in spelling, punctuation and grammar. Writing may be illegible in places.	1

Section A

AVAILABLE
MARKS

Option A: Impact of Population Change

- 1 (a) • This is Malthus, so if they write about Boserup, named or un-named (i.e. if they ascribe Boserup's views to Malthus), Level 1.
- They can use Boserup to say why they consider Malthus to have been wrong, but for good marks the focus has to be on Malthus.
 - 'Evaluate', so any other type of material receives little reward unless giving a cogent, brief context.

Level 3 ([5]–[6])

The focus is on Malthus and the thrust of the answer deals with an evaluation of his famously gloomy ideas. Good control of the material is seen.

Level 2 ([3]–[4])

The focus is on Malthus but the answer may come away a little from evaluation towards description, with not full depth of understanding.

Level 1 ([1]–[2])

Answers here will be flawed with a lack of understanding of the ideas of Malthus, perhaps through confusion with Boserup. There might be an inadequate evaluation. [6]

(b) Level 3 ([7]–[9])

Three aspects of migration are identified and described. The candidate shows detailed understanding of the terms and command of the material presented. Appropriate terminology and language is used.

Level 2 ([4]–[6])

At least two aspects of migration are identified and described, although the level of understanding displayed is somewhat less. Description may be more superficial than at the previous level.

Level 1 ([1]–[3])

Candidates who describe aspects of migration without reference to the resource are limited to this level. Otherwise, answers here display lack of understanding of terms and/or resource material. [9]

- (c) • There are two things to do, explain why the policy was adopted and how well its aims have been achieved.
- Do not separately award these two tasks, but a Level 3 answer will have to have them both, in reasonable balance.
 - If one of the tasks is missing entirely, Level 1.
 - This is migration; fertility answers go into Level 1.
 - Absent or limited case study material, Level 1.

Level 3 ([11]–[15])

Both tasks are evident and handled in depth. There is good case study detail, with a proper focus on migration. The candidate has command of the issue, the place where it is being expressed and writes in an appropriate fashion.

Level 2 ([6]–[10])

Both tasks are handled, but there may be some imbalance and lack of depth regarding one of them. There is reasonable case study work and a focus upon migration.

Level 1 ([1]–[5])

A number of ways of achieving Level 1 were outlined above. Otherwise answers will be short or unfinished and lack command.

There may be problems with the language and terminology. [15]

AVAILABLE
MARKS

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- 2 (a) • The policies identified by the lines on the graph are low fertility and zero migration, both of which can be compared against the line projecting what happens if no policy were to be adopted.
- Zero immigration would be the best policy in so far as it would lead to the smallest population total in 2020. [6]

Level 3 ([5]–[6])

Figures are taken from the graph. Zero immigration is seen as the most effective policy, with a realisation that not only are the migrants not there, the children they would have had in the UK are not there either. Some mention is made of the other lines.

Level 2 ([3]–[4])

Zero migration is discussed as the best policy, but maybe without stating that the children are not born in the UK. There may be lack of detail, no use of the other lines.

Level 1 ([1]–[2])

An answer that through length or understanding is flawed. No detail may be given, no comparisons made.

- (b) • Three policies to consider out of a choice of six.
- If extra policies are considered mark everything and award the best three.
- If there is no resource use and they just write about their national study, Level 1.

Level 3 ([7]–[9])

Three policies are matched against their case study in reasonable balance. There is detail from the case study and the candidate displays command of the material and a competence in handling the task presented. Appropriate terminology and language is used.

Level 2 ([4]–[6])

At least two of the policies listed can be identified and the candidate does match them against the case study although there may be some lack of detail and depth.

Level 1 ([1]–[3])

Problems over resource use see candidates get this limited award. Otherwise answers here needed more command and understanding. [9]

- (c) • Time is in bold so that is what we need. If it is not there, the answer just looking at changes over space, say, Level 1.
- They have to do both fertility and mortality. Unbalanced answers, Level 2; if one is missed entirely, Level 1.
 - No reference to global contrasts, Level 1.
 - Just description, not explanation, maximum Level 2.

Level 3 ([11]–[15])

The answer has good balance between its fertility and mortality sections. Time is the proper focus and there are sufficient place references in depth to enable global contrasts to be properly displayed. Language and terminology are appropriate.

Level 2 ([6]–[10])

Fertility and mortality are both covered, but there may be some imbalance between the two. There is place reference but it may want detail. The candidate displays reasonable command of the material and the topic. Very good descriptions can also achieve this level.

Level 1 ([1]–[5])

Some sub-optimal routes to Level 1 were given above. Otherwise answers are flawed with insufficient grasp of the material and its concepts. [15]

AVAILABLE MARKS
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Option B: Planning for Sustainable Settlements

AVAILABLE
MARKS

- 3 (a) • Two things to do, both environmental and social. If one is missed entirely, Level 1.
- They have to make comparison between out-of-town shopping locations and town centres; if they do not, for example by just dealing with the issues as applied to out of town locations, Level 2 maximum.
- There is no requirement for examples, but welcome them if they are present.

Level 3 ([5]–[6])

The answer is full in that environmental and social issues are covered, whilst there is proper comparison between the two locations. Command is displayed.

Level 2 ([3]–[4])

Unbalanced answers that are otherwise good can go here. Full answers at Level 2 will lack the depth and detail needed for higher reward.

Level 1 ([1]–[2])

Answers missing one of the tasks are here; otherwise they will be wanting in level of understanding, or be short or unfinished. [6]

- (b) • Kolkata is trying to reduce pollution and increase efficiency; Brussels is trying to encourage the use of pollution-free, healthier transport in the form of the *vilo* bikes. What they will add from their own material will vary.
- Calcutta (Kolkata), Brussels and their own material are required:
- If either Calcutta or Brussels is missed entirely, maximum Level 2.
 - If neither resource is considered, Level 1.
 - If there is none of their own material, Level 1.
- Don't worry about distinctions between traffic and transport policies; if they conflate the two, that is acceptable.
- If they set it within a case study framework this is acceptable, but it is not a requirement to do this.

Level 3 ([7]–[9])

Calcutta, Brussels and their own material are featured. There is decent depth to the analysis and good understanding of the topic. Language use is appropriate. The focus is on the policies' contribution to sustainability.

Level 2 ([4]–[6])

The writing is acceptable in terms of style and depth of analysis. There may be problems over balance and detail but the candidate presents a reasonable understanding of traffic and transport policies.

Level 1 ([1]–[3])

Ways to get only Level 1 were outlined above. Otherwise the answer may lack understanding and command through being unfinished, too short, or not presented in an appropriate way. [9]

- (c) • Two tasks.
- If only the description of Local Agenda 21 is featured, Level 1.
 - If they write about planning for sustainability in their case study without reference to Local Agenda 21, maximum Level 2.
 - If there is no case study or one that is inappropriate, Level 1.

Level 3 ([11]–[15])

There is a correct focus on the way Local Agenda 21 impacted planning in their case study. Local Agenda 21 is clearly described. The case study material is detailed and the answer is couched in appropriate terminology.

Level 2 ([6]–[10])

There is reasonable focus on the question and the answer is presented in an acceptable fashion, but some of the tasks may not be handled in detail.

Level 1 ([1]–[5])

Sub-optimal routes to Level 1 were seen above. Partial answers are likely to be here; full answers at this level will lack focus and/or understanding. [15]

AVAILABLE MARKS
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- 4 (a) • Note that urban conservation is not to do with trees and flowers. Award Level 1 for this.
- Its practice can contribute to sustainability in the broad, social form by keeping the place looking well; more practically conserving something old saves the energy and material used in their construction and does not require new energy and material to be expended in replacement buildings.
 - If they do not say specifically what urban conservation is, maximum Level 2.
 - If they only define urban conservation and do not deal with the second half of the question, maximum Level 1.
 - No case study material is required.

Level 3 ([5]–[6])

The answer is full; both tasks are handled with command and competence. There is good focus on the question and the language and terminology used are appropriate.

Level 2 ([3]–[4])

A full answer here will still have reasonable focus, but may lack depth and detail.

Level 1 ([1]–[2])

Some ways of getting Level 1 were shown above; otherwise answers are flawed through there being incomplete understanding. [6]

- (b) • There is no obligation to use case study material, but if they choose to do so, that would be an acceptable approach.
- The specification does not list what these impacts might be but appropriate issues from the box would be sustainability, and land use and planning issues and policies.
 - The command word is 'discuss', which suggests that negative impacts should be balanced by the positive: the cost of clearing sites and issues of increased unemployment in at least the short term matched against the opportunities to recast the city and make more, and more modern, use of its space.
 - If only problems or opportunities are seen, maximum Level 2.

Level 3 ([7]–[9])

The question is answered fully with a reasonably balanced discussion set forward. There is understanding and an appropriate use of terminology and language.

Level 2 ([4]–[6])

There may be some imbalance and a want of depth and detail, but the answer still has focus on the question set.

Level 1 ([1]–[3])

Answers here do not display confident handling. They may be short or unfinished and lack command. [9]

AVAILABLE
MARKS

- (c) • There are a number of matters here:
- If the resource is not used, maximum Level 2.
 - If there is no reference to other place(s) for illustration, maximum Level 2.
 - They have to consider both social and environmental matters; if either is missed, maximum Level 2.
 - More than one problem, Level 1.
- The little stone figure is a *dolhareubang*, a 'stone grandfather' who protects structures from harm in this part of Korea, Jeju Island off the south coast. Candidates are not expected to know this, but they should be able to recognise that this small park reflects local traditions, a social sustainable development issue.
- Good answers on the environmental side might be reasonably scientific in tone.

Level 3 ([11]–[15])

All aspects of the question are considered. There is detail from their own material and resource use is good. There is some balance between social and environmental considerations. The answer is in appropriate language and displays command of the material.

Level 2 ([6]–[10])

A number of 'maximum Level 2' routes were outlined above. Otherwise, if the answer is full, it is competent but may lack the depth and detail needed for higher reward.

Level 1 ([1]–[5])

Answers here are flawed. The candidate may not have finished or maybe they lack understanding of the material. Language use may be weak. [15]

AVAILABLE
MARKS

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Option C: Issues in Ethnic Diversity

AVAILABLE
MARKS

- 5 (a) They have to explain how each of these two processes can create ethnic diversity. (**2 × [3]**). Look for a definition of each process **and** how it brings about ethnic diversity. No need for examples but many may use them. However, a good answer without examples could theoretically still get full marks.
- Colonisation:** where one country takes control of another. The colonial power will usually establish and run an administrative centre in the colony. They may also pay little attention to tribal territories as in the carving up of Africa amongst European nations etc.
- Migration:** the movement of people across a National boundary will result in ethnic diversity, particularly where there is clustering of the migrants in specific parts of the city/country. They may note the increased ethnic diversity here in Northern Ireland from the numbers of economic migrants from East Europe as a result of the expansion of the EU.
- (2 × [3]) [6]

- (b) Territorial division is often the aim of one group in ethnic conflict situations. The task here is to evaluate its success. In some cases territorial division will result in the cessation of violence and a more peaceful outcome. However, it is usually more complex than this. Kosovo's population celebrated their success in achieving independence from Serbia and have adopted their own constitution, passports, etc. The information here on Kosovo highlights many of the problems faced by a new nation. The international community have been slow to recognise Kosovo as an independent state and until that happens Kosovo cannot gain membership of the UN or the EU. There are also the problems of maintaining trade routes through Serbia and the issue of minorities ending up on the 'wrong side' of the divide. All of this is available from the resource but they have to bring in extra material to present a balanced discussion that will allow them to make a reasoned evaluation of territorial division.
- No evaluation of territorial division, **Level 2 maximum**
 - No additional material, **Level 1 maximum**
 - No use of the Resource, **Level 1 maximum.**

Level 3 ([7]–[9])

This is a thorough answer that demonstrates sound understanding of territorial division as an outcome of ethnic conflict. Evaluation is based around rigorous resource use and the extra material is well integrated into the answer. There is balanced judgement and use of English is very good.

Level 2 ([4]–[6])

The sub-optimal situation described above is here. Apart from this, answers at this level are still adequate but lacking some depth and detail. Evaluation may still be present but it is more superficial than at the previous level. Use of English is quite good.

Level 1 ([1]–[3])

Apart from the sub-optimal situations described above, an answer at this level is seriously flawed by inaccuracies or irrelevant material. There may also be grammatical errors. [9]

- (c) This is their urban case study. They have to discuss the economic, social and spatial outcomes of ethnic diversity in their chosen city. Allow some flexibility in the interpretation of social and economic outcomes as they do overlap. However, if either social or economic outcomes is omitted completely, award from **Level 2 maximum**. They only have one case study to use here but if anyone should answer at the national scale, award from **Level 1 maximum**.

Level 3 ([11]–[15])

There is a correct choice of case study. There is good understanding shown with depth and detail in all aspects. The answer is well written.

Level 2 ([6]–[10])

The case study is still correctly chosen but there is less detail and depth throughout or one aspect is only dealt with in a superficial manner. English is still good.

Level 1 ([1]–[5])

This answer is lacking in detail and depth on all aspects or there may be incorrect information. Use of English may be flawed. [15]

AVAILABLE MARKS
30

- 6 (a) **Residential concentration:** Ethnic minorities often live in clusters with people of similar ethnicity for a combination of socio-economic and cultural reasons together with the sense of security that comes from living in an ethnically homogeneous area. Whatever the reason for the clustering, once established this residential concentration develops, leading to ghettos or enclaves. These clusters help to define ethnicity in two ways:
- These clusters appear hostile to those of different ethnicity. This can be achieved through visible displays such as flags a/murals, dress code etc.
 - The ethnic neighbourhoods attract more people of similar ethnicity. These people do not integrate easily into the host nation living the so-called 'parallel lifestyles.'

Gender: In some societies women are regarded as second class citizens and are restricted in their life choices and follow certain codes of behaviour. Some will discuss the attitudes towards women in Muslim countries. In such societies men are decision makers and in extreme cases women are not entitled to vote etc.

(2 × [3])

[6]

The question asks for only a brief explanation so for [3] do not expect long answers.

- (b) Some countries, including Britain, have an official policy of multiculturalism aimed at recognising, celebrating and maintaining the different cultural identities within society. Resource 6 highlights some of the challenges to this approach. Many countries in Europe including the UK are rethinking this issue as they now believe that multiculturalism leads to a fragmented society. A number of countries are now actively using the legal process to promote a more integrated society. There is a range of policies outlined in the resource and we should see several of these used. There is no need for extra material in this question and full marks are available for an answer that makes thorough use of the material in Resource 6.
- No use of the Resource, **Level 1 maximum.**

Level 3 ([7]–[9])

This is a thorough answer that demonstrates sound understanding of the multiculturalism and the recent challenges that have arisen in a number of European countries. There is rigorous resource use well integrated into the answer. There is balanced judgement and use of English is very good.

Level 2 ([4]–[6])

Answers at this level are still adequate but lacking some depth and detail. There is still good resource use but the discussion is more superficial than at the previous level. Use of English is quite good.

Level 1 ([1]–[3])

Apart from the sub-optimal situations described above, an answer at this level is seriously flawed by inaccuracies or irrelevant material. There may also be grammatical errors.

[9]

- (c) This is their national case study of ethnic conflict. They have to outline the causes of the conflict and describe the nature of the conflict. There is no prescribed number of causes of conflict they have to address (most will have more than one); rather it is case study detail that is required. Similarly, when assessing their response to the nature of conflict, look for case study detail.
- Do not reserve equal marks for each of these two components but if either is omitted completely, award from **Level 2 maximum**.
 - No case study and the answer merely discusses causes and nature of conflict, award from **Level 1 maximum**.
 - If answer uses urban case study, award from **Level 1 maximum**.

Level 3 ([11]–[15])

There is a correct choice of case study. There is good understanding shown with depth and detail in all aspects. The answer is well written.

Level 2 ([6]–[10])

Apart from the situation described above, an answer at this level will still demonstrate a good understanding of this topic but there is less detail and depth throughout. Alternatively, one aspect is only dealt with in a superficial manner. English is still of acceptable standard.

Level 1 ([1]–[5])

This answer is lacking in detail and depth on all aspects or there may be incorrect information. Use of English may be flawed. [15]

Section A

AVAILABLE MARKS

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Section B

GLOBAL ISSUES

AVAILABLE
MARKS

- 7 (a) The question requires a plural response. Pollution is not easily defined for a number of reasons including, for example: a persistent lack of international/political agreement on what constitutes pollution (some items – such as rubbish – may be considered pollutants in certain circumstances yet resources in others); imprecision and/or subjectivity in existing definitions; lack of knowledge of, for instance, critical loads; the wide variety of sources, destinations, impacts (direct and indirect), frequency (rare and continuous), scale, pathways (increased concentration over time versus diffusion over time) etc. of pollutants.

If only a simple statement/explanation is presented, or if only one problem is presented, a maximum of [2] may be awarded. Detailed, valid comments which cover more than one relevant problem may be awarded a maximum of [4]. [4]

- (b) A clear outline of a primary data collection relating to air pollution should be given, along with relevant comment on its suitability for this study.

Level 3 ([5]–[6])

A clear, relevant and detailed outline of a data collection technique is given. A detailed, valid and relevant comment of its suitability for the given study is presented. Terminology is good and the candidate shows sound understanding of the topic.

Level 2 ([3]–[4])

Although an outline of a data collection technique is given, it may lack clarity, precision or detail. A comment of regarding the suitability of the data collection technique for the given study is presented, but it may be underdeveloped or restricted in detail. There may be inadequacies in terminology.

Level 1 ([1]–[2])

An inappropriate technique may be described, an appropriate technique described inaccurately or reference to the technique omitted. A comment of regarding the suitability of the data collection technique for the given study may be omitted or, if presented, may be unrelated to the investigation, cursory or invalid. There is limited use of terminology. [6]

- (c) The candidate is asked to outline both the environmental and health impacts of air pollution within the context of a relevant small scale case study and to comment on the progress made in addressing this issue. The most commonly discussed (but not exclusively) example is Los Angeles. In that location, environmental implications include, for example, high ozone levels and photochemical smog. Health impacts include eye irritations and breathing problems including lung diseases.

Strategies include: Clean Air Acts; burning of rubbish forbidden; industrial constraints with techno-fixes and emission controls; enforced car-pooling; increasing use of public transport; smog alerts etc.

- Level 2 (maximum) if one aspect (environment, health, progress) is omitted
- Level 1 (maximum) if two aspects are omitted.

Level 3 ([14]–[20])

Both environmental impacts (such as air quality, distressing of buildings, etc) and health impacts (such as respiratory illness etc) are outlined in the context of an appropriate small scale case study. Strong comment is made on the progress made in addressing this issue. Remarks are well-developed, detailed and valid. Terminology is precise.

Level 2 ([7]–[13])

An appropriate small scale case study although, perhaps, in an unbalanced fashion. Remarks, though valid, may lack development and/or details may be restricted or one element of the question may have been neglected. The answer may be lacking in precise terminology.

Level 1 ([1]–[6])

A case study of an inappropriate scale may have been used. More than one element of the question (environmental impacts, health impacts, comments on progress) may have been neglected. Comments may be invalid, cursory or non-relevant. Use of terminology may be poor.

[20]

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AVAILABLE MARKS
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- 8 (a) Uses of nuclear energy include power generation, nuclear weapons and medical uses. Candidates are expected to outline two uses – maximum (2 × [2]). If only a simple statement is presented regarding a use, a maximum of [1] may be awarded. Detailed, valid comments may be awarded a maximum of [2]. [4]
- (b) A clear outline of a primary data collection relating to nuclear energy should be given, along with relevant comment on its suitability for this study.

Level 3 ([5]–[6])

A clear, relevant and detailed outline of a data collection technique is given. A detailed, valid and relevant comment of its suitability for the given study is presented. Terminology is good and the candidate shows sound understanding of the topic.

Level 2 ([3]–[4])

Although an outline of a data collection technique is given, it may lack clarity, precision or detail. A comment of regarding the suitability of the data collection technique for the given study is presented, but it may be under-developed or restricted in detail. There may be inadequacies in terminology.

Level 1 ([1]–[2])

An inappropriate technique may be described, an appropriate technique described inaccurately or reference to the technique omitted. A comment of regarding the suitability of the data collection technique for the given study may be omitted or, if presented, may be unrelated to the investigation, cursory or invalid. There is limited use of terminology. [6]

- (c) Risks associated with the development of nuclear energy include, for example: human fallibility; political differences and associated difficulties including nuclear weapons; nuclear accidents and associated fallout, illness; occupational exposure; effects on air, water and ecology. Benefits include, for example: high energy output which may permit closing the energy gap; low emissions, thus addressing the concerns about global warming/climate change; relatively small amounts of waste.

The candidate is asked to discuss the extent to which they agree with the given statement. Thus, reference to the statement is an integral expectation of the response. Reference to places, both within the British Isles and elsewhere, should be made.

Level 3 ([14]–[20])

All five elements of the question are strongly addressed: clarification of extent to which the candidate agrees with the statement; benefits; problems; and strong, valid references to place, **both** within the British Isles and elsewhere. Comments are well-developed and with good use of terminology. A high level of detail is given.

AVAILABLE
MARKS

Level 2 ([7]–[13])

At least four elements of the question (clarification of extent to which the candidate agrees with the statement; benefits; problems; strong, valid references to place, both within the British Isles and elsewhere) have been addressed, albeit in an unbalanced fashion. Comments may be under-developed and terminology/details may be restricted.

Level 1 ([1]–[6])

More than one element (clarification of extent to which the candidate agrees with the statement; benefits; problems; strong, valid references to place, both within the British Isles and elsewhere) may have been neglected. Comments may be cursory only, perhaps lacking validity or detail validity. Use of terminology may be poor. [20]

AVAILABLE MARKS
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- 9 (a) Technologically advanced inputs is an umbrella term covering a whole range of modern farming practices ranging from artificial fertilisers, pesticides, herbicides and genetically modified crops. They are an essential part of agribusiness. They offer many potential benefits to agriculture including increased yields, more profits, cheaper food in shops, increased shelf life of many products and they could help farming in LEDCs especially in areas of drought etc. For [4] a long answer is not required. Look to see a clear understanding of technologically advanced inputs and a brief description of one agricultural benefit. [4]
- (b) A clear outline of primary data collection relating to agricultural change should be given, along with relevant comment on its suitability for this study.

Level 3 ([5]–[6])

A clear, relevant and detailed outline of a data collection technique is given. A detailed, valid and relevant comment of its suitability for the given study is presented. Terminology is good and the candidate shows sound understanding of the topic.

Level 2 ([3]–[4])

Although an outline of a data collection technique is given, it may lack clarity, precision or detail. A comment regarding the suitability of the data collection technique for the given study is presented, but it may be under-developed or restricted in detail. There may be inadequacies in terminology.

Level 1 ([1]–[2])

An inappropriate technique may be described or an appropriate technique described inaccurately or reference to the technique may be omitted. A comment regarding the suitability of the data collection technique for the given study may be omitted or, if present, may be unrelated to the investigation, cursory or invalid. There is limited use of terminology. [6]

- (c) This is their chosen global issues case study. They need to use their material to answer the question set. Do not over-reward a candidate who does not follow the exact requirements of the question. They will need to discuss GM crops and explain some of their potential advantages. They may call upon their studies of Boserup and Malthus here. Some of the points they might discuss include: the increase in land given over to biofuels, increase in demand for food supplies from emerging countries such as China and India, loss of cultivated land due to changes associated with global climate change and increased demand for food caused by growing world population. They then need to demonstrate their grasp of the evidence that claims GM crops pose significant potential environmental threats. They will also need to look to some extent at the negative aspects of GM crops. They might mention anything from health risks, contamination of non-GM crops, threats to biodiversity etc. Finally they must clarify their position regarding the statement.

AVAILABLE
MARKS

Level 3 ([14]–[20])

At this level the candidate has provided a balanced answer. The issues of increased food prices/shortages are discussed competently. The controversy surrounding GM crops is dealt with in a measured and informed manner. The candidate demonstrates a sound knowledge of the evidence supporting GM crops and uses facts and examples to good effect. The potential damage to the environment is discussed thoroughly before a final decision in relation to the statement is made. The answer is well written using appropriate terminology and showing very good written communication skills.

Level 2 ([7]–[13])

This is still a competent answer addressing all aspects of the question but the level of depth and detail is less than above. The candidate has less knowledge of the evidence supporting GM crops or their potential damage to the environment. Alternatively, she/he may not have demonstrated adequate balance in reaching a decision on the statement. Nevertheless, there is still adequate understanding shown and the main difference between a Level 2 and a Level 3 answer is the depth and detail used. Quality of language is good.

Level 1 ([1]–[6])

At this level the answer is seriously flawed either in accuracy, depth and/or detail. The candidate is not in control of the topic. The answer is short, showing only partial understanding or knowledge. Written English may be flawed. [20]

AVAILABLE MARKS
30

- 10 (a)** Any plausible consequence of tourism change is acceptable. They should give a brief description of the consequence and then suggest how this could be managed. For [4] do not expect a long answer. This is straightforward, but make sure they do tie the three elements of change, consequence of the change and management. There is no requirement for examples but some may adopt that approach. [4]
- (b)** A clear outline of primary data collection relating to tourism change should be given, along with relevant comment on its suitability for this study.

Level 3 ([5]–[6])

A clear, relevant and detailed outline of a data collection technique is given. A detailed, valid and relevant comment of its suitability for the given study is presented. Terminology is good and the candidate shows sound understanding of the topic.

Level 2 ([3]–[4])

Although an outline of a data collection technique is given, it may lack clarity, precision or detail. A comment regarding the suitability of the data collection technique for the given study is presented, but it may be under-developed or restricted in detail. There may be inadequacies in terminology.

Level 1 ([1]–[2])

An inappropriate technique may be described or an appropriate technique described inaccurately or reference to the technique may be omitted. A comment regarding the suitability of the data collection technique for the given study may be omitted or, if present, may be unrelated to the investigation, cursory or invalid. There is limited use of terminology. [6]

- (c)** This is their chosen global issues case study. They need to use their material to answer the question set. Do not over-reward a candidate who does not follow the exact requirements of the question. They will need to discuss Ecotourism and explain the social and environmental benefits of this type of development. Some of the points they might discuss include: the increased money that comes to a region as a result of any form of tourism development, the increase in demand for locally produced goods, the potential for jobs etc for local people, and all of this set in a framework of environmentally sensitive developments. On the other side any form of tourism inevitably changes a region and there is always a risk of damage to sensitive environments. There are also issues relating to leakage of tourist revenue out of the region and the threat of forced removal of tribal groups from their traditional homelands. There is not a definitive list of issues that they have to discuss, but they must demonstrate an understanding of both sides of the argument before finally deciding on the extent to which they agree with the statement in the question. They will need to make reference to actual examples of places to support their answer.

AVAILABLE
MARKS

Level 3 ([14]–[20])

At this level the candidate has provided a balanced answer. The issues surrounding ecotourism are discussed competently. The candidate has facts and examples and these are used to good effect. The opposing issues are discussed thoroughly before a final decision is made regarding the statement given. The answer is well written using appropriate terminology and showing very good written communication skills.

Level 2 ([7]–[13])

This is still a competent answer addressing all aspects of the question but the level of depth and detail is less than above. Alternatively no more than one aspect of the question is omitted. There may be fewer examples or the candidate may not have demonstrated adequate balance in reaching a decision on the statement. Nevertheless, there is still adequate understanding shown and the main difference between a Level 2 and a Level 3 answer is the depth and detail used. Quality of language is good.

Level 1 ([1]–[6])

At this level the answer is seriously flawed either in accuracy, depth and/or detail. The candidate is not in control of the topic. The answer is short, showing only partial understanding or knowledge. Written English may be flawed.

[20]

Section B**Total****AVAILABLE
MARKS**

30

30**90**