



ADVANCED
General Certificate of Education
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Geography

Assessment Unit A2 1

assessing

Human Interactions and Global Issues

[AG211]

THURSDAY 16 JANUARY, MORNING

MARK SCHEME

MARK SCHEMES

Foreword

Introduction

Mark Schemes are published to assist teachers and students in the 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.

Knowledge and understanding	Skills	Quality of Written Communication	Level
<p>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.</p>	<p>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.</p>	<p>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.</p>	3
<p>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.</p>	<p>The candidate will display evidence of the ability to analyse and interpret the resource material but gaps, errors or misapprehensions may be in evidence.</p>	<p>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.</p>	2
<p>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.</p>	<p>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.</p>	<p>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.</p>	1

Section A**AVAILABLE MARKS****Option A: Impact of Population change**

1 (a) The task is to explain in each case so that if they just present a definition that is not enough and should receive only a maximum of [2]. So they should be saying, for example, that death rate is thus and it is important because you can make comparisons over time or space. [1] for correctly identifying a measure.
(2 × [3]) [6]

(b) Three factors, so beware of rubric violations. It is (3 × [3]). The question is on mortality so if that is not the focus, maximum [1]. Allow for a little overlap between, for example, social and cultural but do not reward outright repetition. Be fairly broad in what you accept, thus economic could include level of development, DTM stage etc.; political could include warfare as well as health service policies. Infant mortality can be brought in. Both trends and patterns can be presented.
(3 × [3]) [9]

(c) They have to use both the gendercide material and their own national fertility policy. Level 1 maximum if either is omitted completely.
They do not have to use both Resources specifically for Resource use to be recognised, but for entry into Level 3 expect both Resources to feature. The focus is on the cultural and moral considerations and how these affect fertility policies. Answers above Level 1 require this focus. Regarding the gendercide, culturally there are demands for male children; morally the ways that this demand is being met in some cases is objectionable hence the policy response to ban ultrasound machines, which is being flouted by people who want to know about the gender and by companies who want to make sales. In China, if that is their example, cultural and moral issues led to some relaxation and modification of the one child policy.

Level 3 ([11]–[15])

There is adequate use of both resources within an answer that is clearly focused on cultural and moral considerations. Their case study material has detail, covers both moral and cultural matters and the answer shows command of both the issues and the terminology of the topic.

Level 2 ([6]–[10])

There is some resource use though perhaps not in great detail and maybe one of the extracts is ignored. The case study material is appropriate but may be wanting a little in the depth required for higher reward. Perhaps either moral or cultural issues are lacking.

Level 1 ([1]–[5])

Either Resource use or their own case study is absent. Full answers maybe lack the necessary focus or require deeper understanding. [15]

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2 (a) If they put the material together and you cannot mark (2 × [3]), mark in Levels out of [6] (Level 3 ([5–6]); Level 2 ([3]–[4]); Level 1 ([1]–[2])). They have to come up with at least two factors for both processes. If there is only one, maximum [1]. A bare list without any other text should not get more than [2]. (2 × [3]) [6]

AVAILABLE MARKS

(b) We are not seeking this, but if they put everything together and write an essay on migration streams you will have to mark in Levels out of [9] (Level 3 ([7]–[9]; Level 2 ([4]–[6]; Level 1 ([1]–[3]). It is only three groups they need so beware of a rubric violation. Allow for some overlap, thus some asylum seekers are also illegal migrants, but do not reward outright repetition. Each of these groups has particular reasons for moving as they should know. If they just define what a group is, award [1]. (3 × [3]) [9]

(c) They have to use the Resources but not the pictures specifically, they are there to hint that Prince Edward Island (PEI) is largely rural and small scale. If the Resource is not used, maximum Level 1. If there is no case study material, maximum Level 1. The focus has to be on the difficulties of the policies. Thus on PEI even if people arrive on the island they tend not to stay, hence the need to deal with that as the Resource discusses. Their own national studies, Canada as a whole, Indonesia or wherever, all have problems of setting them up ('establishing') and of delivery ('effectiveness').

Level 3 ([11]–[15])

There is decent use of the Resources and their own material adds to the answer in an effective way. The terminology is appropriate and the candidate is in command of the material and writes effectively about it with focus on the question asked.

Level 2 ([6]–[10])

There is Resource use and their own material is introduced. There may be some issues with the depth of the analysis or the precision of its focus.

Level 1 ([1]–[5])

Ways of entering Level 1 were given above. Otherwise the answer might be short or unfinished, take the wrong tack or lack command in some other way. [15]

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Option B: Planning for Sustainable Settlements

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3 (a) 'Sustainable development is about making sure that people throughout the world can satisfy their basic needs now, while making sure that future generations can also look forward to the same quality of life.' Sustainable development recognises that the three 'pillars' – the economy, society and the environment – are interconnected.

'The government has initiated a series of growth reviews to put the UK on a path to strong, sustainable and balanced growth. Our long term economic growth relies on protecting and enhancing the environmental resources that underpin it, and paying due regard to social needs.

As part of our commitment to enhance wellbeing, we will start measuring our progress as a country, not just by how our economy is growing, but by how our lives are improving; not just by our standard of living, but by our quality of life'. So says the Department for Environment, Food and Rural Affairs (<http://www.defra.gov.uk/environment/economy/sustainable/>), making it clear that even at the government level there is recognition of the economic within sustainability. The candidates will have spatial references to add depth to their answer, but they are not required to use case study material to get into Level 3.

Level 3 ([5]–[6])

The candidate is aware of what sustainable development is and of the way in which it is associated with economic considerations. There might well be some exemplar material to add depth and the answer is couched in decent language with command of the terminology.

Level 2 ([3]–[4])

There is reasonable focus with the economic aspects considered in some depth. The answer is at least fairly full and may have some valid spatial reference.

Level 1 ([1]–[2])

Answers here will not display full understanding of sustainable development, especially of the role of economic considerations. Language use and terminology may be limited. [6]

(b) Mark in levels although there are two tasks.
 If they only define footprints and do not say how they are used to measure sustainability confine to Level 1.
 If they just talk about sustainability being measured without reference to footprints, again Level 1.
 They will have material to exemplify different sizes of footprints, which will indicate levels of sustainability and better answers will add depth with their use.

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Level 3 ([7]–[9])

There is good understanding of the footprints idea and how they are used.
 There is detail in the measurement of sustainability and, although it is not required, one will expect to see some spatial reference to add depth at this level.

Level 2 ([4]–[6])

The footprints are reasonably explained and there is some understanding demonstrated as to how they aid measurement. The answer has focus but may lack depth and detail.

Level 1 ([1]–[3])

Some ways of getting here were given above; other ways include failing to complete an answer or not being able to demonstrate adequate understanding. [9]

(c) They have to make some use of the Resource to get beyond Level 1.
 Answers which do not have case study material will also be in Level 1.
 Todmorden is a fine example of how planning and land-use are linked into sustainability, their own cases must add to this and will differ in scale, approach or area to give them the opportunity to consider the issue in depth. Planning and land use are separate things, but do not require them to be dealt with individually to get as far as Level 2.
 If in the unlikely situation that their own study is also Todmorden, there will have to be evidence that they are bringing material from beyond the Resource.

Level 3 ([11]–[15])

All things are handled: the Resource, their own study, land use being the result of planning and sustainability or an approach to it being the end product. The material has depth and the candidate demonstrates understanding and command of the terminology.

Level 2 ([6]–[10])

The Resource and their own study are used, with sustainability being the focus at least implicitly. Full details regarding land-use and planning may be lacking.

Level 1 ([1]–[5])

Some flawed answers were identified above; otherwise there will be a lack of focus and command. Understanding may be wanting and language issues may be seen. [15]

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4 (a) There are two things to do. Up to [3] for saying what a traffic cell is: a contained zone of roads with limited/controlled entrances/exits where the lack of through traffic reduces the amount of congestion/pollution and makes the environment safer or something of that nature. The other [3] for saying how they are used in traffic management. They might mention that they are used in Cambridge as an example.
 (2 × [3]) [6]

(b) This competition seems to be being won by the out-of-town centres, to say nothing of the impact of shopping online which is also hitting traditional retailing locations.

They have two things to do, as well as presumably giving or at least implying a bit of background to said competition. Environmental consequences might include the loss of land on the urban periphery to the out-of-town malls plus all the petrol etc used to get people there plus the wasted property in the town centre as as they fade away. Social is the disadvantage to those without their own transport as well as the loss of jobs etc. Sustainability must be central for those getting high marks.

There is no requirement for spatial reference but it might well help.

If either environmental or social are not present entirely, Level 2 maximum.

If either town centres or out-of-town locations are missed entirely, Level 2 maximum.

Multiple problems, Level 1.

Level 3 ([7]–[9])

The answer is full and deals with all aspects of the question. If spatial reference is made, it is to the point. The different sets of consequences are clearly understood and the answer is couched in appropriate language.

Level 2 ([4]–[6])

The answer need not be entirely full to be here but what is present must be cogent and stick reasonably to the point. There should be some detail seen.

Level 1 ([1]–[3])

Answers here have problems as identified above and/or they develop others such as a lack of understanding or knowledge. [9]

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(c) The pictures suggest that the best way to travel in a city is by bus as this is the most efficient in terms of road space. However, bikes are more flexible and also, of course, are pollution free and give their riders exercise. What is clear is that the car is the worst mode in that regard. The table is more nuanced with costs added to time and convenience being factors behind individual choice. Their own case study will have perhaps a presumption in favour of public transport. Then how does that deal with the issues identified in the table if buses are seen to be not comfortable, not convenient and are full of passengers a car owner might wish to avoid?
 If there is no use made of the Resources, Level 1.
 If there is no use made of their own material, Level 2 maximum.
 If the answer is not on modes of transport, Level 1.

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Level 3 ([11]–[15])

The answer has valid Resource use of both table and the pictures. This is supported by their case study. Sustainability is central to their discussion of transport modes, which is couched in appropriate language and terminology.

Level 2 ([6]–[10])

The answer remains focused on the question but there may be some depth and detail wanting. Resource use might be partial but there must be some.

Level 1 ([1]–[5])

Suboptimal ways of entering Level 1 were listed above. Otherwise there will be a lack of focus, control or understanding. [15]

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Option C: Issues in Ethnic Diversity

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MARKS

5 (a) (i) They have to describe and explain the changing nature of ethnic diversity in Leicester. Leicester has become increasingly ethnically plural and will have no single ethnic group in a majority in about thirty years. Leicester's white population has fallen considerably whilst the ethnic populations have increased. In addition, the ethnic populations are coming from a greater variety of countries. The earlier ethnic population came almost exclusively from Britain's former colonial countries but now immigrants have become from all over the world. They will have studied both colonisation and international migration as processes creating ethnic diversity and this is what we expect to see here.

There are only 6 marks available so long answers are not required. However, there should be a clear description of the changing pattern of the ethnic composition in Leicester with some figures used together with an explanation for the changes.

- no figures used, confine to Level 2 maximum.
- no explanation offered, confine to Level 1.

Level 3 ([5]–[6])

There is a clear description of the changing pattern of the ethnic composition in Leicester. Figures are used and the explanation for these changes is sound. There is an awareness of the roles played by colonisation and international migration. Use of English is very good.

Level 2 ([3]–[4])

The suboptimal situation described above is here. Apart from this, answers at this level are still adequate but lacking some depth and detail. Description and explanation are still present but the answer may be unbalanced with one aspect receiving only cursory attention. Use of English is quite good.

Level 1 ([1]–[2])

Apart from the suboptimal situations described above, an answer at this level is seriously flawed by inaccuracies or irrelevant material. There may also be grammatical errors. [6]

(ii) They have to use the resources to help them discuss the social and spatial outcomes in ethnically diverse cities. They need extra material and for most this will take the form of some of their case study material. In theory, they could present a sound discussion of the possible outcomes with no reference to place. The key requirement is material not found in the Resource.

- Omitting either social or spatial outcome, Level 2 maximum.
- No use of either Resource, Level 1 maximum.
- No additional material, Level 1 maximum.

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Level 3 ([7]–[9])

This is a thorough answer that demonstrates sound understanding of the social and spatial outcomes in ethnically diverse cities. Discussion is based around rigorous resource use and the extra material is well integrated into the answer. Use of English is very good.

Level 2 ([4]–[6])

The suboptimal situation described above is here. Apart from this, answers at this level are still adequate but lacking some depth and detail. The answer may lack balance with one set of outcomes only given superficial attention. Use of English is quite good.

Level 1 ([1]–[3])

Apart from the suboptimal situations described above, an answer at this level is seriously flawed by inaccuracies or irrelevant material.

There may also be grammatical errors.

[9]

(b) This is their national case study of ethnic conflict. They have to explain 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 the answer is at the wrong scale, confine to Level 1.

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]

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6 (a) (i) From the Resource they should identify **sectarianism** – Assad is Alawite while the majority population are Sunni: **human rights abuses** – opposition is crushed, torture and currently indiscriminate bombings and massacres: **unequal distribution of political power** – no elections in the one party state. They have to identify any 2 and give a brief description. Allow [1] for each correct identification of a cause and [2] for a brief description of why this leads to ethnic conflict.

(2 × [3])

[6]

(ii) Resource 6 details some of the atrocities in Syria and shows a proposed separation (territorial division) of the country on ethnic lines. It also mentions how some observers believe that the Assad regime is involved in ethnic cleansing to create an Alawite-only area in western Syria. They have to use the Resource and some additional material to explain why ethnic cleansing and territorial division often result from ethnic conflict situations.

- Omitting either ethnic cleansing or territorial division, award from Level 2 maximum.
- If there is no resource, use award from Level 1 maximum.
- If there is no additional material, award from Level 1 maximum.
- Multiple errors, Level 1.

Level 3 ([7]–[9])

Both outcomes are discussed showing clear understanding. The Resource is used to good effect, the discussion has both depth and detail. The answer is written in grammatically correct English.

Level 2 ([4]–[6])

Apart from the suboptimal situation above, at this level there is still a competent answer but there is less depth and detail. There may also be imbalance between the 2 outcomes. Use of English is still good.

Level 1 ([1]–[3])

An answer at this level will show incomplete understanding of the question or have so little detail that a higher mark cannot be justified. There may be weaknesses in English also.

[9]

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(b) This question requires several things to be done. They need to discuss primary and secondary factors. They need to justify their position regarding the statement and they need to use examples. The specification lists race, nationality, language, religion and perceived ethnic identity as primary factors, and social status, residential concentration, age, gender and caste as secondary factors. There is no prescribed number of primary and secondary factors they have to use but they must choose more than one in each case.

- If they do not state their position regarding the statement and simply discuss primary and secondary factors, award from Level 2 maximum
- If they only look at one primary and one secondary factor, award from Level 1 maximum
- If they only look at primary or secondary factors award from Level 1 maximum.
- No reference to places/multiple errors, award from Level 1 only.

Level 3 ([11]–[15])

There is good detail here. The candidate addresses all aspects of the question competently. The detail on primary and secondary factors is accurate, their position is clearly stated, the examples used are relevant and the answer is written in good English.

Level 2 ([6]–[10])

Apart from the situation described above, this is still a good answer and the candidate is still in control of the topic. The main reason for awarding from this level is lack of depth and/or detail. Use of English is still good.

Level 1 ([1]–[5])

The suboptimal situation above is at this level. Otherwise, a Level 1 answer will most likely be lacking in relevant accurate detail. There may also be grammatical errors.

[15]

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Section A

60

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Section B
Global Issues

**AVAILABLE
MARKS**

7 (a) Award [1] for identification of a primary gaseous pollutant (carbon dioxide, methane, sulphur dioxide, CFCs), [1] for identification of a secondary gaseous pollutant (ozone and PANs) and [2] for an outline in the difference between the two categories. Primary gaseous pollutants are created by human activities; secondary gaseous pollutants are created by the interaction between primary gaseous pollutants, often in the presence of sunlight. [4]

(b) A clear statement of one relevant aim of a study related to air pollution should be given, along with appropriate comment on the relevant conclusions reached in relation to this aim.

Level 3 ([5]–[6])

One clear, relevant aim is outlined in relation to a study of air pollution. Detailed, valid and relevant comment on the conclusions reached in relation to this aim is given. Terminology is good.

Level 2 ([3]–[4])

Although a relevant aim is outlined in relation to a study of air pollution, it may lack clarity. Although comment on the conclusions reached in relation to this aim is given, it may be underdeveloped or restricted in detail. Terminology may be restricted.

Level 1 ([1]–[2])

The aim is not clearly outlined or it is vague and imprecise. Comment on the conclusions reached in relation to this aim may be omitted or, if present, be cursory or invalid. [6]

(c) The candidate is asked to evaluate evidence concerning the global warming/climate change debate and to justify their own opinion (both sceptics' view and otherwise are acceptable). There are three things to do:

- present evidence on the global warming/climate change debate;
- evaluate this evidence;
- justify your opinion.

If one element is missing, Level 2 maximum.

If more than one element is missing, Level 1 maximum.

Level 3 ([14]–[20])

Evidence for global warming is outlined with clarity, range and detail. Strong, balanced evaluative comment is made on this evidence. Remarks are well-developed, detailed and valid. A clear justification of the candidate's opinion is given. Terminology is precise.

Level 2 ([7]–[13])

Evidence for global warming is outlined, although clarity, range and detail may be restricted. Some evaluative comment is made on this evidence although, perhaps, underdeveloped, imprecise or unbalanced. Remarks, though valid, may lack development and/or details may be restricted. Although some justification of the candidate's opinion is given, it may be underdeveloped. The answer may be lacking in precise terminology.

Level 1 ([1]–[6])

The focus of the question may not have been addressed. Comments may be invalid, cursory or non-relevant. Use of terminology may be poor. [20]

8 (a) Two examples are required. Uses of nuclear energy include power generation, nuclear weapons and medical uses. If only a simple statement is given a maximum of [1] may be awarded per use.
 (2 × [2]) [4]

(b) A clear statement of one relevant aim of a study related to nuclear energy should be given, along with appropriate comment on the relevant conclusions reached in relation to this aim.

Level 3 ([5]–[6])

One clear, relevant aim is outlined in relation to a study of nuclear energy. Detailed, valid and relevant comment on the conclusions reached in relation to this aim is given. Terminology is good.

Level 2 ([3]–[4])

Although a relevant aim is outlined in relation to a study of nuclear energy, it may lack clarity. Although comment on the conclusions reached in relation to this aim is given, it may be underdeveloped or restricted in detail. Terminology may be restricted.

Level 1 ([1]–[2])

The aim is not clearly outlined or it is vague and imprecise. Comment on the conclusions reached in relation to this aim may be omitted or, if present, be cursory or invalid. [6]

(c) The candidate is asked to evaluate the evidence that suggests that nuclear energy should not be used. There are four things to do:

- present positive/negative aspects of nuclear energy;
- evaluate this evidence;
- refer to the British Isles;
- refer to other places.

If one of these elements is missing, Level 2 maximum.

If two or more of these elements are missing, Level 1 maximum.

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Level 3 ([14]–[20])

Evidence against the use of nuclear energy is outlined with clarity, range and detail. Strong, balanced evaluative comment is made on this evidence. Remarks are well-developed, detailed and valid. Terminology is precise.

Level 2 ([7]–[13])

Evidence against the use of nuclear energy is outlined, although clarity, range and detail may be restricted. Some evaluative comment is made on this evidence although, perhaps, underdeveloped, imprecise or unbalanced. Remarks, though valid, may lack development and/or details may be restricted. The answer may be lacking in precise terminology.

Level 1 ([1]–[6])

The focus of the question may not have been addressed. Comments may be invalid, cursory or non-relevant. Use of terminology may be poor. [20]

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Global Issues**AVAILABLE
MARKS**

9 (a) Changes in agriculture can lead to a reduction in biodiversity through the clearing of land, excessive water use, habitat destruction and the contamination of soil and water. Do not expect long answers, but for full marks they should describe any 2 changes and give some detail. If only one change is described, award no more than [2].
(2 × [2]) [4]

(b) A clear statement of one relevant aim of a study related to agricultural change should be given, along with appropriate comment on the relevant conclusions reached in relation to this aim.

Level 3 ([5]–[6])

One clear and relevant aim is outlined in relation to a study of agricultural change. Detailed, valid and relevant comment on the conclusions reached in relation to this aim is given. Terminology is good.

Level 2 ([3]–[4])

Although a relevant aim is outlined in relation to a study of agricultural change, it may lack clarity. Although comment on the conclusions reached in relation to this aim is given, it may be underdeveloped or restricted in detail. Terminology may be restricted.

Level 1 ([1]–[2])

The aim is not clearly outlined or it may be vague and imprecise. Comment on the conclusions reached in relation to this aim may be omitted or, if present, be cursory or invalid. [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 why they are considered a possible solution to increased demand for food supplies. They must then discuss the potential environmental consequences from their use. They must make their position regarding the statement clear. To do this they must use their examples to provide a balanced answer.

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There are four things to do here:

- discuss the benefits of GM crops;
- discuss the potential environmental consequences from GM crops;
- make reference to places; and
- reach a decision on banning/not banning GM crops.

If one of these four is missing, confine to Level 2

If two or more of the four are missing, confine to Level 1.

Level 3 ([14]–[20])

At this level the candidate has provided a balanced answer. 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 environmental consequences are discussed thoroughly before a final decision regarding 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 potential environmental consequences of GM crops. Alternatively, she/he may not have demonstrated adequate balance in reaching a decision on the statement and the extent to which he/she agrees with the statement is less clear. 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]

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10 (a) The Butler model of tourism change describes how a tourist resort goes through a life cycle. At the beginning a resort grows in popularity through the exploration and involvement stages and the number of tourists increases. The resort then becomes very developed with more and more facilities for the tourist trade and by stage 4, tourism has become a major part of the local economy. Eventually the resort suffers from over development or saturation. Saturation is followed by decline and loss of popularity or else the resort undertakes a process of rejuvenation. For [4] make sure they include detail on both aspects of change, i.e. the number of tourists and the change in the popularity of the resort. [4]

(b) A clear statement of one relevant aim of a study related to tourism change should be given, along with appropriate comment on the relevant conclusions reached in relation to this aim.

AVAILABLE MARKS

Level 3 ([5]–[6])

One clear and relevant aim is outlined in relation to a study of tourism change. Detailed, valid and relevant comment on the conclusions reached in relation to this aim is given. Terminology is good.

Level 2 ([3]–[4])

Although a relevant aim is outlined in relation to a study of tourism change, it may lack clarity. Although comment on the conclusions reached in relation to this aim is given, it may be underdeveloped or restricted in detail. Terminology may be restricted.

Level 1 ([1]–[2])

The aim is not clearly outlined or it may be vague and imprecise. Comment on the conclusions reached in relation to this aim may be omitted or, if present, be cursory or invalid. [6]

(c) This is their chosen global issues debate. 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 examine the evidence for and against this type of development before reaching a decision as to whether ecotourism can truly exist. Some of the points they might discuss include the increased money that comes into 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 as well as the issue of 'greenwashing'. 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 making a decision. They will need to make reference to actual examples of places to support their answer. This must be more than simply name-dropping of places. They need evidence from places in some detail.

AVAILABLE MARKS

There are four things to do here:

- examine the evidence for ecotourism;
- examine the evidence against ecotourism;
- make reference to places; and
- reach a decision.

If one of these four is missing, confine to Level 2.

If two or more of the four are missing, confine to Level 1.

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. There is detailed reference to places. Evidence for and against is examined 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])

Apart from the situation above this is still a competent answer addressing all aspects of the question but the level of depth and detail is less than above. There may be fewer examples or the candidate may not have demonstrated adequate balance in reaching a decision on the statement. There are references to places but there is less detail than at the previous level. 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])

Apart from the situation above an answer at this level 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]

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Section B

Total