



ADVANCED
General Certificate of Education
2014

Geography

Assessment Unit A2 1

assessing

Human Interactions and Global Issues

[AG211]

MONDAY 12 MAY, AFTERNOON

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 that 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) Any two from four so if they present answers to more than two, award the best two. Only one, mark out of three.

The thrust is how do these characteristics affect migration so that focus must be seen for high reward. No case study detail is required but if it is seen and it adds to the question, accept it.

(2 × [3])

[6]

(b) The table and small piece of text detail numbers and proportions over space of those living with HIV/AIDS, and adds mortality, the high proportion occurring in Sub-Saharan Africa being clear. This all helps with the incidence of HIV/AIDS over space especially regarding mortality. Fertility can be supported from their own material which they are required to use.

No resource use: Level 1.

No own material: Level 1.

Nothing on fertility: maximum Level 2.

Nothing on mortality: maximum Level 2.

Level 3 ([7]–[9])

There is useful, valid material on HIV/AIDS and variations over time and space. Detailed Resource use is apparent and this is backed up with sound use of their own material. There need not be precise balance between fertility and mortality but both are discussed in some depth using appropriate terminology.

Level 2 ([4]–[6])

Answers at this level can be unbalanced with either fertility or mortality even being absent, but what is seen in such cases has to be very good to get Level 2. Mostly the answers here will deal with all aspects of the question but lack some depth or detail. The style of writing will be adequate.

Level 1 ([1]–[3])

Ways of getting into Level 1 were listed above. In addition answers might be here because of a lack of understanding, through a lack of coherence or because they are incomplete.

[9]

(c) Both their case studies have to be used; if one is missing entirely, given that the question asks for a comparison, that is a serious flaw and they must be confined to Level 1.

The question is about the implications of migration so if they write only of causes, Level 1.

Level 3 ([11]–[15])

The focus is on implications and a range are seen from both their studies. There is reasonable balance between their studies and the answer shows command of the topic and good detail. The language and terminology used are appropriate.

Level 2 ([6]–[10])

Both studies are seen and the focus is on implications. Answers may not reach Level 3 because of a lack of depth and detail. Language and terminology remain of a reasonable standard.

		AVAILABLE MARKS
	<p>Level 1 ([1]–[5]) Other than a lack of focus and a partial answer as noted above, answers at this level will be flawed in that they lack detail and/or understanding. [15]</p> <p>2 (a) The epidemiological transition deals with the way causes of death tend to vary over time and space in association with development, a transition from deaths largely caused by dearth and disease to a situation where deaths are more likely to be from the inevitable ageing processes, such as cancer and heart attacks. The global contrasts will be to recognise where these types of situations are seen and to associate them with development.</p> <p>Level 3 ([5]–[6]) There is good understanding of the epidemiological transition and why and how it varies globally, with some detail given. Language use is at least acceptable and the candidate is in command of the material.</p> <p>Level 2 ([3]–[4]) The material is understood but perhaps the expression of it lacks depth or the detail in the global contrasts is a little light.</p> <p>Level 1 ([1]–[2]) Answers here will not be full in some way. No or inadequate global contrasts may be a problem, as might be a lack of understanding of what is involved in the epidemiological transition. [6]</p> <p>(b) (i) The period is number 3 [1]. The other [2] for why, namely the gap between birth and death rates and the high numbers of people in the reproductive age groups. [3]</p> <p>(ii) Malthus was concerned with the problems as he saw it of population growth, so this period of ‘momentum’, with its impact on the population growth curve would have been one where his worries were at their height. So we need to see some of the Malthusian issues over food supply, inflation, etc. leading into the implications of war, famine, disease, etc.</p> <p>Level 3 ([5]–[6]) For this level look for a little more than their prepared notes on Malthus. It needs at least at the start to be fitted into this idea of population momentum. The material is full and the candidate clearly understands the topic and can write about it in adequate language.</p> <p>Level 2 ([3]–[4]) A decent run through of Malthus is seen, perhaps lacking a little in depth or context regarding population momentum.</p> <p>Level 1 ([1]–[2]) Flawed answers lacking in depth, understanding or length. [6]</p> <p>(c) This is both of their case studies and it requires impacts to be evaluated. If only a fertility policy or a migration policy are seen, Level 1. If there is nothing on impact, Level 1. Impacts can be related to the policy and/or the nation. Did the policy achieve what it set out to do and/or how is the country now? Did the policy bring in other problems? They can present two stand alone pieces or knit the material together as they wish.</p>	30

Level 3 ([11]–[15])

There need not be precise balance between fertility and mortality, but both are present in good depth. The focus is on the evaluation of impacts and the detail, understanding and language are all praiseworthy.

AVAILABLE MARKS

Level 2 ([6]–[10])

Unbalanced answers may be here, although there is some mention of both migration and fertility and the focus on and depth of analysis on impacts is sound.

Level 1 ([1]–[5])

Incomplete answers as above are seen here or those that offer the wrong focus or lack understanding.

[15]

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Option B: Planning for Sustainable Settlements**AVAILABLE MARKS**

3 (a) Newman's own definition was 'a residential environment whose physical characteristics – building layout and site plan – function to allow inhabitants themselves to become key agents in ensuring their security'. Don't look for that necessarily but for a clear understanding of what it is [2]. The other [4] for how it can be/has been used in residential areas to make them safer, to encourage community interaction and other aspects of social sustainability. Case study detail could be helpful but do not require it. [6]

(b) The series of photographs and texts about Sydney's steelworks give them a useful grasp of how industrial areas have been re-used. Closure, demolition and clearance and remediation of the site. This area has moved from a polluted, if productive, site into an area of greenery, with a hint that heritage might be seen and also that remediation might struggle to be accepted as having been completely successful. They have to bring in their own material, which will help them especially in 'why'. Only 'how' or 'why', maximum Level 2. Only the Resources or alternatively, no Resource use, Level 1.

Level 3 ([7]–[9])

There is reasonable balance between Resource use and their own material and also between 'how' and 'why'. There is good focus on the topic, command of the material and the answer is set in appropriate English with proper terminology.

Level 2 ([4]–[6])

Very good 'how' or 'why' answers can be here, but mostly they will be better balanced, with some detail but maybe not the depth needed for higher reward.

Level 1 ([1]–[3])

Other than those identified above, answers here will be partial, lack understanding or be incomplete. [9]

(c) This is the description and impact of traffic management strategies, not the reasons why they were needed. If the answer is just on reasons, Level 1. If there is no case study, though it is hard to envision this, Level 1. They have to describe the strategies and give the impact. If either is missing completely, Level 2 maximum. If all the work is on why the strategies were needed, Level 1.

Level 3 ([11]–[15])

The case study is detailed with places and actual strategies considered. The impact of the policies adopted is considered, including mention of sustainability. The candidate knows the material and writes it up with confidence using the appropriate language.

Level 2 ([6]–[10])

Strategies and or impact can be alone but would have to be very well handled to get into Level 2. Most answers here will be full and competent but may lack sufficient insight or focus for level 3

Level 1 ([1]–[5])

Partial answers as above or for other reasons will be here. Full answers will have serious errors in fact or understanding. [15]

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4 (a) Sustainability is not all about the environment; quality of life comes into it too as the specification references, things such as parks and open spaces for example. They will presumably do social and environmental considerations separately and get $2 \times [3]$. If they put them together you can mark in levels out of [6] (Level 3 ([5–6]; Level 2 ([3]–[4]; Level 1 ([1]–[2])). Look for balance to get into Level 3. Note the requirement to briefly explain only. [6]

AVAILABLE MARKS

(b) Central Cologne is a rather drab townscape, with much poor architecture from the 1950s and 1960s replacing the buildings of the old city, few of which survived the allied bombing; Coventry or Plymouth would be equivalents. Few medieval buildings survived, principally the cathedral. Only in the Rhein-Garten area was much effort made to provide an attractive townscape, as described in the Resources. Candidates will realise that this is a park, near the city centre, by the river and that it provides a welcome open space for workers and residents as well as being attractive to visitors. The Resource has 'how' and hints at 'why'; these things will be reinforced by their own material.
 If there is only one of 'how' or 'why', Level 2 maximum
 If there is only Resource use, Level 2 maximum
 If there is no use of the Resources which are rich and detailed and will take time to peruse, Level 1.

Level 3 ([7]–[9])

Reasonable balance as to 'how' and 'why' and also between the Cologne study and their own material. The candidate is confident in use of the material and has command of the terminology and language needed, probably setting some within a sustainability framework.

Level 2 ([4]–[6])

Very good considerations of 'how' or 'why' can be here, together with answers that are full with decent focus, but something may be missing in terms of depth and detail.

Level 1 ([1]–[3])

Answers without Resource use are here, together with those that display inadequacies in understanding or fail to convince that the candidate has an adequate grasp of this material. [9]

(c) There are a number of things to do here. Candidates have to deal with three matters from a choice of five. If they do more, award the best three; if they do two confine to Level 2 maximum; if only 1, confine to Level 1.
 No case study used, maximum Level 2.
 More than one problem, Level 1.

Level 3 ([11]–[15])

Three topics are chosen, and reasonable balance is seen in their use. There is good case study detail and a focus on sustainability issues. The handling is confident and language at least acceptable.

Level 2 ([6]–[10])

There are competent answers here but maybe they lack the necessary focus on sustainability and lack something in depth or detail. Sub-optimal answers at this level were identified above.

Level 1 ([1]–[5])

Sub-optimal reasons for answers being confined here were listed above. Otherwise answers here are flawed through being too short, lacking in detail or understanding. [15]

Option C: Issues in Ethnic Diversity

AVAILABLE
MARKS

5 (a) (i) There are 3 primary factors mentioned in Resource 5 – religion, language and race. Candidates have to select 2 of these and briefly describe how each one helps define ethnicity. Award 1 mark for correctly identifying a primary factor and out of 2 marks for the brief description. (2 x [3]) [6]

(ii) Resource 5 claims that some observers believe that discrimination and neglect of the Turaeg areas by the Malian government has contributed to this ethnic conflict. Candidates should identify this as an example of unequal distribution of resources and political power. There is also mention of the cultural conflict between the Tuareg and the Ansar Dine. They must use the Resource and their additional material to discuss how these can lead to ethnic conflict. Their own material may be other examples or a deeper discussion.

- Either cultural conflicts or unequal distribution of resources and political power are omitted level 1 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 has excellent resource use and additional material. The roles of cultural conflicts and unequal distribution of resources and political power in ethnic conflict situations are examined competently. Use of English is very good.

Level 2 ([4]–[6])

Answers at this level are still adequate but lacking some depth and detail. The roles of cultural conflicts and unequal distribution of resources and political power in ethnic conflict situations are examined and extra material is included. However, the answer may be unbalanced. 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]

(b) This is their urban case study. They have to describe 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]

6 (a) **Segregation** maintains ethnic diversity because it reduces/prevents contact between peoples of different ethnicities. Whatever the reasons for the segregation happening, the various groups maintain their own identity through separate schools, sports, leisure activities and on occasions even language. There are few if any opportunities for assimilation. The situation may be compounded if one group feels discriminated, etc.

AVAILABLE MARKS

Multiculturalism refers to a political ideology whereby the various groups in society are allowed to maintain and express their ethnicity in terms of language, religion, customs, etc. In much the same way as above the various groups do not assimilate and the separate identities are maintained.

Do not expect long answers but look for an understanding of how each process maintains ethnic diversity. No examples required but some may use them.

(2 × [3])

[6]

(b) There is hope that this recent peace agreement in the Philippines may be more successful than an earlier one because:

- both sides made compromises;
- there was widespread consultation with all interested parties;
- a recognition of shortcomings of earlier deals;
- an earlier peace agreement had failed leading to a serious escalation in violence; and
- cross party political support for the deal.

They have to use the resource and their own material to discuss why some peace processes are more successful than others.

- No additional material, level 2 maximum
- No use of the Resource, level 1 maximum.

Level 3 ([7]–[9])

This is a thorough answer that demonstrates sound understanding of the complexities of peace processes. The 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])

Answers at this level are still adequate but lacking some depth and detail. There is still adequate resource use and extra material is included. However, the answer may be unbalanced in some way. 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) The specification lists annexation, colonisation and migration as processes creating ethnic diversity. Their case study needs only to address those processes which operated in the creation of its ethnicity so do not penalise if all 3 processes are not covered. However, they will need to give a sound description and discussion of the processes that created the ethnic diversity of their chosen country.

- If there is no case study and there is only a discussion of processes, then award out of level 1 maximum.
- If the answer is at the wrong scale, confine to level 1.

Level 3 ([11]–[15])

The pattern of ethnic diversity is outlined clearly with facts and figures. There is good understanding shown. The processes are understood and there is depth, detail in the case study. The answer is well written.

AVAILABLE MARKS

Level 2 ([6]–[10])

This is still an adequate answer addressing all aspects of the question. However, there is less detail and depth throughout or the processes/discussion are handled less rigorously than at the previous level. English is still good.

Level 1 ([1]–[5])

Apart from the situation described above, 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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Section A**60**

Section B
Global Issues

**AVAILABLE
MARKS**

7 (a) The question requires a plural response. Pollution is not easily defined for a number of reasons such as: 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) One sampling technique relating to air pollution should be described and they need to explain why this sampling technique was an appropriate choice. Any sampling technique is acceptable.

Level 3 ([5]–[6])

The chosen technique is described fully and it is related to the aims of the investigation. The reasons for using this technique are explained fully. If none was used then the candidate must explain why sampling was deemed unnecessary. Appropriate terminology is used.

Level 2 ([3]–[4])

At this level the answer still has merit but it lacks the required depth and detail. Alternatively, the explanation for the choice of the technique or the explanation of why no sampling was required is limited. There may be inadequacies in terminology.

Level 1 ([1]–[2])

The chosen technique is not described accurately and/or the evaluation is missing or is not properly related to the aims of the investigation. Alternatively there is no justification for the lack of sampling. There is limited use of terminology.

[6]

(c) The candidate is asked to outline the strategies used to manage the problem of air pollution in a small scale study, and to evaluate the impact of these strategies.

Level 3 ([14]–[20])

Relevant strategies are outlined in the context of an appropriate scale case study. The candidate evaluates the impact of these strategies with clarity, validity and detail, offering evidence of both success and failure. Terminology is precise.

Level 2 ([7]–[13])

Relevant strategies are outlined in the context of an appropriate scale case study. The candidate makes some attempt to evaluate the impact of these strategies, although clarity, validity and detail may be restricted. The candidate may neglect to offer evidence for both sides of the evaluation, or does so in an unbalanced manner.

The answer may be lacking in precise terminology.

		AVAILABLE MARKS
		30
8	(a) Nuclear energy brings many potential benefits: closing the energy gap; environmental friendliness; efficiency. If only a simple statement is given a maximum of [1] may be awarded per benefit. Detailed, valid reasons may be awarded a maximum of [2] per benefit. Accept medical and food-processing benefits of nuclear energy. (2 × [2])	[20]
	(b) One sampling technique relating to nuclear energy should be described and they need to explain why this sampling technique was an appropriate choice. Any sampling technique is acceptable.	[4]
	Level 1 ([1]–[6]) A case study of an inappropriate scale may have been used. One or more elements of the question (relevant strategies, evaluation) may have been neglected. Comments may be invalid, cursory or non-relevant. Use of terminology may be poor.	
	Level 3 ([5]–[6]) The chosen technique is described fully and it is related to the aims of the investigation. The reasons for using this technique are explained fully. If none was used then the candidate must explain why sampling was deemed unnecessary. Appropriate terminology is used	
	Level 2 ([3]–[4]) At this level the answer still has merit but it lacks the required depth and detail. Alternatively, the explanation for the choice of the technique or the explanation of why no sampling was required is limited. There may be inadequacies in terminology.	
	Level 1 ([1]–[2]) The chosen technique is not described accurately and/or the evaluation is missing or is not properly related to the aims of the investigation. Alternatively there is no justification for the lack of sampling. There is limited use of terminology.	[6]
(c)	Candidates are asked to outline the major issues faced by the British Isles relating to the use of nuclear energy and to present their opinion as to future expansion of its use. Many issues are relevant but examples may include political implications of nuclear energy use, disposal/storage of waste, dangers associated with human error and accidents, leakage to water courses, financial implications, and the energy gap. If the focus is not the British Isles, award Level 1 maximum.	
	Level 3 ([14]–[20]) At least two relevant and valid issues are outlined with detail. The potential implications of each of these issues for the British Isles are examined in a well-developed manner and with detail. The opinion of the candidate is outlined with relevance and clarity. Use of terminology is strong.	
	Level 2 ([7]–[13]) Although two or more relevant and valid issues are outlined, detail may be restricted. The potential implications of each of these issues for the British Isles are examined, although, perhaps, in an under-developed manner and/or with restricted detail. Although the opinion of the candidate is outlined, it may lack coherence and clarity. Although each element of the question (issues, opinion) is addressed, the response may be unbalanced. Use of terminology may be restricted.	

		AVAILABLE MARKS
Level 1 ([1]–[6])	More than one element of the question (issues, opinion) may be neglected. Comments may be invalid, cursory or non-relevant. Use of terminology may be poor.	[20]
		30
9 (a) GM crops can have many potential benefits ranging from an increase in food production, cheaper food, the development of pest resistant crops and crops with longer shelf-life, etc. Accept anything plausible. They have to give a brief description of any two potential benefits from the use of GM crops. (2 × [2])	[4]	(b) One sampling technique relating to agricultural change should be described and they need to explain why this sampling technique was an appropriate choice. Any sampling technique is acceptable.
Level 3 ([5]–[6])	The chosen technique is described fully and it is related to the aims of the investigation. The reasons for using this technique are explained fully. If none was used then the candidate must explain why sampling was deemed unnecessary. Appropriate terminology is used	
Level 2 ([3]–[4])	At this level the answer still has merit but it lacks the required depth and detail. Alternatively, the explanation for the choice of the technique or the explanation of why no sampling was required is limited. There may be inadequacies in terminology.	
Level 1 ([1]–[2])	The chosen technique is not described accurately and/or the evaluation is missing or is not properly related to the aims of the investigation. Alternatively there is no justification for the lack of sampling. There is limited use of terminology.	[6]
(c) This is their case study of a region undergoing agricultural change. There are 2 things to do here: <ul style="list-style-type: none"> • describe the changes that have occurred; and • evaluate the environmental consequences of these changes. <ul style="list-style-type: none"> • if one of the above is missing level 2 maximum • if there is no case study or it is at the wrong scale confine to level 1. 		
Level 3 ([14]–[20])	At this level the candidate has provided a balanced answer. The nature of the agricultural change is described in detail. The candidate has facts and figures from a case study and these are used to good effect. The environmental consequences are clearly understood and evaluated. There is good case study detail throughout. 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. There may be fewer facts and figures relating to the case study either in terms of the changes or the evaluation of the environmental consequences. 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.	

		AVAILABLE MARKS
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]
		30
10 (a)	Pleasure periphery refers to the ever increasing range and destination choices made by tourists. Possible reasons for this might include-a desire for adventure, curiosity about such a unique environment, technological developments and effective advertising. All of these factors have enabled tourists to travel greater distances. Tourists are prepared to travel further and they are more aware of more distant locations. Tourists can plan tailor-made holidays on the internet etc. One of the more recent tourist attractions involves trips to Antarctica. We are not looking for long answers here. They simply need to explain how this concept helps our understanding of tourism. There is no requirement for actual examples but that would make the task easier.	[4]
(b)	One sampling technique relating to tourism should be described and they need to explain why this sampling technique was an appropriate choice. Any sampling technique is acceptable.	
Level 3 ([5]–[6])	The chosen technique is described fully and it is related to the aims of the investigation. The reasons for using this technique are explained fully. If none was used then the candidate must explain why sampling was deemed unnecessary. Appropriate terminology is used	
Level 2 ([3]–[4])	At this level the answer still has merit but it lacks the required depth and detail. Alternatively, the explanation for the choice of the technique or the explanation of why no sampling was required is limited. There may be inadequacies in terminology.	
Level 1 ([1]–[2])	The chosen technique is not described accurately and/or the evaluation is missing or is not properly related to the aims of the investigation. Alternatively there is no justification for the lack of sampling. There is limited use of terminology.	[6]
(c)	This is their regional/national scale case study of a region undergoing tourism change. There are 2 things to do here: <ul style="list-style-type: none"> • describe the changes that have occurred; and • evaluate the environmental consequences of these changes. Discussion of management of these consequences should be credited. <ul style="list-style-type: none"> • if one of the above is missing level 2 maximum • if there is no case study or it is at the wrong scale confine to level 1. 	

Level 3 ([14]–[20])
 At this level the candidate has provided a balanced answer. The nature of the tourism change is described in detail. The candidate has facts and figures from a case study and these are used to good effect. The environmental consequences are clearly understood and evaluated. There is good case study detail throughout. 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. There may be fewer facts and figures relating to the case study either in terms of the changes or the evaluation of the environmental consequences. 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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Section B**30****Total****90**