



ADVANCED
General Certificate of Education
2017

Geography
Assessment Unit A2 1
assessing
Human Interactions and Global Issues
[AG211]
THURSDAY 1 JUNE, 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 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
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

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Option A: Impact of Population Change

- 1 (a) The specification details three different kinds of migrants: Asylum seekers who are individuals seeking protection in a new country; refugees who may have fled danger as a group; economic migrants who move just to increase their standard of living. If the state is to interact with them in any way, from moving them on (or back) or allowing them to stay, they have to be registered. Refugee status can be granted to asylum seekers.

Level 3 ([5]–[6])

The answer is clear and couched in suitable language. Some idea of the complex of reasons for having to have state intervention might be conveyed. There is reference to the resource.

Level 2 ([3]–[4])

The answer is solid but lacks the insight of a Level 3 response. There might not be reference to the resource.

Level 1 ([1]–[2])

The answer is flawed, there may not be much to read. Command of the topic, especially its complexity, or the concepts and/or the language associated with it may be lacking.

[6]

- (b) The diagram makes clear that as people move through life, they tend to go through different life cycle stages. At some of these stages pressures to migrate change: going to college, getting or changing jobs, moving house to suit increasing or decreasing family size, retiring, and going into institutional accommodation near the end of life. This is all to do with age. How old you are ties in with your life cycle stage, which is associated with migration behaviour. They should discuss this. They might note that in some cases, for some people, age does not affect migration. Refugees – forced migrants – can be of all ages, whilst lots of people never migrate at all. The focus has to be on age (and what relates to it); if it is not, Level 1.

Level 3 ([7]–[9])

The answer is clear and competent, using appropriate terms. The candidate makes good use of the resource. The limitations of the diagram might be explained but that is not a requirement for Level 3.

Level 2 ([4]–[6])

The diagram is used although the quality of the analysis may be limited. The answer may well fail to deal with the complexities of the migration experience.

Level 1 ([1]–[3])

Perhaps the focus is wrong or the quality of the explanation of the diagram is wanting. Understanding may be poor as might language use.

[9]

- (c) Natural population change is the balance between birth and death rates. Demographic Transition Models show how places have moved through changing circumstances where first death rates and then birth rates fall, affecting natural population change and the rate of population growth. They have to discuss both matters; if either is missed, Level 2 maximum. They have to bring in global contrasts; if they do not, Level 2 maximum.

Level 3 ([11]–[15])

All that is wanted is seen: the DTM, natural population change, global contrasts. Their command is evident, the language and terminology appropriate. Quality of written communication is excellent.

Level 2 ([6]–[10])

Two Level 2 maximum scenarios were identified above. For other answers, there may be some imbalance or lack of detail in the discussion but there will still be decent understanding evident. Quality of written communication is good.

Level 1 ([1]–[5])

Multiple errors in handling will see candidates here, along with answers that lack understanding of the issues or do not focus sufficiently on the set task. Language use may not be strong. Quality of written communication may be basic.

[15]

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- 2 (a) Note 'briefly'; this is a [6] mark question so short, if cogent, answers can get Level 3. They have to study HIV/AIDS in association with global contrasts so they should be able to write about differences in behaviour and, significantly, treatment opportunities in different parts of the world.

Level 3 ([5]–[6])

The answer is to the point, focused, and has good global contrast material. The language and terminology are as would be wished and the candidate is in control of the answer.

Level 2 ([3]–[4])

There is worthwhile material here but perhaps lacking the range and depth needed for higher reward.

Level 1 ([1]–[2])

Whilst not worthless, the answer is unable to demonstrate that the candidate has sufficient knowledge of HIV/AIDS and its global variations. Language use may be inadequate. [6]

- (b) We observe from the Resource that the use of contraception in West African countries varies greatly with women's education. The Resource explains why. It lists a range of barriers to the use of contraception amongst these African women, ranging from the social to the economic. In each case bar one, more educated women are less likely to be affected by the reason. Only regarding health do educated women express more concern about contraception than those without education. The implication is that (and to quote from the article from which the table was adapted): 'under a scenario of improving female education, fewer children will be born but more of them will survive'.
Economic and social factors have to be discussed (note that providing education is itself an economic issue). If either is missed completely, Level 2 maximum. Note there need not be a complete balance.
'To help you' appears, so if there is nothing from outside the resources, Level 2 maximum.

Level 3 ([7]–[9])

There is a full answer to the question with the resource used, economic and social issues discussed and their own material inserted. The language use is appropriate and the answer displays familiarity with the issues.

Level 2 ([4]–[6])

Suboptimal routes to this level were listed above. Otherwise answers here, whilst still appropriate, may lack balance or more probably depth, particularly regarding explanation.

Level 1 ([1]–[3])

Flawed answers for this level were identified above; otherwise the candidate, whilst still giving an answer worthy of some credit, struggles to present a comprehensive understanding of the issue at hand, which may be accompanied by language and terminology issues. [9]

- (c) This is migration, so the usual penalty of Level 1 for fertility answers. They have to write about why their national migration policy was imposed, perhaps bringing in its aims, and then evaluate how successful it has been. If either is missed, Level 2 maximum. They have to make reference to a national policy. If one is not apparent, though how could this be so, Level 1. Seek focus on the question and detail for high reward.

Level 3 ([11]–[15])

All aspects of the question are covered, the factors behind the policy and an evaluation set within a case study context. The answer confidently covers the required ground and is couched in appropriate language and terminology. Quality of written communication is excellent.

Level 2 ([6]–[10])

A good answer that misses one of the requirements for development and evaluation can get Level 2. Full answers may lack balance, focus or detail but will still deal with the question in a competent fashion. Quality of written communication is good.

Level 1 ([1]–[5])

Other than the unlikely suboptimal situations mentioned above, answers here, whilst having something of merit, will lack command, with issues of understanding, depth or length. Language and terminology may be problematic. Quality of written communication may be basic.

[15]

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Option B: Planning for Sustainable Settlements

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- 3 (a) Defensible space is the area usually outside and around a dwelling, but it could also be applied to other types of premises for which the occupant feels some responsibility and will exercise control. Seek an understanding, not just a precise textbook definition [3]. The other [3] for saying why it is important in planning: because people like to have such control and there are social benefits for space being under surveillance. For example, one of the great problems with the tower block solution for slum housing in the mid-late 20th century was the loss of defensible space and the social problems that ensued therefrom.
(2 × [3]) [6]

- (b) Hamburg is responding to the problems of cars. They are dirty, dangerous, noisy, polluting, and contribute to greenhouse gases and thus global warming. Traffic jams clog the roads especially at rush hours and people in the cars are not able to get to their work efficiently. Much space needs to be given over to car parking and the other infrastructure needed. There are also health benefits if people walk or cycle to work or school. These are universal sustainability issues; particular Hamburg issues picked out in the resources – which will need to be mentioned for high reward – are the recreational benefits, especially from enhanced waterways, the contribution the plan will make to flood alleviation and the way in which the city might attract ‘highly educated and competent people’.
No reference to Resource 3A (3B, the photograph need not be separately mentioned), Level 1 maximum.

Level 3 ([7]–[9])

There is good use of the Resource, identifying the particular Hamburg issues, included in what may be a more general discussion. The answer is complete and, above all, focused and competent with the use of appropriate language and terminology.

Level 2 ([4]–[6])

There is some specific use made of the Resource. The answer is largely appropriate but may be lacking a little in focus or depth.

Level 1 ([1]–[3])

Answers here may be short or unfinished. Whilst there are marks earned, the relatively low reward comes about from a lack of engagement with the question, perhaps through problems of understanding. Language issues may be seen. [9]

- (c) ‘How’ and ‘why’ are needed so if either is left out, Level 2 maximum. There need not be strict balance needed for Level 3 but both elements must be seen. The other requirement is for the small scale case study; if there is no sight of this in the answer, confine to Level 1. Do not necessarily require separation of land use and planning policies, they can be dealt with together. Finally, there has to be reference to sustainability, broadly conceived. Answers which do not have sufficient cannot get beyond Level 2.

Level 3 ([11]–[15])

Answers at this level display a good grasp of both how and why land use and planning policies in their detailed case studies refer to sustainability. Command of the material, its language and terminology, is evident. Quality of written communication is excellent.

Level 2 ([6]–[10])

A number of entries into Level 2 were listed above. Otherwise the answers will be competent but may well lack balance, some focus or depth and detail. Quality of written communication is good.

Level 1 ([1]–[5])

Apart from the suboptimal route to Level 1, entries here will not be complete, or perhaps the focus is not on what the question required. Depth and detail will certainly be wanting and language and terminology may well be inadequate. Quality of written communication may be basic. [15]

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- 4 (a) Deindustrialisation causes economic problems as jobs are lost not just in the industries that close but in their supply chain and also regarding the suppliers of goods and services to the people who once worked in the closed industry [3]. On the other hand the empty sites are re-used. This can densify the city, reducing sprawl and commuting if residential uses are put on the site. The site would always be cleaned up, an obvious environmental benefit, whilst any new use would almost inevitably include some green space [3].
(2 × [3]) [6]

- (b) The Resources show Hutt City's approach to sustainability in action. Parks, trees (being managed as shown) and a range of policies and projects for residents dealing with matters such as energy use, gardens and 'veggie' production. The success of the policies might be seen from the hoarding painted by primary school children praising their environment. Candidates have much to take from these resources and thus any answer which has no reference to them should be confined to Level 1. Answers which bring in nothing outside can access Level 2.

Level 3 ([7]–[9])

Here there is considerable use of the Resources and also some outside material is added. There is good focus on sustainability and the answer is couched in appropriate language using correct terminology. Quality of written communication is excellent.

Level 2 ([4]–[6])

One type of partial answer which can access Level 2 if otherwise sound was identified above. Full answers at this level have merit but may lack sufficient focus or depth for a higher score. Quality of written communication is good.

Level 1 ([1]–[3])

If there is no reference to Resources in their answer candidates are here. Alternatively answers will lack some competence through being incomplete or otherwise lacking in full command of the issue or its material. Quality of written communication may be basic. [9]

- (c) Different modes of transport need to be shown, so buses and/or trams, trains, cars, bikes, even pedestrianisation. How does the strategy accommodate these different modes; how are people transferred between them? So an answer which just deals with, say, cars is not full and could not access Level 3. If there is no case study material, Level 1.

Level 3 ([11]–[15])

The answer is full with good case study detail focused upon a range of modes of transport. The candidate is in command of the topic and his/her material and writes well using appropriate terminology. Quality of written communication is excellent.

Level 2 ([6]–[10])

Very unbalanced answers, which are otherwise good can be here, along with full answers which just lack some depth and detail, but which are sound in other respects. Quality of written communication is good.

Level 1 ([1]–[5])

Answers without case studies are here as are ones which through lacking in focus, approach or detail fail to consider well the question set. Quality of written communication may be basic. [15]

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Option C: Issues in Ethnic Diversity

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- 5 (a) (i) The 2 processes which created ethnic diversity in the UK from Resource 5 are **Colonialism** and **International Migration**. People from the former British Empire countries were encouraged to come to the UK to fill the post-war shortages in the labour market. This introduced an ethnically distinct population to the UK. More recently, economic migrants came from Eastern Europe with different language and culture.

Allow [1] for each correctly identified process and out of [2] for a brief description.

(2 × [3])

[6]

- (ii) **Multiculturalism** – The resource states that the UK follows a policy of multiculturalism. Therefore, the candidates will have to use their own material here to fully answer the question, e.g. Multiculturalism is a political ideology which permits all cultures to practice and maintain their cultural identity. This may include dress code, religious practices, language, faith schools and architecture. Multiculturalism maintains ethnic diversity because it prevents or slows down full integration into new country. It maintains differences between the minority and majority population, can lead to segregation and isolation from the majority and leads to suspicion. It can also lead to clustering of the ethnic minority, which can make that group vulnerable to racist or hate crime.

Discrimination – Although there is government legislation to protect ethnic minorities' rights in the UK, discrimination is still evident in the workplace. Resource 5 has several statistics as evidence of this and answers should make some use of these. The candidates must use their own material to explain how discrimination can maintain ethnic diversity. Discrimination maintains ethnic diversity by denying the full range of employment opportunities to ethnic minorities. This alienates a section of the population, creating in some cases an underprivileged underclass. With limited money, a discriminated population often resides in the poorer areas of cities. In some cases discrimination can lead to civil unrest.

- No extra material used, confine to Level 2.
- No use of Resource 5, confine to Level 1.
- Omitting either multiculturalism or discrimination, award from Level 2 maximum.
- Multiple errors, confine to Level 1.

Level 3 ([7]–[9])

This is a thorough answer that demonstrates sound understanding of multiculturalism and discrimination as processes maintaining ethnic diversity. The discussion is based around rigorous resource use and the extra material is well integrated into the answer. Quality of written communication is excellent.

Level 2 ([4]–[6])

Answers at this level are still adequate but lacking some depth and detail. Resource use may be less rigorous or there is inadequate discussion of how each process maintains ethnic diversity in their own material. There may also be imbalance between the discussion of each process. Quality of written communication is 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. Quality of written communication may be basic. [9]

- (b) The specification lists civil disobedience, civil war and terrorism as examples of ethnic conflict. The detail is entirely dependent on their choice of case study which means that not all three of these examples may be covered. Similarly, some of the listed outcomes and responses to ethnic conflict may not have occurred in their case study. Answers should be judged on the level of relevant detail only.

A number of suboptimal situations apply:

- If one component of the question is omitted (the nature of the conflict or outcomes and responses), confine to Level 2.
- If there is no case study, confine to Level 1.
- Multiple errors, confine to Level 1.

Level 3 ([11]–[15])

There is good detail here. The candidate addresses all aspects of the question competently. There is adequate and relevant detail on both parts of the question. The balance between the two parts is acceptable. The case study has accurate and relevant information. Quality of written communication is excellent.

Level 2 ([6]–[10])

Apart from the situations 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. There may also be imbalance between the two parts of the question. Quality of written communication is 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. Quality of written communication may be basic. [15]

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- 6 (a) (i) The 2 primary factors that help define ethnicity in Nigeria from Resource 6 are **Religion** and **Language**. Award [1] for each correctly identified factor. Award out of [2] for the brief description, e.g. Northern Nigeria is Muslim and southern Nigeria is largely Christian. Each religion has its own set of moral codes and beliefs and in the case of Islam strict laws on dress code, the role of women and in some instances their own laws – Sharia. Religion is a means of uniting a group of followers and emphasising the differences from other groups. For [2], do not expect long answers. Answers which clearly show understanding of how religion and language help define a group of people and refer to the Resource are worthy of full marks.
- (2 × [3]) [6]

- (ii) Unequal distribution of resources and political power in Nigeria are detailed in paragraph 2 of Resource 6. Northern Nigeria is significantly poorer than the south, has a failing economy and it is claimed that southern politicians lack the political will to invest in the northern states. There are also claims of fraud in the oil producing regions. Cultural conflicts have occurred in the north-eastern parts of Nigeria with the rise of Boko Haram who are vehemently opposed to Christianity and western lifestyles. The kidnapping of girls from a school, banning childhood vaccinations, attempts to impose Sharia law in the north-east Nigeria and attacks on Christian communities there are all examples of cultural conflicts from the Resource. Candidates must now add their own material to this.

- Either unequal distribution of resources or cultural conflicts are omitted, confine to Level 1.
- No additional material, confine to Level 2.
- No use of the Resource, confine to Level 1.

Level 3 ([7]–[9])

This is a thorough answer that has excellent Resource use and additional material. The roles of unequal distribution of resources and cultural conflicts in ethnic conflict situations are examined competently. Quality of written communication is excellent.

Level 2 ([4]–[6])

Answers at this level are still adequate but lacking some depth and detail. The roles of unequal distribution of resources and cultural conflicts in ethnic conflict situations are examined and extra material is included. However, the answer may be unbalanced. Quality of written communication is 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 and may only have basic quality of written communication.

[9]

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- (b) 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.

- If one of the 3 outcomes is omitted entirely, award from Level 2 maximum.
- If two of the 3 outcomes are omitted entirely, award from Level 1 maximum.
- They only have one case study to use here but if anyone should answer at the national scale award from Level 1 maximum.
- If there is no case study and the answer simply discusses the outcomes in general, 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. Quality of written communication is excellent.

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. Quality of written communication is good.

Level 1 ([1]–[5])

This answer is lacking in detail and depth on all aspects or there may be incorrect information. Quality of written communication may be basic. [15]

Section A

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Section B

Global Issues

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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 of the difference(s) between the categories. In summary, primary gaseous pollutants are created by human activities and secondary gaseous pollutants are created by the interaction between primary gaseous pollutants, often in the presence of sunlight. [4]
- (b) One relevant aim of the investigation should be clearly stated [2]. There should be appropriate comment on the conclusions reached in relation to the original aim [4].

For [3]–[4]: Detailed, valid and relevant comment on the conclusions reached in relation to the aim is given. Appropriate terminology is used and the candidate shows sound understanding of the topic.

For [1]–[2]: The answer lacks the required depth and detail. Conclusions reached in relation to the aim are inadequately outlined within the context of the aim of the investigation. There may be limited use of terminology. [6]

- (c) The candidate is asked to evaluate the strategies implemented to manage environmental and health impacts of air pollution in the context of a small scale case study. If either impact missing Level 2 max.

Level 3 ([14]–[20])

Each element of the question is addressed (small scale case study detail; evaluation of strategies to manage environmental impacts; and/or evaluation of strategies to manage health impacts). A high level of valid, relevant detail is given. Quality of written communication is excellent.

Level 2 ([7]–[13])

Although the question is addressed (small scale case study detail; evaluation of strategies to manage environmental impacts and/or evaluation of strategies to manage health impacts) is addressed, this may be in an unbalanced or underdeveloped manner. Details may be restricted. Quality of written communication is good.

Level 1 ([1]–[6])

Either each of the elements of the question (small scale case study detail; evaluation of strategies to manage environmental impacts; evaluation of strategies to manage health impacts) may be addressed in a cursory manner only, or a number of elements neglected or mishandled. Details may be very restricted. Quality of written communication may be basic. [20]

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- 8 (a) Two reasons are required (e.g. long half-life; threat of leakage and contamination; use in terrorism). If only a simple statement is given, a maximum of [1] may be awarded per use.
(2 × [2]) [4]

- (b) One relevant aim of the investigation should be clearly stated [2]. There should be appropriate comment on the conclusions reached in relation to the original aim [4].

For [3]–[4]: Detailed, valid and relevant comment on the conclusions reached in relation to the aim is given. Appropriate terminology is used and the candidate shows sound understanding of the topic.

For [1]–[2]: The answer lacks the required depth and detail. Conclusions reached in relation to the aim are inadequately outlined within the context of the aim of the investigation. There may be limited use of terminology. [6]

- (c) The candidate is asked to state and justify 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 within the British Isles should be made.

Level 3 ([14]–[20])

Each element of the question is strongly addressed (statement; justification; strong, valid references to the British Isles). Comments are well-developed and with good use of terminology. A high level of detail is given. Quality of written communication is excellent.

Level 2 ([7]–[13])

Each element of the question is addressed (statement; justification; strong, valid references to the British Isles) albeit, perhaps, in an unbalanced fashion. Comments may be underdeveloped and terminology/details may be restricted. Quality of written communication is good.

Level 1 ([1]–[6])

One or more element (statement; justification; strong, valid references to the British Isles) may have been neglected. Comments may be cursory only, perhaps lacking validity or detail validity. Quality of written communication may be basic. [20]

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- 9 (a) Reasons given in favour of growing GM crops include:
- Higher yields and higher quality crops can be grown with reduced labour costs.
 - Increased food for a growing world population as many GM crops are drought resistant, disease resistant etc.
 - Some GM crops need less insecticide which in turn benefits the environment.

Accept plausible alternatives. Long answers are not expected. Examples are not required and full marks are available to those candidates who give two clear reasons for the growth of GM crops.

([2 × [2])

[4]

- (b) One relevant aim of the investigation should be clearly stated [2]. There should be appropriate comment on the conclusions reached in relation to the original aim [4].

For [3]–[4]: Detailed, valid and relevant comment on the conclusions reached in relation to the aim is given. Appropriate terminology is used and the candidate shows sound understanding of the topic.

For [1]–[2]: The answer lacks the required depth and detail. Conclusions reached in relation to the aim are inadequately outlined within the context of the aim of the investigation. There may be limited use of terminology. [6]

- (c) They will have studied agricultural change and management at a regional scale. They have three things to do here.
- Outline the nature of agricultural change and discuss the environmental consequences of this change within their chosen region.
 - Describe the management policies put in place to deal with these consequences.
 - Evaluate the success of these policies.

The details will be determined by their case study but there needs to be at least two environmental consequences and their management in some detail to get beyond a Level 2 mark. The consequences listed in the specification are – pollution; reduction of biodiversity and maintaining fertility.

- If there is only one environmental consequence, award Level 2 maximum.
- If there is no evaluation, award Level 2 maximum.
- If the answer is not focused on managing the environmental consequences of agricultural change, confine to Level 1.
- If there is no case study, or it is at the wrong scale, confine to Level 1. Level 1 maximum if more than one problem.

Level 3 ([14]–[20])

At this level the candidate has provided a balanced answer. There is detail on agricultural change and the environmental consequences of change. The attempts to manage these consequences are described and evaluated competently. The candidate has facts and examples and these are used to good effect. The answer is well written using appropriate terminology. Quality of written communication is excellent.

Level 2 ([7]–[13])

Apart from the situations described above, an answer at this level still addresses all aspects of the question but the level of depth and detail is less than above. There may be fewer examples or the evaluation is not effective. 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 written communication is good.

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MARKS

Level 1 ([1]–[6])

Apart from the situations described above, an answer at this level is seriously flawed by lack of accuracy, depth and/or detail. The candidate is not in control of the topic. The answer is short, showing only partial understanding or knowledge. Quality of written communication may be basic.

[20]

**AVAILABLE
MARKS**

30

- 10 (a)** The benefits of ecotourism include:
- Tourism revenues help fund social and economic developments in the region.
 - Employment opportunities for local people.
 - Avoids many of the negative impacts of mass tourism.

Accept plausible alternatives. Long answers are not expected. Examples are not required and full marks are available to those candidates who give two clear benefits of ecotourism.

(2 × [2])

[4]

- (b)** One relevant aim of the investigation should be clearly stated [2]. There should be appropriate comment on the conclusions reached in relation to the original aim [4].

For **[3]–[4]**: Detailed, valid and relevant comment on the conclusions reached in relation to the aim is given. Appropriate terminology is used and the candidate shows sound understanding of the topic.

For **[1]–[2]**: The answer lacks the required depth and detail. Conclusions reached in relation to the aim are inadequately outlined within the context of the aim of the investigation. There may be limited use of terminology. [6]

- (c)** They will have studied tourism change and management at national/regional scale. They have three things to do here.
- Outline the nature of tourism change and discuss the consequences of this change within their chosen case study.
 - Describe the management policies put in place to deal with these consequences.
 - Evaluate the success of these policies.

The details will be determined by their case study but we need to see at least two consequences and their management in some detail to get beyond a Level 2 mark. The consequences listed in the specification are – pollution; carrying capacity; competition for resources and social sustainability.

- If there is only one consequence, award Level 2 maximum.
- If there is no evaluation, award Level 2 maximum.
- If the answer is not focused on managing the consequences of tourism change, confine to Level 1.
- If there is no case study, or it is at the wrong scale (global/small scale), confine to Level 1.

Level 3 ([14]–[20])

At this level the candidate has provided a balanced answer. There is detail on tourism change and the attempts to manage the consequences of change are described and evaluated competently. The candidate has facts and examples and these are used to good effect. The answer uses appropriate terminology. Quality of written communication is excellent.

Level 2 ([7]–[13])

Apart from the situations described above, an answer at this level still addresses all aspects of the question but the level of depth and detail is less than above. There may be fewer examples or the evaluation is not effective. 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 written communication is good.

AVAILABLE
MARKS

Level 1 ([1]–[6])

Apart from the situations described above, an answer at this level is seriously flawed by lack of accuracy, depth and/or detail. The candidate is not in control of the topic. The answer is short, showing only partial understanding or knowledge. Quality of written communication may be basic.

[20]

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

30

30

90