



ADVANCED
General Certificate of Education
2018

Geography

Assessment Unit A2 1

assessing

Human Interactions and Global Issues

[AG211]

MONDAY 4 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
<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

AVAILABLE
MARKS

Section A

Option A: Impact of Population Change

1 (a) Definition [3]. A migration stream refers to a migratory pattern followed by any group as the group moves from one area to another. There are other definitions and do not seek a word perfect answer, rather sense and understanding. For [3] we need the idea of a group, a common origin and destination and usually operation over a period of time.

Explain the operation [3]. How does it work? They might well bring in examples, beware of giving too much credit to causes of migration; we seek to know how the stream works.

There might be answers which cannot easily be divided into [3] plus [3]. If so, mark in levels out of [6] (Level 3 ([5]–[6]), Level 2 ([3]–[4]), Level 1 ([1]–[2])).

$$[3] + [3] = [6]$$

(b) Three tasks, so [3] marks each. For each we require understanding of how the feature is reflected in migration. Examples are not specifically required but should be welcomed, as they will aid understanding. In each case it might be that the circumstances of a migration impetus cancels out the usual differentiation.

Age: Migration is often something planned and carried out by young adults, those of an age to establish a life and a career (however defined) in a new location. They might take with them children but the decision makers are the adults. Old people are less migratory, but may move upon retirement. Major refugee flows may see all ages have to flee.

Gender: Traditionally males were most migratory, establishing themselves in the new location and then sending for their partners and family. Or males would move for work and send money home to support their family. In recent times there might be more of a gender balance.

Socio-economic status: status or class has varied regarding migrant characteristics over time. Migration might have once been dominated by the poorer people, those without opportunities at home but in recent decades those who migrate might tend to be from higher educated groups, people who think they might have the qualities to succeed in a new area, leaving behind their more hapless fellows.

In cases where you cannot work with $3 \times [3]$, mark out of [9] in levels: (Level 3 ([7]–[9]), Level 2 ([4]–[6]), Level 1 ([1]–[3])). Mark clearly on the script which approach you are taking. [9]

(c) This time the answer must be marked as a single essay in levels. The Italian material lets them see the difficulties of establishing a fertility policy, particularly in getting acceptance for it amongst the people; this speaks especially to social and moral considerations. Their own study can be of another pro-natalist policy or an anti-natalist policy. If their own study was of Italy, seek information not available from the Resource. Do not require an equal consideration of economic, social and moral considerations, but all three must be mentioned for high reward. If the Resource is not used, confine to Level 1; if there is no own material at all, confine to Level 1.

Level 3 ([11]–[15])

All three considerations are at least mentioned. Both the Resource and their own material are used in an essay which has command, is detailed and couched in correct terminology. The focus is on how the characteristics affected the policy and not too much upon impacts of the operation of the policies. Language use is excellent.

AVAILABLE MARKS

Level 2 ([6]–[10])

The Resource and their own material are used but perhaps one (only one) of the three considerations is absent or poorly handled. Understanding is seen, but there may be some want of depth and detail. Language use is very good.

Level 1 ([1]–[5])

Suboptimal routes to Level 1 are leaving out either the Resource or their case study, or not dealing with two (or three) of the considerations. The answer may be slight or unfinished; full answers will be flawed through a lack of understanding. Language use may be poor.

[15]

30

2 (a) Fertility measures could be Crude Birth Rate, Generalised Fertility Rate, Total Fertility Rate or Net Replacement Rate; mortality measures could be Crude Death Rate or Infant Mortality Rate. Life Expectancy can be seen as a mortality measure. They can use any appropriate measures. Seek understanding rather than textbook definitions, but for [3] in each case there must be precision: e.g. the 'per year' must be attached to the CBR and CDR; the 'per thousand' must appear when necessary. $2 \times [3]$. [6]

AVAILABLE MARKS

(b) [3] for the quality of their description; maximum of [2] if no figures are seen. They do not have to describe in detail each of the graphs, but for [3] must have something specific on 2A and at least one of the other two graphs. You will be able to extract and reward descriptive material even from a block of text.

[6] for the explanation. Sub-Saharan Africa lags behind other LEDCs in that TFR tends downwards but at a less precipitous slope than for the other regions. Some of the reasons are implied in the other graphs: in Sub-Saharan Africa educational achievement is less and per capita income is lower. All of these considerations have been seen as important in explaining the fall in fertility as the Demographic Transition Model works through. There is no requirement for them to bring up the DTM but answers may benefit from their doing so.

Level 3 ([5]–[6])

All the considerations are included as part of their explanation, but not necessarily all dealt with in the same depth. There is clear understanding of the situation and how these matters are reflected in the variations in TFR over time in the regions shown. The candidate displays command of the material and its terminology. Language use is excellent.

Level 2 ([3]–[4])

Detail from the graphs considerations is included in their explanation. The answer is cogent but maybe lacking in the depth required for Level 3. Language use is good.

Level 1 ([1]–[2])

Partial answers are here, so are those which only deal with one of the graphs. Incomplete answers will be at this level along with those from candidates who have failed to grasp the relationship between the characteristics and fertility. Language use may be poor. [3] + [6] = [9]

(c) There are three things here: the causes of migration, which might well be set within a push/pull context; and the implications of migration on the economic activity of both their case studies, namely an area experiencing out-migration and another experiencing in-migration. If one is missed, maximum Level 2; if two are missed, Level 1. They might mention social implications as context or background but be sure that the focus is on economic activity for Levels 2 and 3.

Level 3 ([11]–[15])

All three tasks are completed. The essay is cogent, hangs together and makes clear contrast between what happens in the two contrasting case studies. Language and terminology are appropriate.

Level 2 ([6]–[10])

At least two tasks are completed. There may be an issue over depth but the focus is on economic activity as required. Language use is good.

Level 1 ([1]–[5])

Maybe only one of the tasks is addressed or the answer lacks the required focus on economic activity. There might be problems of language and terminology as well as full understanding. [15]

Option B: Planning for Sustainable Settlements

AVAILABLE
MARKS

3 (a) The most significant distinction between restoration and redevelopment is that redevelopment usually involves demolition and new build; whilst restoration is more likely to see existing structures retained even if they might be altered and have new uses. Retaining existing structures requires less use of energy and materials than demolition and rebuild and is thus more sustainable as well as being good for conservation.

Level 3 ([5]–[6])

Answers here deal with both restoration and redevelopment. The approach is comparative so that the question as set is answered. Examples are not required but they might well be seen at this level, as they would facilitate understanding. The candidate understands the topic and uses appropriate terminology and language.

Level 2 ([3]–[4])

Answers display some command of the topic but might lack balance in treatment or deal less well with the comparison between restoration and redevelopment. There is a focus on sustainability. Language use is good.

Level 1 ([1]–[2])

Answers that neglect to deal with sustainability will be here, together with those that only have restoration or redevelopment, not both. Full answers will display a lack of understanding. Language use may be poor. [6]

(b) Integrated transport networks connect together different public transport modes, making journeys easier. Integration should result in more demand for public transport, less need to use private cars and thus greater sustainability. Seek understanding; a textbook definition is not specifically required. [3] for the definition. [6] in levels for the explanation and the exemplification. No example, maximum Level 2.

Level 3 ([5]–[6])

The explanation is sound and the application to a place detailed and thorough. Language and terminology are appropriate.

Level 2 ([3]–[4])

Answers without examples might be here, but only if the explanation is exemplary. Otherwise, full answers will lack the depth needed for higher reward. Language use is good.

Level 1 ([1]–[2])

Most partial answers will be here, together with any full answers that lack understanding of the operation of these networks. Language use may be poor. [3] + [6] = [9]

(c) According to the Resource, the key to Singapore's success has been the level and depth of its planning, the 'masterplan', with its focus on transport and connectivity, also the greening of the city. Nor has social change been neglected with plans in place to deal with community needs as Singapore ages. If their own case study is also Singapore, seek material not shown in the Resource. Answers that neglect the Resource or, alternatively, fail to bring in their own case study will be in Level 1. Both physical and social planning are needed for high reward.

Level 3 ([11]–[15])

Both the Singapore Resource and their own material are handled in some depth. The answer focuses on sustainability and deals with physical and social material. There is good understanding and the answer is well-written, using appropriate terminology.

AVAILABLE MARKS

Level 2 ([6]–[10])

Both the Singapore Resource and their own material are used but the level of depth in the answer may be less than that needed for Level 3. The issue of sustainability is evident. Language use is good.

Level 1 ([1]–[5])

Answers which lack (or largely lose) a focus on sustainability are here alongside those which are partial by ignoring either the Resource or the need for their own material. Answers here that have dealt with all aspects of the question will not display good understanding. Language use may be poor. [15]

30

4 (a) *The Encyclopaedia of Theoretical Criminology* says that 'Defensible space theory was proposed by an architect named Oscar Newman in 1972. The theory suggests that the physical design of a living environment can be used to reduce crime. Newman posited that three key elements – territoriality, surveillance, and image/milieu – act both individually and in concert to assist in the creation of a safe environment.' We don't require that or any other full definition rather an understanding that urban design has an impact on rates of crime or other aspects of social well-being.

AVAILABLE MARKS

Level 3 ([5]–[6])

The answer is confident in its use of material and also in terms of language. Defensible space is clearly understood and its impacts known. There is no requirement for spatial reference, but a good answer might be deepened by such. Language is appropriate for this level.

Level 2 ([3]–[4])

Newman's theory is known (although the man himself might not be name-checked) but the answer might lack the level of command and detail found in those at a higher level. Language use is good.

Level 1 ([1]–[2])

Answers at Level 1 will be flawed. It may not be clear that the concept of defensible space is understood. Alternatively answers may be partial or unfinished. Language use may be poor. [6]

(b) The carbon footprint is a more easily quantified subset of the urban ecological footprint and it is often expressed at an individual level, so to know both will ease understanding of the generally unsustainable nature of modern living, from that of the individual to the settlement. The footprints can also be instructive regarding comparisons over space and time.

Level 3 ([7]–[9])

The distinction in scale and measurement of the footprints are clearly understood and explained. Their use within sustainable development are shown. The candidate writes with command using appropriate terminology.

Level 2 ([4]–[6])

Both footprints are covered though maybe one in less detail. There is some valid focus on sustainable issues, although the answer may lack some depth. Language use is good.

Level 1 ([1]–[3])

Answers which miss a footprint are here, together with those that do not relate the footprints to sustainability. Full answers will be flawed, lacking proper understanding. Language use may be poor. [9]

(c) The key point from the Milwaukee Resource is that dedicated volunteers have turned derelict spaces into positive assets of benefit to children and also other users; management/planning was key. It is to be doubted that any candidates have Milwaukee as their own case study, but if they do, as usual, seek extra information not given in the Resource. Answers that neglect the resource or, alternatively, fail to bring in their own case study will be in Level 1. Don't require open space and urban parks to be dealt with separately.

Level 3 ([11]–[15])

Both the Resource and their own material are used well. The focus is on explaining the benefits of properly managed parks/open spaces perhaps in general terms, certainly with regard to Milwaukee, where the value of

open spaces has increased, also for their own city. The language use and terminology are appropriate.

AVAILABLE
MARKS

Level 2 ([6]–[10])

Both the Resource and their own material are used if maybe not in great depth. There is some suggestion that parks/open spaces are of benefit to a city but the need for management/planning may not be seen. Language use is good.

Level 1 ([1]–[5])

Answers which miss either (or both) of the Resource and their own material will be here. They will be joined by others which lack understanding or are unfinished. Language use may be poor.

[15]

30

Option C: Issues in Ethnic Diversity

AVAILABLE
MARKS

5 (a) (i) The causes of ethnic conflict from Resource 5 include: historical animosities, human rights abuses, unequal distribution of political power. They have to identify and briefly describe any two.

Historical animosities: The Resource mentions bitter rivalry between the Rohingya and the Buddhist majority which has resulted in periodic civil unrest. The unrest may come from either side as is the case in Myanmar.

Human rights abuses: Human Rights are protected by international law. Rohingya have been denied citizenship and forced to register as Bengali. Many have been treated inhumanely in forced labour camps. Resentment at such abuses alienates a section of the population, which often leads to violence.

Unequal distribution of political power: Rohingya have been denied voting rights and have been discriminated against in terms of health and education. Faced with discrimination an underprivileged group such as the Rohingya frequently rebel or attack members of the opposing side.

Award 1 mark for each of two causes of ethnic conflict identified correctly from the Resource.

Award up to 2 marks for a brief description of how each cause leads to ethnic conflict.

(2 × [3]) [6]

(ii) Resource 5 details how the Rohingya were relocated to townships and prison camps. They should identify this as ethnic cleansing. Genocide/large numbers of deaths is mentioned (although not on the specification) along with international intervention through the ISCI and western nations. They also have to include extra material which may be additional outcomes or reference to examples from other conflicts.

- No extra material used, **Level 2 maximum.**
- No use of Resource 5, confine to **Level 1.** The map is for spatial reference only so no penalty for not making specific reference to it.
- Only one possible outcome discussed, award from **Level 2 maximum.**
- Multiple errors, confine to **Level 1.**

Level 3 ([7]–[9])

This is a thorough answer demonstrating sound understanding of the possible outcomes arising from ethnic conflict. 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])

Apart from the situation described above, 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 the outcomes from ethnic conflict in their extra material. There may also be imbalance between the two outcomes. 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 and poor use of language. [9]

AVAILABLE MARKS

(b) The specification lists international migration, colonisation and annexation as processes creating ethnic diversity. Obviously, the detail of their answer will depend on their case study choice. However, they will need to give a sound description of the ethnic diversity of their chosen country and then evaluate the role these processes played in creating this ethnic diversity. They need to address all of the three processes mentioned in the specification even if one process played no part in the ethnic make-up of their case study.

- 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**.
- If one process is omitted completely, award from **Level 2 maximum**.
- If there is no evaluation of the processes, award from **Level 2 maximum**.
- Multiple errors, 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 and the evaluation is clear. The answer is well written.

Level 2 ([6]–[10])

Apart from the situations described above, 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]

30

6 (a) (i) **Nationality, Religion and Language** are the factors which help define ethnicity in Nicosia. Any two are acceptable
 (2 × [1]) for identifying the two processes.
 (2 × [2]) for a brief description of how each factor helps define ethnicity in Nicosia.

AVAILABLE MARKS

Nationality: Turkish Cypriots generally consider themselves Turkish, Greek Cypriots generally consider themselves Greek. Each group has a separate identity.

Religion: Turkish Cypriots are largely Muslim and Greek Cypriots Christian. Each religious group has its own distinctive places of worship, religious emblems, etc.

Language: Turkish and Greek dialects are the two languages in Nicosia. Language unites members of an ethnic group but can exclude those from other ethnic groups. Although language is still an effective means of defining ethnicity. [6]

(ii) The economic outcomes arising from ethnic diversity in the city of Nicosia include:

- the abandoned businesses, houses and Nicosia airport which constitute a direct economic loss to the city. Providing new businesses, etc. will have had an indirect effect on the city.
- the physical divide effectively reduces the potential number of customers for shops on each side.
- tourism. Different people may be attracted/deterred.

The spatial outcomes arising from ethnic diversity in the city of Nicosia include:

- the physical divide – border crossings, Turkish and Greek identities redistribution of people caught on the wrong side.
- abandoned housing, shops, airport.

Candidates must also include extra material (which may be from Nicosia).

- No extra material used, **Level 2 maximum**.
- No use of Resource 6, confine to **Level 1**. The photographs are there to inform their answer but do not penalise if they are not specifically mentioned.
- Omitting either economic or spatial outcomes, 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 the economic and spatial outcomes arising in ethnically diverse cities. The discussion is based around rigorous resource use and extra material. Use of English is very good.

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 the economic and spatial outcomes in their extra material. There may also be imbalance between the two outcomes. 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. Language use may be poor. [9]

(b) This is a 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**.

AVAILABLE MARKS

Level 3 ([11]–[15])

There is a correct choice of case study. There is good understanding shown with depth and detail in all aspects. All aspects of causes and nature of the conflict are included. The answer is well written, using appropriate terminology.

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]

30

Section A

60

Section B		AVAILABLE MARKS
Global Issues		
7	<p>(a) Award [1] for identification of a primary gaseous pollutant (carbon dioxide, methane, sulphur dioxide, CFCs) the remaining [3] for an explanation as to why an increase in this pollutant would be of concern to environmentalists. If only a simple statement/description is presented, or if the 'increase' aspect is neglected, a maximum of [2] may be awarded. Detailed, valid comments may be awarded a maximum of [3].</p> <p>(b) One relevant aim of the investigation should be clearly stated. There should be appropriate comment on the conclusions reached in relation to the original aim.</p>	[4]
	<p>Level 3 ([5]–[6]) One clear and relevant aim is outlined. Detailed, valid and relevant comment on the conclusions reached in relation to the aim is given. Appropriate terminology and language is used and the candidate shows sound understanding of the topic.</p> <p>Level 2 ([3]–[4]) At this level the answer still has merit, but it lacks the required depth and detail. Alternatively, the conclusions are inadequately outlined within the context of the aim of the investigation. There may be inadequacies in terminology and language.</p> <p>Level 1 ([1]–[2]) The aim may not be described accurately or it may be invalid, and/or the comment on the conclusions reached in relation to the aim is missing or lacking in detail. There is limited use of terminology and language.</p>	[6]
(c)	<p>The candidate is asked to use evidence to justify their own opinion in relation to the statement "It is no longer debatable that global warming/climate change is happening."</p>	[8]
	<p>Level 3 ([14]–[20]) Each element of the question (reference to statement, personal opinion, relevant and valid evidence) is addressed. A high level of valid, relevant detail is given using appropriate language for this level.</p> <p>Level 2 ([7]–[13]) Although each element of the question (reference to statement, personal opinion, relevant and valid evidence) is addressed, this may be in an unbalanced or underdeveloped manner. Details may be restricted and language use is good.</p> <p>Level 1 ([1]–[6]) Either each of the elements of the question (reference to statement, personal opinion, relevant and valid evidence) may be addressed in a cursory manner only, or a number of elements neglected or mishandled. Details may be very restricted. Language use may be poor.</p>	[20]
		30

8 (a) A number of direct deaths will result. An increased incidence of cancers, emotional problems, impaired fertility and birth abnormalities will be recorded. Pollution of air, water and soil will result, with impacts upon the human population and the ecology.
 $(2 \times [2])$ [4]

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

AVAILABLE MARKS

Level 3 ([5]–[6])

One clear and relevant aim is outlined. Detailed, valid and relevant comment on the conclusions reached in relation to the aim is given. Appropriate terminology and language is used and the candidate shows sound understanding of the topic.

Level 2 ([3]–[4])

At this level the answer still has merit, but it lacks the required depth and detail. Alternatively, the conclusions are inadequately outlined within the context of the aim of the investigation. There may be inadequacies in terminology and language.

Level 1 ([1]–[2])

The aim may not be described accurately or it may be invalid, and/or the comment on the conclusions reached in relation to the aim is missing or lacking in detail. There is limited use of terminology and language. [6]

(c) The candidate is asked to discuss the arguments which support the global use of nuclear energy and to state and justify their position in relation to this evidence.

Level 3 ([14]–[20])

Each element of the question is strongly addressed (arguments in support of nuclear energy, global references, justification). Comments are well-developed and with good use of terminology and language. A high level of detail is given.

Level 2 ([7]–[13])

Each element of the question is addressed (arguments in support of nuclear energy, global references, justification) albeit, perhaps, in an unbalanced fashion. Comments may be underdeveloped and terminology/details may be restricted. Language use is good.

Level 1 ([1]–[6])

More than one element (arguments in support of nuclear energy, global references, justification) may have been neglected. Comments may be cursory only, perhaps lacking validity or detail validity. Use of terminology and language use may be poor.

[20]

30

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 at least two changes and give some detail. If only one change is described, award no more than [2].
 (2 × [2]) [4]

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

Level 3 ([5]–[6])

One clear and relevant aim is outlined. 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.

Level 2 ([3]–[4])

At this level, the answer still has merit, but it lacks the required depth and detail. Alternatively, the conclusions are inadequately outlined within the context of the aim of the investigation. There may be inadequacies in terminology.

Level 1 ([1]–[2])

The aim may not be described accurately or it may be invalid, and/or the comment on the conclusions reached in relation to the aim is missing or lacking in detail. There is limited use of terminology. [6]

(c) This is their chosen global issues case study. They need to use their material to answer the question set. Do not over reward a candidate who does not follow the exact requirements of the question. They will need to discuss GM crops and the benefits that follow from their use. They might include discussion on increased food supply, cheaper food prices, drought resistant crops, higher yields, etc. They must then discuss the potential environmental damage they cause. They must make their position regarding the statement clear. To do this they must use their examples to provide a balanced answer.

There are four things to do here:

- discuss the benefits of GM crops;
- discuss the potential environmental damage GM crops may cause;
- make reference to places; and
- discuss the extent to which they agree/disagree with the statement.

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.

AVAILABLE
MARKS

Level 2 ([7]–[13])

This is still a competent answer addressing at least three 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 she/he 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.

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 may be short showing only partial understanding or knowledge. Written English may be flawed.

[20]

30

10 (a) The nature of tourism change needs to be clarified: increase in numbers, new areas being developed etc before dealing with the competition for resources. There is no requirement for examples but many may use them. They need to outline two ways in which tourism change may affect competition for resources. There is no definitive list but possible answers may focus on competition for scarce water resources between tourist resorts and local people, tribal peoples moved off their land to make way for tourist development. Long answers are not required, rather look for a clear understanding of how this competition may arise. Stagnation also acceptable.
If the answer is not clear on the nature of change or only one example is outlined award out of [2] maximum. (2 × [2]) [4]

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

Level 3 ([5]–[6])

One clear and relevant aim is outlined. Detailed, valid and relevant comment on the conclusions reached in relation to the aim is given. Appropriate terminology and language is used and the candidate shows sound understanding of the topic.

Level 2 ([3]–[4])

At this level, the answer still has merit, but it lacks the required depth and detail. Alternatively, the conclusions are inadequately outlined within the context of the aim of the investigation. There may be inadequacies in terminology and language.

Level 1 ([1]–[2])

The aim may not be described accurately or it may be invalid, and/or the comment on the conclusions reached in relation to the aim is missing or lacking in detail. There is limited use of terminology and language use may be poor. [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 issues that can arise in some areas. They might mention damage to sensitive environments, 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'. They need to discuss how internationally agreed controls might alleviate some of these problems before making a decision relative to the statement. 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.

There are four things to do here:

- discuss the issues surrounding ecotourism;
- discuss how internationally agreed controls might reduce these issues;
- 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**.

AVAILABLE
MARKS

Level 3 ([14]–[20])

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

AVAILABLE MARKS

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]

30

Section B

30

Total

90