



GCE

Geography

Unit **F763**: Global Issues

Advanced GCE

Mark Scheme for June 2018

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All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations

Annotation	Meaning
	Unclear, inaccurate or dubious validity.
	Omission mark.
	Issue identified
	Strategy identified
	Irrelevant, a significant amount of material that does not answer the question.
	Level one.
	Level two.
	Level three.
	No examples.
	Rubric infringement.
	Evaluative point / paragraph.
	Highlighting an issue eg irrelevant paragraph. Use in conjunction with another stamp eg  or 
	Point has been seen and noted.
Highlighter tool	Highlighting a particularly creditworthy part of the response. Can be used in conjunction with another stamp.

All answers and pages with a response must have at least one annotation to show that they have been seen.

Question			Answer	Marks	Guidance				
1	-	6	<p>Candidates should receive credit for a particular issue identified in the resource or a broader generic issue. However, this latter issue must originate from the resource, such as secondary impacts of hazards. Strategies must be appropriate to the particular issue identified for Levels 2 and 3.</p> <p>Balance between issue and strategies – given that ONE issue is required but STRATEGIES are to be included, most responses can be expected to have a balance of about quarter / three quarters issue / strategies.</p> <p>The inclusion of only ONE strategy will not reach Level 3 and is unlikely to go beyond bottom of Level 2.</p> <p>But this can not be prescriptive as the precise balance is likely to vary.</p> <p>Some responses will inter-mix issue and strategies, meaning that the response must be read carefully to disentangle the two. If communication is clear then this will help inform the Level.</p> <p>Annotate in the margin as follows;</p> <table border="1" data-bbox="353 1077 813 1209"> <tr> <td style="text-align: center;">I</td> <td>for issue</td> </tr> <tr> <td style="text-align: center;">S</td> <td>for each strategy</td> </tr> </table>	I	for issue	S	for each strategy		<p>For each question in Section A:</p> <p>AO1 Knowledge and understanding accounts for 4 marks AO2 Analysis, interpretation and evaluation accounts for 4 marks AO3 Investigate, conclude and communicate accounts for 2 marks</p> <p>Level 3 (9 – 10 marks) Substantial knowledge and authoritative understanding of an appropriate issue which must originate from the resource and using clear evidence from the resource. Clear application of relevant knowledge and understanding to the question set. Clear structure and organisation. Communication is clear with maps, diagrams, and statistics, if appropriate. Accurate use of geographical terms.</p> <p>Level 2 (5 – 8 marks) Sound knowledge and understanding of an appropriate issue using some evidence from the resource. Sound application of relevant knowledge and understanding to the question set. Sound structure and organisation. Communication is generally effective with maps, diagrams, and statistics, if appropriate. Geographical terms are mainly used effectively.</p> <p>Level 1 (0 – 4 marks) Poor knowledge and understanding of an appropriate issue using little or no evidence from the resource. Limited application of relevant knowledge and understanding to the question set. Poor structure and organisation. Much inaccuracy in communication and limited and / or ineffective use of geographical terms.</p>
I	for issue								
S	for each strategy								

Question	Answer	Marks	Guidance
1	<p>One of the questions for investigation in this Option is 'What are the hazards associated with earthquake activity?' Key ideas include both the physical causes of earthquakes, the distinctive impacts to areas and that these vary from place to place. Candidates will also have studied the range of environmental and social impacts earthquakes have and the range of responses to the hazards.</p> <p>The context is clearly a MEDC, New Zealand, and so comments taking this into account are likely to indicate top of Level 2+ responses.</p> <p>Indicative Content</p> <p>Possible geographical issues include:</p> <p>Physical issues;</p> <ul style="list-style-type: none"> • The tectonic processes involved in creating earthquake hazards and possible volcanic activity • Earthquakes can generate tsunamis and mass movements <p>Human issues;</p> <ul style="list-style-type: none"> • Destruction of buildings and infrastructure; disruption of domestic / public / economic activities; at its most severe, loss of life + injury. <p>Possible management strategies:</p> <ul style="list-style-type: none"> • Appropriate management – short-term e.g. emergency relief; evacuation; provision of shelter, water, food, medical care • Appropriate management - longer term e.g. reconstruction • Appropriate management – longer term e.g. strengthened buildings and structures e.g. bridges; disaster planning including education, regular earthquake drills <p>Where both long and short term responses included likely to indicate top of Level 2+ response.</p>	10	<p>The issue identified can be either purely physical or human. Clearly the two sets of factors interact and so candidates have no shortage of material to draw from.</p>

Question	Answer	Marks	Guidance
2	<p>One of the key questions in this Option is ‘What are the main components of ecosystems.’ With part if its associated Content drawing attention to how change occurs as a result of the interaction of physical and human factors.</p> <p>The diagram is deliberately generic so that material from any ecosystem studied can be used to help construct an answer. Credit material that originates from a candidate’s investigative study of a local ecosystem. The photograph helps candidates focus on the impact of human activities on energy flows through ecosystems, the example shown for illustration being the removal of energy via agriculture.</p> <p>Indicative Content</p> <p>Possible geographical issues include:</p> <p>Physical issues;</p> <ul style="list-style-type: none"> • the concept of open and closed systems in the context of an ecosystem • that ecosystems comprise of a series of interconnected stores • that the interconnections can be represented as flows of energy • that environmental disturbance to any one flow or a combination of flows, will have feedback throughout the ecosystem e.g. natural effects such as fire / drought / disease and or human activity e.g. agriculture, forestry, fishing. <p>Human issues;</p> <ul style="list-style-type: none"> • that human activities can influence any part of the ecosystem, having either a negative or positive effect <p>Possible management strategies:</p> <ul style="list-style-type: none"> • there are diverse ways of managing ecosystems in sustainable ways • naturally, ecosystems operate in a variety of states of equilibrium 	10	<p>The issue identified can be either purely physical or human. Clearly the two sets of factors interact and so candidates have no shortage of material to draw from.</p>

Question	Answer	Marks	Guidance
3	<p>One Question for investigation in Option A3 is ‘What conditions lead to tropical storms and in what ways do they represent a hazard to people?’ and another is ‘Why do the impacts of climatic hazards vary over location?’ The Content then outlines that students should study countries at either end of the development continuum. The resource highlights two tropical storm events, one impacting on a MEDC, the other on a LEDC. Both storms were of similar strength and occurred relatively recently. Candidates can highlight as an issue the contrast in effects between the two locations, but they could focus on one storm and reach Level 3.</p> <p>Indicative Content</p> <p>Possible geographical issues include:</p> <p>Physical issues;</p> <ul style="list-style-type: none"> • Variability as regards strength and duration – makes prediction and planning for difficult. • primary hazards – hurricane force winds / storm surges / torrential rain. • secondary hazards include river + coastal flooding / mass movements. • factors leading to the formation of tropical storms e.g. latitude; sea surface temperatures >26/7°C; evaporation + condensation; feedback cycle; cyclonic circulation. <p>Human issues;</p> <ul style="list-style-type: none"> • loss of life + injury • economic + social dislocation – might link this to variability of strength and duration as well as seasonality • LEDC / MEDC contrast <p>Possible management strategies:</p> <ul style="list-style-type: none"> • Forecasting – variety of measures e.g. geostationary satellites, ships + buoys, aircraft, radiosondes, radar. • Long term strategies e.g. hard defences against storm surge; strict planning controls concerning construction style and location of buildings; coastal ecosystem management to sustain wetlands to absorb storm surges and high wave energy; practice emergency procedures including evacuation; afforestation of steep slopes; 	10	The issue identified can be either purely physical or human. Clearly the two sets of factors interact and so candidates have no shortage of material to draw from.

Question	Answer	Marks	Guidance
	<p>economic + social development so that populations are better prepared for impacts.</p> <ul style="list-style-type: none">• Short term strategies e.g. evacuation of coastal area; individuals boarding up windows; mobilise armed forces; emergency aid domestic and overseas. <p>Where both long and short term responses included likely to indicate top of Level 2+ response.</p>		

Question	Answer	Marks	Guidance
4	<p>One of the Questions for Investigation in this Option is ‘What factors affect the supply and use of resources?’ with the associated Key idea stating that the supply and use of resources is determined by a combination of physical and socio-economic factors. Candidates are expected to have studied different types of resources and how changes in technology and society can bring about a change in the supply and use. Candidates are not expected to have studied specifically rock phosphate and so generic material is quite appropriate.</p> <p>Indicative Content</p> <p>Possible geographical issues include:</p> <ul style="list-style-type: none"> • Some resources are considered to be renewable, while others are not. • The use of some resources may not be sustainable given the rapid increase in their use over the last one hundred years. • Decline in production may suggest increasing issues of accessible reserves • Some resources were not considered valuable until human factors allowed their exploitation. • Possible over-application of phosphate leading to pollution episodes <p>Possible management strategies:</p> <ul style="list-style-type: none"> • How does human activity attempt to plan and manage demand for resources? • How does human activity attempt to plan and manage the supply of resources? • Strategies to source alternative fertiliser • Ways of dealing with pollution episodes and preventing them occurring in the first place • Actual strategies can relate to any resources as there is no prescribed list candidates have to study. It is in their use and management that the credit lays. • Comments about different strategies depending on a country’s position along the development continuum are valid. 	10	Candidates can deal with these issues and management in a generic way, or they can use a particular example (s) to illustrate the issues and strategies.

Question	Answer	Marks	Guidance
5	<p>One of the key ideas in this Option is that 'Aid both supports and hinders the broader balance of the world's patterns of production.' The resource shows the delivery of US government aid to a distribution centre in an Ugandan refugee camp.</p> <p>Indicative Content</p> <p>Possible geographical issues include:</p> <ul style="list-style-type: none"> • Advantages to countries / people in receipt of different types of aid • Disadvantages to countries / people in receipt of different types of aid e.g. • Likely to represent emergency aid in a crisis e.g. drought / civil strife • Aid may not reach those most in need for a variety of reasons • Can undermine local production economies if it continues to be supplied beyond emergency • Can indicate extent of development gap as with increased development comes an enhanced ability to cope with set-backs / disaster <p>Possible management:</p> <ul style="list-style-type: none"> • Aid needs to be appropriate in terms of scale and nature e.g. 'bottom-up' schemes • Emergency aid no different but there is the overwhelming need to save lives • Allow local production economies to grow when emergency past • Government policies to support production in MEDCs e.g. agriculture, should not include using LEDCs as 'markets' for surplus production • Sometimes, NGOs offer more successful routes in for aid as they don't have to operate through the government of the receiving country • Promotion of development so that if disaster hits, then more able to cope 	10	<p>Issue and strategies should be related to aid which is clearly highlighted in the resource.</p>

Question	Answer	Marks	Guidance
6	<p>The focus of this option is on inequalities, their patterns, causes and implications for communities and the environment. A Key Idea is 'Economic inequalities may result in social conditions also becoming unequal.' These data indicate the gap between genders in countries and an indication of the level of development within a country.</p> <p>Indicative Content</p> <p>Possible geographical issues include:</p> <ul style="list-style-type: none"> • Global inequalities have been increasing and some areas are finding it very difficult to develop economically and socially • Contrasts in the quality of life of peoples in different parts of the world • Amongst the LEDCs, many women suffer significant inequality • One particular issue is the greater risk of infection with HIV for women in many countries • Even within many MEDCs, there is significant gender inequality • Higher rates of unemployment amongst women <p>Possible management strategies:</p> <ul style="list-style-type: none"> • Encourage more development aid / projects which are sustainable. Roles of UN, World Bank, IMF, EU, and individual governments. • These projects must be related directly to reducing inequality between the genders for example education of girls to reduce illiteracy; equalise access to health care • Raising the age of marriage of women • Reducing fertility rates 	10	<p>Issues and strategies should reflect the contrasts in economic development and quality of life highlighted in the resource.</p>

Question	Answer	Marks	Guidance
7	<p><i>'Mass movement hazard events are rarely the result of just one factor.'</i> How far do you agree with this statement?</p> <p>The hazards associated with mass movements are explicitly mentioned in the Spec as are the interaction of physical and human factors. At Level 1 then the answer is a simple agreement with the statement but to reach Levels 2 and 3 in AOs 1, 2 and 3, then the response needs to be a fully discursive one. The Specification states that candidates are to study at least two events.</p> <p>Indicative Content</p> <p>The severity and impact of mass movements depend on the interaction of a number of variables. A systems approach might serve a response well here as it will structure the answer to consider a variety of factors and how change in one factor can bring about feedback elsewhere in the slope system.</p> <p>Physical factors associated with mass movements such as the balance between upslope and downslope forces; shear strength, frictional resistance between slope materials, effects of vegetation resisting mass movement are relevant.</p> <p>Comments about a variety of external triggers both human and physical are required for an authoritative discussion.</p> <p>Human factors such as deforestation; undercutting of slopes by construction; increased loading via buildings. Some mass movements are caused entirely by natural processes.</p> <p>Comments distinguishing between long and short term risks move the response upwards through the levels depending on their quality.</p>	30	<p>AO1 Knowledge and understanding</p> <p>Level 3 (8-9 marks) Substantial knowledge and authoritative understanding of both physical and human factors involved in mass movement hazard events. Causes and effects are convincing. There is secure use of detailed exemplification.</p> <p>Level 2 (5-7 marks) Sound knowledge and understanding of physical and human factors. Some responses might be assessed at this level if they offer a particularly uneven account of either physical or human. Cause and effect is evident but not always convincing. There is some use of exemplification.</p> <p>Level 1 (0-4 marks) Poor knowledge and understanding of physical and human factors. Cause and effect not understood well. There is little exemplification. Some responses might only describe one set of factors.</p> <p>AO2 Analysis, interpretation and evaluation</p> <p>Level 3 (14-17 marks) Clear and convincing analysis of the various risk factors. There is effective evaluation of the relative significance of the factors, both physical and human, with a balanced coverage of the two sets.</p> <p>Level 2 (8-13 marks) Some analysis of the various risk factors. Some evaluation of the relative significance of the factors, both physical and human, although likely not to be balanced between the two sets.</p>

Question	Answer	Marks	Guidance
			<p>Level 1 (0-7 marks) Limited analysis of the various risk factors. Little or no attempt to evaluate the relative significance of any of the factors, physical and human.</p> <p>AO3 Skills and communication</p> <p>Level 3 (4 marks) Clear structure and organisation, including a clear conclusion. Communication is clear with authoritative use of grammar and spelling and accurate use of geographical terms. Maps, diagrams and statistics are used effectively, if appropriate.</p> <p>Level 2 (3 marks) Sound structure and organisation, including a limited conclusion. Communication is generally effective although errors in grammar and spelling and some inaccurate use of geographical terms are likely to be present. Maps, diagrams and statistics are not used effectively.</p> <p>Level 1 (0-2 marks) Basic structure and organisation, with no attempt at a conclusion. Communication is ineffective with errors in grammar and spelling and little use of geographical terms or their inaccurate use. Maps, diagrams and statistics are not used.</p>

Question	Answer	Marks	Guidance
8	<p><i>To what extent are earth hazards predictable?</i></p> <p>This is a wide ranging evaluation in this Option and requires a focus on the degree of predictability of earth hazards. This question invites a discussion of the nature of different earth hazards as this in turn influences the issues surrounding prediction in relation to mass movements and slope failure, volcanoes and earthquakes and flooding, both river and coastal.</p> <p>Indicative Content</p> <p>The Specification asks that consideration be given to the study of different approaches to managing earth hazards to illustrate the extent to which earth hazards are predictable. Earthquakes for example have so far proved impossible to predict whereas other earth hazards are more readily anticipated such as volcanic eruption or flooding.</p> <p>Comments about not just different earth hazards but about the ability to predict the nature and severity of the hazard, such as level of flooding or strength of eruption are likely to indicate a Level 2+ response in AO2. Likewise discussion concerning the ability of locations at different levels of development might indicate a Level 2+ response.</p> <p>It is very important that we recognise the broad scope of this question and so a Level 3 response does not need to include reference to every type of earth hazard. What will be limiting is if the answer includes only one earth hazard. In this situation, top of Level 1 in AOs 1 and 2 is the maximum available.</p>	30	<p>AO1 Knowledge and understanding</p> <p>Level 3 (8-9 marks) Substantial knowledge and authoritative understanding of the extent to which earth hazards can be predicted. Convincing links between the nature of earth hazards and prediction. There is secure use of detailed exemplification.</p> <p>Level 2 (5-7 marks) Sound knowledge and understanding of the extent to which earth hazards can be predicted. Sound links between the nature of earth hazards and prediction. There is some use of exemplification.</p> <p>Level 1 (0-4 marks) Poor knowledge and understanding of the extent to which earth hazards can be predicted. Limited linkage between the nature of earth hazards and prediction. There is little exemplification.</p> <p>AO2 Analysis, interpretation and evaluation</p> <p>Level 3 (14-17 marks) Clear and convincing analysis of the extent to which earth hazards are predictable. There is effective evaluation of the relative advantages / disadvantages of the methods of prediction and these are discussed with authority.</p> <p>Level 2 (8-13 marks) Some analysis of the extent to which earth hazards are predictable. Some evaluation of the relative advantages / disadvantages of the methods of prediction, although likely not to be balanced between the two.</p>

Question	Answer	Marks	Guidance
			<p>Level 1 (0-7 marks) Limited analysis of the extent to which earth hazards are predictable. Little or no attempt to evaluate the relative advantages / disadvantages of the methods of prediction.</p> <p>AO3 Skills and communication</p> <p>Level 3 (4 marks) Clear structure and organisation, including a clear conclusion. Communication is clear with authoritative use of grammar and spelling and accurate use of geographical terms. Maps, diagrams and statistics are used effectively, if appropriate.</p> <p>Level 2 (3 marks) Sound structure and organisation, including a limited conclusion. Communication is generally effective although errors in grammar and spelling and some inaccurate use of geographical terms are likely to be present. Maps, diagrams and statistics are not used effectively.</p> <p>Level 1 (0-2 marks) Basic structure and organisation, with no attempt at a conclusion. Communication is ineffective with errors in grammar and spelling and little use of geographical terms or their inaccurate use. Maps, diagrams and statistics are not used.</p>

Question	Answer	Marks	Guidance
9	<p><i>To what extent is change in ecosystems only the result of human factors?</i></p> <p>One of the Questions for Investigation in this Option is ‘What are the main components of ecosystems and environments and how do they change over time?’ Associated with this is the Key Idea that ecosystems are subject to constant change as the physical conditions and human activities operating upon them change.</p> <p>Indicative Content</p> <p>Having spent some time focused on this Option, students should have effective knowledge and understanding of the interconnections between stores and flows in an ecosystem. Perhaps one indicator of a Level 3 response is a discussion structured on changes in inputs, stores, flows and outputs. This way the answer is likely to proceed logically through an ecosystem offering clear and convincing analysis of the causes of change. Clearly the key evaluative point for Level 2+ in AO2 is the consideration given to physical factors such as the role of fire, flood, volcanic eruption or extreme weather for example. Predator – prey relationships amongst natural populations could also prove to be very helpful here.</p> <p>Human factors should receive a wide interpretation and, as ever, historical perspectives are welcome such as the large scale clearance of woodland across Britain in the Anglo-Saxon and early Middle Ages periods. Some interesting comparisons might be made here with tropical rain forest change over the past few decades.</p> <p>The scale at which a response discusses the assertion might also indicate top of L2+ in both AOs 1 and 2. One approach might be to look at one local ecosystem in</p>	30	<p>AO1 Knowledge and understanding</p> <p>Level 3 (8-9 marks) Substantial knowledge and authoritative understanding of physical and human factors leading to change within ecosystems. There is secure use of detailed exemplification.</p> <p>Level 2 (5-7 marks) Sound knowledge and understanding of physical and human factors leading to change within ecosystems. There is some use of exemplification.</p> <p>Level 1 (0-4 marks) Poor knowledge and understanding of physical and human factors leading to change within ecosystems. There is little exemplification.</p> <p>AO2 Analysis, interpretation and evaluation</p> <p>Level 3 (14-17 marks) Clear and convincing analysis and evaluation of the relative importance of physical and human factors leading to change within ecosystems.</p> <p>Level 2 (8-13 marks) Some analysis and evaluation of the relative importance of physical and human factors leading to change within ecosystems.</p> <p>Level 1 (0-7 marks) Limited analysis and evaluation of the relative importance of physical and human factors leading to change within ecosystems</p> <p>AO3 Skills and communication</p>

Question	Answer	Marks	Guidance
	<p>detail, but equally valid are considerations at larger scales, as long as these are still ecosystems and not biomes.</p> <p>Candidates are free to choose the scale of which they write and as they are required to study at least one local ecosystem, we can anticipate some authoritative exemplification of such locations. Indeed an interesting point of contrast between ecosystems at different scales might be usefully discussed.</p>		<p>Level 3 (4 marks) Clear structure and organisation, including a clear conclusion. Communication is clear with authoritative use of grammar and spelling and accurate use of geographical terms. Maps, diagrams and statistics are used effectively, if appropriate.</p> <p>Level 2 (3 marks) Sound structure and organisation, including a limited conclusion. Communication is generally effective although errors in grammar and spelling and some inaccurate use of geographical terms are likely to be present. Maps, diagrams and statistics are not used effectively.</p> <p>Level 1 (0-2 marks) Basic structure and organisation, with no attempt at a conclusion. Communication is ineffective with errors in grammar and spelling and little use of geographical terms or their inaccurate use. Maps, diagrams and statistics are not used.</p>

Question	Answer	Marks	Guidance
10	<p><i>Evaluate the effectiveness of ways of managing physical environments to achieve sustainability.</i></p> <p>One of the Key Ideas in this Option is that ‘When human activity impacts on physical environments they may need to be managed in order to be sustainable.’ The basic elements of ecosystems will have been studied and considerations given to the ways in which physical environments are under threat from human activity. This question focuses on sustainable management of physical environments.</p> <p>Indicative Content</p> <p>The Specification requires candidates to have studied at least one example of sustainable environmental management of a located physical environment, so we can expect authoritative knowledge from L3 responses. A indicator of a high L2 / L3 response in AOs 1+2 and probably AO3, might be the use of a systems approach to help structure the response. Comments about inputs, stores and processes within both generic discussion and that focused on examples should examine the variety of ways in which sustainable management is aimed for and perhaps achieved. A key element in the assessment here is how effectively the ‘way’ is linked to ‘sustainability’. It is not enough for Level 3 in AO2, simply to describe, even in detail, the various management strategies employed in whatever locations the candidate chooses to write about. The more secure responses might be indicated by the convincing use of the concepts of equilibrium and dis-equilibrium, and there is much to be gained by a consideration of the idea of dynamic equilibrium operating within physical environments. It would also be encouraging to read of sustainability in</p>	30	<p>AO1 Knowledge and Understanding</p> <p>Level 3 (8-9 marks) Substantial knowledge and authoritative understanding of the ways of managing physical environments in order to achieve sustainability. There is secure use of detailed exemplification.</p> <p>Level 2 (5-7 marks) Sound knowledge and understanding of the ways of managing physical environments in order to achieve sustainability. There is some use of exemplification.</p> <p>Level 1 (0-4 marks) Poor knowledge and understanding of the ways of managing physical environments in order to achieve sustainability. There is little exemplification.</p> <p>AO2 Analysis, interpretation and evaluation</p> <p>Level 3 (14-17 marks) Clear and convincing analysis and evaluation of the ways of managing physical environments in order to achieve sustainability.</p> <p>Level 2 (8-13 marks) Some analysis and evaluation of the ways of managing physical environments in order to achieve sustainability.</p> <p>Level 1 (0-7 marks) Limited analysis and evaluation of the ways of managing physical environments in order to achieve sustainability.</p> <p>AO3 Skills and communication</p>

Question	Answer	Marks	Guidance
	<p>more than just the Brundtland declaration as it is a much more complex and contested idea than this rather simplistic statement suggests. However, such a discussion is likely to indicate a top of L3 response.</p> <p>The scale of physical environment to be managed is also an interesting area to receive some analysis and it would be good to read discussions which included evidence of individual fieldwork in a small scale example such as a small wood or lake.</p>		<p>Level 3 (4 marks) Clear structure and organisation, including a clear conclusion. Communication is clear with authoritative use of grammar and spelling and accurate use of geographical terms. Maps, diagrams and statistics are used effectively, if appropriate.</p> <p>Level 2 (3 marks) Sound structure and organisation, including a limited conclusion. Communication is generally effective although errors in grammar and spelling and some inaccurate use of geographical terms are likely to be present. Maps, diagrams and statistics are not used effectively.</p> <p>Level 1 (0-2 marks) Basic structure and organisation, with no attempt at a conclusion. Communication is ineffective with errors in grammar and spelling and little use of geographical terms or their inaccurate use. Maps, diagrams and statistics are not used.</p>

Question	Answer	Marks	Guidance
11	<p>To what extent are human activities both the cause of, and solution to, EITHER acid rain OR photochemical smog?</p> <p>The Key Idea relevant here is ‘Human activities may impact on the global climate to create particular climatic hazards.’ The Specification is explicit in its requirement for candidates to have studied the causes of, impacts on and solutions to, <i>either</i> acid rain <i>or</i> photochemical smog, for a named area. We can thus anticipate some convincing exemplification of a candidate’s chosen hazard.</p> <p>Indicative Content</p> <p>There are well documented causes of acid rain due to human activities such as emissions of sulphur dioxide, nitrogen oxides and ammonia from fossil fuel power stations, motor vehicles and intensive farming. But it is an important evaluation to consider the role of natural sources of substances which can lead to acid rain, such as volcanic eruption.</p> <p>Photochemical smog can be claimed to be a modern form of air pollution, mostly confined to large metropolitan regions. Its main cause is emissions of pollutants such as nitrogen oxides and particulates from motor vehicles and industries. These pollutants derive from human activities but a key evaluation comes from considering the role of sunlight in the formation of the smog. Consideration may also be given to relief factors making inversions more likely and thereby contributing to smog formation.</p> <p>Such evaluations are required for L3 in both AO1 and AO2.</p> <p>Solutions are mostly down to human activity as it is the human inputs which are the only ones possible for</p>	30	<p>AO1 Knowledge and Understanding</p> <p>Level 3 (8-9 marks) Substantial knowledge and authoritative understanding of the causes of and solutions to either acid rain or photochemical smog. There is secure use of detailed exemplification.</p> <p>Level 2 (5-7 marks) Sound knowledge and understanding of the causes of and solutions to either acid rain or photochemical smog. Some responses might be assessed at this level if they offer a particularly uneven account of either causes or impacts. There is some use of exemplification.</p> <p>Level 1 (0-4 marks) Poor knowledge and understanding of the causes of and solutions to either acid rain or photochemical smog. Some responses might only discuss one of causes or solutions. There is little exemplification.</p> <p>AO2 Analysis, interpretation and evaluation</p> <p>Level 3 (14-17 marks) Clear and convincing analysis of the causes and solutions to either acid rain or photochemical smog. There is effective evaluation of the relative significance of human activities.</p> <p>Level 2 (8-13 marks) Some analysis and evaluation of the causes and solutions to either acid rain or photochemical smog. There is some evaluation of the relative significance of human activities.</p> <p>Level 1 (0-7 marks) Limited analysis of the causes and solutions to either acid rain or photochemical smog. There is little or no evaluation of the</p>

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	alteration by ourselves. The range of measures is wide and at L3, responses should offer a sensible (given the time constraints) diversity. However, a good evaluative point is that natural factors, such as a change in weather conditions e.g. strong winds, can alleviate or disperse the pollution so that it is no longer an issue.		<p>relative significance of human activities.</p> <p>AO3 Skills and communication</p> <p>Level 3 (4 marks) Clear structure and organisation, including a clear conclusion. Communication is clear with authoritative use of grammar and spelling and accurate use of geographical terms. Maps, diagrams and statistics are used effectively, if appropriate.</p> <p>Level 2 (3 marks) Sound structure and organisation, including a limited conclusion. Communication is generally effective although errors in grammar and spelling and some inaccurate use of geographical terms are likely to be present. Maps, diagrams and statistics are not used effectively.</p> <p>Level 1 (0-2 marks) Basic structure and organisation, with no attempt at a conclusion. Communication is ineffective with errors in grammar and spelling and little use of geographical terms or their inaccurate use. Maps, diagrams and statistics are not used.</p>

Question	Answer	Marks	Guidance
12	<p><i>'Impacts of climatic hazards are more serious in rural areas.'</i> Discuss.</p> <p>One of the Questions for Investigation is 'Why do the impacts of climatic hazards vary over time and location?' The Content associated with this Question mentions the comparison between rural and urban areas but also contrasts across the development continuum are helpful here.</p> <p>Indicative Content</p> <p>The question allows candidates to draw on any climatic hazards they have studied so they should have plenty of material for exemplification.</p> <p>The important element of evaluation will come from comparisons between the impacts of, for example tropical storms on rural and urban areas. The same hurricane, for example which crosses the Caribbean and then hits southern USA is likely to have very serious impacts on agriculture for example, both small and large scale in both locations, but then the candidate can pick up on <i>'... more serious...'</i> and consider where recovery might be most swift. Comparative economic and social cost is a common element of study of hazards.</p> <p>Responses should also evaluate the impacts on non-agricultural activities, such as the disruption of transport. High wind speeds associated with tropical storms and depressions can disrupt transport as can heavy snowfall. One possible indicator of a L3 response might be to consider recovery times – unless damage is severe, urban infrastructure and communities recover soon after a storm has passed, but rural communities and crops and forestry can take much longer to recover. Urban locations often have more accessible rescue and recovery systems such as emergency services. If post-</p>	30	<p>AO1 Knowledge and understanding</p> <p>Level 3 (8-9 marks) Substantial knowledge and authoritative understanding of the impacts of climatic hazards across rural and urban locations. There is secure use of detailed exemplification.</p> <p>Level 2 (5-7 marks) Sound knowledge and understanding of the impacts of climatic hazards across rural and urban locations. There is some use of exemplification.</p> <p>Level 1 (0-4 marks) Poor knowledge and understanding of the impacts of climatic hazards across rural and urban locations. An answer focused solely on rural or urban locations is likely to be assessed at this Level. There is little exemplification.</p> <p>AO2 Analysis, interpretation and evaluation</p> <p>Level 3 (14-17 marks) Clear and convincing analysis of the impacts of climatic hazards across both rural and urban locations. There is effective evaluation of the relative significance of impacts.</p> <p>Level 2 (8-13 marks) Some analysis of the impacts of climatic hazards across both rural and urban locations. Some evaluation of the relative significance of impacts.</p> <p>Level 1 (0-7 marks) Limited analysis of the impacts of climatic hazards across both urban and rural locations. Little or no attempt to evaluate the relative significance of impacts. An answer focused solely on rural or urban locations is likely to be assessed at this Level.</p> <p>AO3 Skills and communication</p>

Question	Answer	Marks	Guidance
	<p>hazard aid needs to be brought in then transport modes often focus on urban locations and so aid will arrive their first.</p> <p>However, urban areas can be very badly hit and due to relatively high population densities, disease might spread more rapidly post-hazard.</p>		<p>Level 3 (4 marks) Clear structure and organisation, including a clear conclusion. Communication is clear with authoritative use of grammar and spelling and accurate use of geographical terms. Maps, diagrams and statistics are used effectively, if appropriate.</p> <p>Level 2 (3 marks) Sound structure and organisation, including a limited conclusion. Communication is generally effective although errors in grammar and spelling and some inaccurate use of geographical terms are likely to be present. Maps, diagrams and statistics are not used effectively.</p> <p>Level 1 (0-2 marks) Basic structure and organisation, with no attempt at a conclusion. Communication is ineffective with errors in grammar and spelling and little use of geographical terms or their inaccurate use. Maps, diagrams and statistics are not used.</p>

Question	Answer	Marks	Guidance
13	<p><i>'Ageing population presents more challenges than opportunities.'</i> Discuss.</p> <p>A Key Idea in this Option is 'Population is dynamic and changes in response to a number of demographic, social, economic and political factors. The factors vary from place to place.' Ageing of populations is a growing issue across a variety of countries. This topic also links with concepts of over- and under-population in terms of the demands placed upon resources. There is much potential for thoughtful analysis here when comparing the demands placed upon resources of youthful / elderly populations.</p> <p>Indicative Content</p> <p>Population structure (age-sex) at the global scale is characterised by youthful populations amongst LEDCs and NICs with MEDCs having an ageing population. In the MEDCs, the high proportion of middle-aged and elderly results in raised mortality rates with fertility falling to very low levels. Clearly both challenges and opportunities arise and responses are expected to assess the relative weight of these, the quality of which will determine the mark in AO2.</p> <p>Challenges include factors such as health care, housing, transport, pension provision, and employment. These are well documented so candidates should have plenty of detailed material to draw upon.</p> <p>Opportunities include factors such as more active retirements as people stay healthier and fitter for longer, people work for longer, grandparents can assist with child care, voluntary activities within communities benefit from the active elderly.</p> <p>A possible top of L2 and L3 indicator in AOs 1 + 2 might be the inclusion of opportunities which arise from the</p>	30	<p>AO1 Knowledge and understanding</p> <p>Level 3 (8-9 marks) Substantial knowledge and authoritative understanding of the nature and implications of ageing populations. There is secure use of detailed exemplification.</p> <p>Level 2 (5-7 marks) Sound knowledge and understanding of the nature and implications of ageing populations. There is some use of exemplification.</p> <p>Level 1 (0-4 marks) Poor knowledge and understanding of the nature and implications of ageing populations. There is little exemplification.</p> <p>AO2 Analysis, interpretation and evaluation</p> <p>Level 3 (14-17 marks) Clear and convincing analysis of both challenges and opportunities of ageing populations. There is effective evaluation of their relative significance.</p> <p>Level 2 (8-13 marks) Some analysis of both challenges and opportunities of ageing populations. At the lower end imbalance between the challenges and opportunities is likely. Some evaluation of their relative significance.</p> <p>Level 1 (0-7 marks) Limited analysis of both challenges and opportunities of an ageing population. Either challenges or opportunities may be omitted. Little or no attempt to evaluate their relative significance.</p>

Question	Answer	Marks	Guidance
	<p>'grey pound' i.e. the disposable income some elderly possess. Examples include the tourist industry such as cruises and city breaks.</p> <p>Another possible top of L2 and L3 indicator in AOs 1 + 2 might be when consideration is given to the future ageing of societies in NICs / LEDCs e.g. China.</p>		<p>AO3 Skills and communication</p> <p>Level 3 (4 marks) Clear structure and organisation, including a clear conclusion. Communication is clear with authoritative use of grammar and spelling and accurate use of geographical terms. Maps, diagrams and statistics are used effectively, if appropriate.</p> <p>Level 2 (3 marks) Sound structure and organisation, including a limited conclusion. Communication is generally effective although errors in grammar and spelling and some inaccurate use of geographical terms are likely to be present. Maps, diagrams and statistics are not used effectively.</p> <p>Level 1 (0-2 marks) Basic structure and organisation, with no attempt at a conclusion. Communication is ineffective with errors in grammar and spelling and little use of geographical terms or their inaccurate use. Maps, diagrams and statistics are not used.</p>

Question	Answer	Marks	Guidance
14	<p><i>Is possession of a rich natural resource base by a country, always of benefit?</i></p> <p>One of the Questions for Investigation is ‘In what ways does human activity attempt to manage the demand and supply of resources and development?’ The Content for this Question is explicit in its requirement of the study of contrasting types of management and planning strategies for at least two different resources.</p> <p>Indicative Content</p> <p>The initial and basic response tends to agree with the statement assuming that the resource base will be capable of bringing benefit. No matter what the population needing to be supported. There are plenty of examples to support this proposition such as Canada, Australia, UK and Germany. These MEDCs have gained, and continue to gain, considerable wealth from their respective mineral and agricultural resources. They also have significant tourist industries largely based on their physical endowments, and are beginning to exploit their considerable potential in renewable energy sources such as tidal, wind and solar. The USA is perhaps the example where most support for the proposition in the question comes from when one considers the standard of living attained by the vast majority of its people. Evaluation arises when one considers the all too numerous examples of LEDCs, who continue to struggle to lift the standard of living for most of their populations, despite possessing vast reserves of resources. Classic among these are countries such as Nigeria and Angola. A likely indicator of a L3 response in AO2 is the comment about income distribution within such countries, with only a small proportion of their inhabitants benefitting in a sustained way from resource wealth.</p>	30	<p>AO1 Knowledge and understanding</p> <p>Level 3 (8-9 marks) Substantial knowledge and authoritative understanding of the management of demand and supply of resources. There is secure use of detailed exemplification.</p> <p>Level 2 (5-7 marks) Sound knowledge and understanding of the management of demand and supply of resources. There is some use of exemplification.</p> <p>Level 1 (0-4 marks) Poor knowledge and understanding of the management of demand and supply of resources. There is little exemplification.</p> <p>AO2 Analysis, interpretation and evaluation</p> <p>Level 3 (14-17 marks) Clear and convincing analysis of the advantages and disadvantages of a rich natural resource base. There is effective evaluation of their relative significance.</p> <p>Level 2 (8-13 marks) Some analysis of the advantages and disadvantages of a rich natural resource base. Some evaluation of their relative significance.</p> <p>Level 1 (0-7 marks) Limited analysis of the advantages and disadvantages of a rich natural resource base. Little or no attempt to evaluate their relative significance.</p> <p>AO3 Skills and communication</p>

Question	Answer	Marks	Guidance
	<p>Comments about the population resource balance can be made both in terms of sheer numbers but also in terms of a country's ability to exploit its resources. Then there is the issue of 'resource curse'. The main idea behind the 'resource curse' is that mineral and fuel abundance in LEDCs tends to generate negative developmental outcomes, including poor economic performance, growth collapses, high levels of corruption, ineffective governance and greater political violence. Oil is often cited in this context. Mention of this idea is a likely L3 indicator in both AO1 + 2, particularly if it is suggested that this idea is itself contested.</p> <p>Zimbabwe is a possible example in the context of political mis-management of resources, such as agricultural.</p>		<p>Level 3 (4 marks) Clear structure and organisation, including a clear conclusion. Communication is clear with authoritative use of grammar and spelling and accurate use of geographical terms. Maps, diagrams and statistics are used effectively, if appropriate.</p> <p>Level 2 (3 marks) Sound structure and organisation, including a limited conclusion. Communication is generally effective although errors in grammar and spelling and some inaccurate use of geographical terms are likely to be present. Maps, diagrams and statistics are not used effectively.</p> <p>Level 1 (0-2 marks) Basic structure and organisation, with no attempt at a conclusion. Communication is ineffective with errors in grammar and spelling and little use of geographical terms or their inaccurate use. Maps, diagrams and statistics are not used.</p>

Question	Answer	Marks	Guidance
15	<p><i>'Globalisation brings only disadvantages to inhabitants of LEDCs.'</i> Discuss.</p> <p>One of the Key Concepts in this Option is that 'Various opportunities and challenges are produced by globalisation.' In addition candidates are expected to consider '... whether globalisation is increasing or narrowing the development gap'...</p> <p>Indicative Content</p> <p>It is probably the disadvantages posed to people living in LEDCs that candidates are likely to consider first when they start to investigate globalisation. These can be organised under headings such as economic, social, political and environmental, with such a structure likely to indicate a top of L2+ response. Issues such as the structure and direction of trade impact on LEDCs to suppress the economic benefits LEDC inhabitants can gain, small scale agricultural producers for example. Most of the value added to merchandise does not occur in LEDCs and so wealth creation is limited. There is the evaluative point that globalisation does bring job opportunities and income for countries which in turn allows for spending on infrastructure projects such as health care and education.</p> <p>Social opportunities can be associated with economic ones as mentioned above. Disadvantages are perhaps most clearly identified in the cultural concerns registered for example about the spread of Western style consumerism and all that this means for indigenous cultures.</p> <p>Political advantages are recognised in the diffusion of democracy such as beginning to take place within Myanmar (Burma) which can be associated with global influences. Disadvantages can be identified in the</p>	30	<p>AO1 Knowledge and understanding</p> <p>Level 3 (8-9 marks) Substantial knowledge and authoritative understanding of the disadvantages and advantages globalisation bring to LEDCs. There is secure use of detailed exemplification.</p> <p>Level 2 (5-7 marks) Sound knowledge and understanding of the disadvantages and advantages globalisation bring to LEDCs. There is some use of exemplification.</p> <p>Level 1 (0-4 marks) Poor knowledge and understanding of the disadvantages and advantages globalisation bring to LEDCs. There is little exemplification.</p> <p>AO2 Analysis, interpretation and evaluation</p> <p>Level 3 (14-17 marks) Clear and convincing analysis of the disadvantages and advantages globalisation brings to LEDCs. There is effective evaluation of their relative significance.</p> <p>Level 2 (8-13 marks) Some analysis of the disadvantages and advantages globalisation brings to LEDCs. Some evaluation of their relative significance.</p> <p>Level 1 (0-7 marks) Limited analysis of the disadvantages and advantages globalisation brings to LEDCs. Little or no attempt to evaluate their relative significance.</p> <p>AO3 Skills and communication</p>

Question	Answer	Marks	Guidance
	<p>continuation of civil strife in some regions linked with the exploitation of minerals such as oil in Nigeria or diamonds in Angola.</p> <p>Environmental matters arising from globalisation can linked with various disadvantages such as disregard for pollution caused by mining or manufacturing TNCs. The disposal of MEDC generated waste is a very contemporary issue to discuss. Advantages can be seen in the establishment of internationally funded conservation projects such as national parks and the preservation of historical monuments.</p>		<p>Level 3 (4 marks) Clear structure and organisation, including a clear conclusion. Communication is clear with authoritative use of grammar and spelling and accurate use of geographical terms. Maps, diagrams and statistics are used effectively, if appropriate.</p> <p>Level 2 (3 marks) Sound structure and organisation, including a limited conclusion. Communication is generally effective although errors in grammar and spelling and some inaccurate use of geographical terms are likely to be present. Maps, diagrams and statistics are not used effectively.</p> <p>Level 1 (0-2 marks) Basic structure and organisation, with no attempt at a conclusion. Communication is ineffective with errors in grammar and spelling and little use of geographical terms or their inaccurate use. Maps, diagrams and statistics are not used.</p>

Question	Answer	Marks	Guidance
16	<p>Evaluate the impacts of contrasting organisational structures of TNCs.</p> <p>One of the Questions for Investigation is ‘What are transnational corporations (TNCs) and what is their contribution to the countries in which they operate?’ The Content is explicit in its requirement to study TNCs in terms of their spatial and organisational structures.</p> <p>Indicative Content</p> <p>In part the assessment of AO1 will be guided by a response’s knowledge and understanding of what is a TNC and how TNCs vary in their organisational structures. It is not enough just to list the key elements of a TNC but for Level 2+ responses need to relate these to spatial patterns and processes.</p> <p>Comments about HQ, research and development locations and manufacturing plants are relevant. The HQ is usually in the home country of the TNC, typically a MEDC, as is the R & D. Within the home country, such elements typically locate in a core region. A possible L3 indicator might be the recognition that increasingly TNCs are originating from NICs, such as Hyundai or Kia and LEDCs, such as Tata. The impacts can be seen in terms of influence on locational decisions of TNCs and the repatriation of profits to the home country. Such elements also represent a demand for skilled labour and perhaps an indication of rising standards, this also a possible L3 indicator.</p> <p>The location of manufacturing plants has seen a migration from MEDCs to NICs and LEDCs to give what is termed the New International Division of Labour (NIDL). This has led to disadvantages and advantages in countries along the development continuum. In MEDCs economic restructuring has seen a contraction of</p>	30	<p>AO1 Knowledge and Understanding</p> <p>Level 3 (8-9 marks) Substantial knowledge and authoritative understanding of the relationship between TNC organisation and countries. There is secure use of detailed exemplification.</p> <p>Level 2 (5-7 marks) Sound knowledge and understanding of the relationship between TNC organisation and countries. There is some use of exemplification.</p> <p>Level 1 (0-4 marks) Poor knowledge and understanding of the relationship between TNC organisation and countries. There is little exemplification.</p> <p>AO2 Analysis, interpretation and evaluation</p> <p>Level 3 (14-17 marks) Clear and convincing analysis of the impacts the organisational structure of TNCs on countries. There is effective evaluation of its relative influence both positive and negative.</p> <p>Level 2 (8-13 marks) Some analysis of the impacts the organisational structure of TNCs on countries. Some evaluation of its relative influence both positive and negative.</p> <p>Level 1 (0-7 marks) Limited analysis of the impacts the organisational structure of TNCs on countries. Little or no attempt to evaluate its relative influence both positive and negative.</p> <p>AO3 Skills and communication</p>

Question	Answer	Marks	Guidance
	<p>employment in the primary and secondary sectors. A top of L2+ indicator might be the recognition that this tends to be geographically concentrated in certain regions e.g. northeast England or Great Lakes. The gain in employment in manufacturing in NICs and LEDCs is a rich vein of material for responses.</p>		<p>Level 3 (4 marks) Clear structure and organisation, including a clear conclusion. Communication is clear with authoritative use of grammar and spelling and accurate use of geographical terms. Maps, diagrams and statistics are used effectively, if appropriate.</p> <p>Level 2 (3 marks) Sound structure and organisation, including a limited conclusion. Communication is generally effective although errors in grammar and spelling and some inaccurate use of geographical terms are likely to be present. Maps, diagrams and statistics are not used effectively.</p> <p>Level 1 (0-2 marks) Basic structure and organisation, with no attempt at a conclusion. Communication is ineffective with errors in grammar and spelling and little use of geographical terms or their inaccurate use. Maps, diagrams and statistics are not used.</p>

Question	Answer	Marks	Guidance
17	<p><i>Evaluate the contribution of social factors to the level of development of countries.</i></p> <p>One of the Questions for Investigation in this Option asks candidates to consider ‘Why do levels of economic development vary and how can they lead to inequalities?’ The Content associated with this Question, explicitly states social factors are to be examined. One of two basic approaches might be adopted by a candidate. The depth approach will offer a detailed examination of a wide range of social elements, whereas the breadth approach will evaluate a range of other factors (physical, economic, historical and political) vis a vis social.</p> <p>Indicative Content</p> <p>Social factors are to be given a wide interpretation but a possible Level 3 indicator is a response which keeps relating its points towards social.</p> <p>Population changes have significant influences on development. Rapid population growth in many developing countries means that these countries have to work very hard simply to keep their healthcare and education services at the level they are now, never mind increasing their availability. One particular social concern is the impact of HIV and AIDS in some countries / regions. Sub-Saharan Africa is particularly affected with two thirds of the world’s HIV infections. Such epidemics have knock-on effects for example on food security due to less food being grown due to labour shortages, reduced schooling as children are orphaned or look after an ill parent. Of relevance here is a historical perspective investigating the role of social factors in countries such as UK. The increasing adoption or not of universal education is a significant social element across the development</p>	30	<p>AO1 Knowledge and Understanding</p> <p>Level 3 (8-9 marks) Substantial knowledge and authoritative understanding of the role social factors can play in development. There is secure use of detailed exemplification.</p> <p>Level 2 (5-7 marks) Sound knowledge and understanding of the role social factors can play in development. There is some use of exemplification.</p> <p>Level 1 (0-4 marks) Poor knowledge and understanding of the role social factors can play in development. There is little exemplification.</p> <p>AO2 Analysis, interpretation and evaluation</p> <p>Level 3 (14-17 marks) Clear and convincing analysis of the influence social factors can have on the level of development. There is effective evaluation of the relative influence of social factors compared to physical, economic, political or historical factors.</p> <p>Level 2 (8-13 marks) Some analysis of the influence social factors can have on the level of development. Some evaluation of the relative influence of social factors compared to physical, economic, political or historical factors.</p> <p>Level 1 (0-7 marks) Limited analysis of the influence social factors can have on the level of development. Little or no attempt to evaluate the relative influence of social factors compared to physical, economic, political or historical factors.</p> <p>AO3 Skills and communication</p>

Question	Answer	Marks	Guidance
	<p>continuum. Of relevance here is the priority given to education in countries such as Taiwan, South Korea and China in their development pathways.</p> <p>References to cultural factors, such as role and status of females within a society are relevant. This is perhaps most closely tied into levels of development when considered in the context of education.</p> <p>The degree to which a society is 'open' to outside influences is in part a reflection of its culture. Some locations have traditionally been difficult for outside influences to gain access. Then there is the debate as to what constitutes development. Some places have been open to development as defined by western consumerism but others have / are resisting this view. Bhutan is perhaps the most famous example, with its focus on 'Gross National Happiness' not income.</p>		<p>Level 3 (4 marks) Clear structure and organisation, including a clear conclusion. Communication is clear with authoritative use of grammar and spelling and accurate use of geographical terms. Maps, diagrams and statistics are used effectively, if appropriate.</p> <p>Level 2 (3 marks) Sound structure and organisation, including a limited conclusion. Communication is generally effective although errors in grammar and spelling and some inaccurate use of geographical terms are likely to be present. Maps, diagrams and statistics are not used effectively.</p> <p>Level 1 (0-2 marks) Basic structure and organisation, with no attempt at a conclusion. Communication is ineffective with errors in grammar and spelling and little use of geographical terms or their inaccurate use. Maps, diagrams and statistics are not used.</p>

Question	Answer	Marks	Guidance
18	<p>Assess the effectiveness of the management of inequalities within ONE named country.</p> <p>One of the Questions for Investigation is ‘To what extent can social and economic inequalities be reduced?’ The Content is explicit in its requirement to study ‘the reasons for, and the methods used in, reducing social and economic inequalities in one named country.’</p> <p>Indicative Content</p> <p>Assessment of AO1 will depend on the quality and quantity of knowledge and understanding of the candidate’s chosen country’s management of its inequalities. We must be open to a wide variety of inequalities such as might be investigated by considering social factors such as gender, race and age. A possible Level 3 indicator is when a response recognises that social and economic inequalities are closely interconnected and that these often have spatial expression. Ideas such as core-periphery and urban-rural contrasts could be very helpfully employed by candidates here. Management of inequality often focuses on spreading growth from a core region into less favoured locations either by restricting development in the core, by incentivising development in the periphery or a combination of the two.</p> <p>The country chosen for discussion can be from anywhere along the development continuum and any chosen example has the potential to reach Level 3. Discussion of factors such as minimum wage legislation, the provision of universal education and health care are relevant. Development programmes exist in a wide variety of national contexts in attempts to reduce inequalities. Discussed appropriately, supra-national schemes such as exist within the EU, can be relevant as</p>	30	<p>AO1 Knowledge and Understanding</p> <p>Level 3 (8-9 marks) Substantial knowledge and authoritative understanding of the management of inequalities within ONE named country. There is secure use of detailed exemplification.</p> <p>Level 2 (5-7 marks) Sound knowledge and understanding of the management of inequalities within ONE named country. There is some use of exemplification.</p> <p>Level 1 (0-4 marks) Poor knowledge and understanding of the management of inequalities within ONE named country. There is little exemplification.</p> <p>AO2 Analysis, interpretation and evaluation</p> <p>Level 3 (14-17 marks) Clear and convincing analysis of attempts to manage inequalities. There is effective evaluation of their relative influence both positive and negative.</p> <p>Level 2 (8-13 marks) Some analysis of attempts to manage inequalities. Some evaluation of their relative influence both positive and negative.</p> <p>Level 1 (0-7 marks) Limited analysis of attempts to manage inequalities. Little or no attempt to evaluate their relative influence both positive and negative.</p> <p>AO3 Skills and communication</p>

Question	Answer	Marks	Guidance
	<p>long as they are directly linked with intra-national inequality. For example, the EU offers grants for infrastructure projects which are designed to stimulate regional and local economies.</p> <p>If a response considers more than one country, the material should be assessed, as far as is possible, on a country by country basis. The example with the highest marks is to be counted. It is likely that an approach considering more than one country will not rise higher than Level 2 in AOs 1 and 2 given that insufficient attention will have been given to a single country.</p>		<p>Level 3 (4 marks) Clear structure and organisation, including a clear conclusion. Communication is clear with authoritative use of grammar and spelling and accurate use of geographical terms. Maps, diagrams and statistics are used effectively, if appropriate.</p> <p>Level 2 (3 marks) Sound structure and organisation, including a limited conclusion. Communication is generally effective although errors in grammar and spelling and some inaccurate use of geographical terms are likely to be present. Maps, diagrams and statistics are not used effectively.</p> <p>Level 1 (0-2 marks) Basic structure and organisation, with no attempt at a conclusion. Communication is ineffective with errors in grammar and spelling and little use of geographical terms or their inaccurate use. Maps, diagrams and statistics are not used.</p>

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