



# SPECIMEN

Advanced GCE

**Geography**

Unit F763: Global Issues

**Specimen Paper**

**F763 QP**

Morning/Afternoon

Time: 2  $\frac{1}{2}$  hours

Additional Materials: Answer Booklet (12 pages)  
Insert



## INSTRUCTIONS TO CANDIDATES

- Answer **three** questions from Section A, at least **one** from *Environmental Issues* and at least **one** from *Economic Issues*.
- Answer **two** questions from Section B, **one** from *Environmental Issues* and **one** from *Economic Issues*.
- Answer **five** questions in total.

## INFORMATION FOR CANDIDATES

- The number of marks is given in brackets [ ] at the end of each question or part of question.
- The total number of marks for this paper is **90**.

## ADVICE TO CANDIDATES

- Read each question carefully and make sure you know what you have to do before starting your answer.
- You will be assessed on your ability to synthesise the knowledge, understanding and skills derived from your Advanced GCE Geography course and in your answers you should show understanding of connections between the different aspects of Geography represented in the whole of the A level Geography specification.

This document consists of **6** printed pages and an insert.

## Section A

Candidates should answer **three** questions selecting at least **one** from *Environmental Issues* and at least **one** from *Economic Issues*.

Resources 1 to 16 show data on a particular area of Environmental or Economic Geography.

Candidates are reminded that they should draw on concepts from their entire AS/A2 course to help identify issues and suggest strategies when answering these questions.

### Environmental issues

- 1 Resources 1,2,3 and 4** focus on an area of Turkey prone to earthquakes.

Suggest the possible issue(s) indicated and appropriate strategies that could be used to manage its impact. **[10]**

- 2 Resources 5 and 6** relate to the loss of coral reefs.

Suggest the possible issue(s) indicated and appropriate strategies that could be used to manage its impact. **[10]**

- 3 Resources 7 and 8** relate to Hurricane damage in Latin America.

Suggest the possible issue(s) indicated and appropriate strategies that could be used to manage its impact. **[10]**

**Economic Issues**

- 4 Resources 9 and 10** show information about soil degradation.

Suggest the possible issue(s) indicated and appropriate strategies that could be used to manage its impact. **[10]**

- 5 Resources 11,12,13 and 14** relate to trade figures in Ghana.

Suggest the possible issue(s) indicated and appropriate strategies that could be used to manage its impact. **[10]**

- 6 Resources 15 and 16** focus on transportation in a semi-rural area in Worcestershire.

Suggest the possible issue(s) indicated and appropriate strategies that could be used to manage its impact. **[10]**

**Section A Total [30]**

**[Turn Over**

## Section B

### Environmental Issues

Candidates should answer **one** of the following questions.

#### Earth hazards

- 7 Examine the view that in LEDCs the long term impacts of earth hazards are more significant than the short term impacts [30]
- 8 'The growth of urban areas, in the past 50 years, has greatly increased the risks presented by earth hazards.' Discuss the validity of this statement. [30]

#### Ecosystems and environments under threat

- 9 Describe and evaluate the attempts made to manage a named ecosystem. [30]
- 10 'Ecosystems are the product of distinctive physical factors'. Evaluate this statement with reference to a named local ecosystem. [30]

#### Climatic hazards

- 11 To what extent is global warming a major threat to the population of the planet? [30]
- 12 'Coastal areas are more vulnerable to climatic hazards than areas inland.' How far do you agree with this statement? [30]

### **Economic Issues**

Candidates should answer **one** of the following questions.

#### **Population and resources**

- 13 'Rising demand rather than shortage of supply is the cause of resource shortages.' To what extent do you agree with this statement? [30]
- 14 For one named resource, evaluate the success of attempts to develop it to ensure sustainability. [30]

#### **Globalisation**

- 15 To what extent do Trans-National Corporations bring both benefits and problems to the areas in which they locate? [30]
- 16 'International aid brings both benefits and problems for a country trying to develop its economy.' With the aid of named examples evaluate this view. [30]

#### **Development and inequalities**

- 17 With reference to one named country evaluate attempts that have been made to reduce social and economic inequalities. [30]
- 18 'The most important factors in decreasing the 'Development Gap' between regions are political.' To what extent do you agree with this viewpoint? [30]

**Section B Total [60]**

**Paper Total [90]**

*Copyright Acknowledgements:*

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (OCR) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest opportunity.

OCR is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.

© OCR 2007



OXFORD CAMBRIDGE AND RSA EXAMINATIONS

Advanced GCE

**GEOGRAPHY**

**F763 MS**

Unit F763: Global Issues

**Specimen Mark Scheme**

The maximum mark for this paper is **90**.

**SPECIMEN**

This document consists of **18** printed pages.

**Section A****Generic Mark Scheme**

For each of the section A questions AO1 accounts for 4 marks, AO2 4 marks and AO3 2 marks.

|   |  |  |
|---|--|--|
|   | <p><b>Level 3 ( 9-10 marks)</b><br/>       Candidates demonstrate a good knowledge and understanding to identify the appropriate issue(s) and a high level of application and evaluation to present a coherent and logical set of possible management strategies. There will be a good use of geographical terminology and clear evidence of drawing on ideas/concepts from a range of sources to identify and/or suggest remedial strategies.</p> <p><b>Level 2 (5-8 marks)</b><br/>       Candidates demonstrate sound knowledge and understanding to identify some of the issue(s) and a sound application and evaluation to present a logical set of one or more possible management strategies. There will be a sound use of geographical terminology and some evidence of drawing on ideas/concepts from a range of sources to identify and/or suggest remedial strategies.</p> <p><b>Level 1 (1-4 marks)</b><br/>       Candidates demonstrate limited knowledge and understanding to identify the appropriate issue(s) and a limited or basic level of application and evaluation to present a limited or basic set of possible management strategies. There will be limited or inaccurate use of geographical terminology and little evidence of drawing on ideas/concepts from a range of sources to identify and/or suggest remedial strategies.</p> <p>If there is clear evidence that no strategies are offered then max 5.</p> <p>If inappropriate issues are identified but appropriate strategies are offered to these then credit the strategies – max 5.</p> |  |
| 1 | <p>Indicative per Figure:</p> <p><b>Turkish earthquakes</b><br/>       Possible issues include:</p> <ul style="list-style-type: none"> <li>• frequency of large quakes in that area;</li> <li>• risks posed to urban areas, transport;</li> <li>• possible impact on ecosystems e.g. forest;</li> <li>• flooding from reservoir or resulting drought;</li> <li>• earthquake prediction and mitigation;</li> <li>• house construction issues;</li> <li>• issues stemming from ownership of and use of GIS;</li> <li>• issues stemming from this being a poor area.</li> </ul>   |  |

| <b>Section A</b>   |  |
|--|--|
| <b>Generic Mark Scheme</b>   |  |
| For each of the section A questions AO1 accounts for 4 marks, AO2 4 marks and AO3 2 marks. |  |
|  | Possible strategies depend on the issue(s) identified – credit logical responses which may vary in scale, time (short v long), technology etc.   |
| 2  | <p><b>Threat to Coral</b></p> <p>Possible issues include:</p> <ul style="list-style-type: none"> <li>• Loss of habitat – impact on food chain;</li> <li>• Loss of unique ecosystem;</li> <li>• Regional differences in loss;</li> <li>• Types of human and natural threats;</li> <li>• Threat of global warming;</li> <li>• Loss of storm protection.</li> </ul> <p>Possible strategies depend on the issue(s) identified – credit logical responses which may vary in scale, time (short v long), technology etc.</p>   |
| 3  | <p><b>Hurricane Costs</b></p> <p>Possible issues include:</p> <ul style="list-style-type: none"> <li>• High cost of injuries, deaths, loss of homes etc;</li> <li>• Big impact on a poor country + loss of infrastructure;</li> <li>• Who pays ?; Role of aid etc</li> <li>• Data ignores loss of jobs, crops etc that have a long term cost/impact;</li> <li>• Ignores factors that it is difficult to cost e.g. stress, distress etc;</li> <li>• Percentage figures hide the gross figures;</li> <li>• Disasters tend to be localised so hides real impact.</li> </ul> <p>Possible strategies depend on the issue(s) identified – credit logical responses which may vary in scale, time (short v long), technology etc.</p> |
| 4  | <p><b>Soil Degradation</b></p> <p>Possible issues include:</p> <ul style="list-style-type: none"> <li>• Causes of soil degradation – link to population growth;</li> <li>• Uneven distribution of problem;</li> <li>• Impact on populations: malnutrition &amp; incomes;</li> <li>• Impact on growth;</li> <li>• Uneven impact on social groups;</li> <li>• Issues stemming from oversimplification – tells us nothing of the nature of the area, population etc.</li> </ul>   |

| <b>Section A</b>   |   |
|--|---|
| <b>Generic Mark Scheme</b>   |   |
| For each of the section A questions AO1 accounts for 4 marks, AO2 4 marks and AO3 2 marks. |   |
|  | Possible strategies depend on the issue(s) identified – credit logical responses which may vary in scale, time (short v long), technology etc.  |
| 5  | <p><b>Ghana's Trade Figures</b></p> <p>Possible issues include:</p> <ul style="list-style-type: none"> <li>• Exports exceed imports but gap decreasing;</li> <li>• Imports have jumped in value – cost to the country;</li> <li>• Imports fluctuate widely making it difficult to plan;</li> <li>• Steady rise in exports but country depends on primary exports which are vulnerable;</li> <li>• Imports vulnerable to consumer growth;</li> <li>• Energy importer;</li> <li>• Over dependency on EU;</li> <li>• Clearly fell suddenly from base date – issue of why.</li> </ul> <p>Possible strategies depend on the issue(s) identified – credit logical responses which may vary in scale, time (short v long), technology etc.</p>   |
| 6  | <p><b>Journeys to Work</b></p> <p>Possible issues include:</p> <ul style="list-style-type: none"> <li>• Public transport under represented – rural decline/costs and loss of services issues;</li> <li>• High car usage suggesting congestion on rural roads, pollution etc</li> <li>• High % working from home – issues of on-line working, socio-economic make up of rural areas etc;</li> <li>• Higher level responses will pick up the interrelationship of these figures e.g. high cars = low public transport or vice versa;</li> <li>• Data doesn't include unemployed, journey distances/time so gives only part of the picture;</li> <li>• Parking problems and competition for them.</li> </ul> <p>Possible strategies depend on the issue(s) identified – credit logical responses which may vary in scale, time (short v long), technology etc.</p> |
| <b>Section A Total</b> [30]  |   |

| Section B       |   |       |
|-----------------|---|-------|
| Question Number | Answer  | Marks |
| 7               | <p><b>Examine the view that in LEDCs the long term impacts of earth hazards are more significant than the short term impacts.</b></p> <p>Long term impacts may include loss of farmland, destruction of tree crops, destruction of infra-structure, but also loss of exports, cost of re-building etc. Short term impacts may include: death &amp; injury, fire, hunger, loss of homes, destruction of infra-structure etc. Not all impacts are negative, e.g. lava weathers into fertile soil with time. More effective answers focus on evaluating to whom they are more important, e.g. rich vs. poor, town vs. countryside, local vs. national. More perceptive answers focus on the LEDC aspect pointing out how fragile their economies are, so making them particularly vulnerable.</p> <p><b>AO1 Knowledge and understanding</b></p> <p><b>Level 3 8-9</b></p> <p>Detailed knowledge and understanding of the impacts over time of a variety of earth hazards. Cause and effect is well understood and there is effective use of detailed exemplification.</p> <p><b>Level 2 5-7</b></p> <p>Some knowledge and understanding of the impacts over time of a variety of earth hazards. Cause and effect is understood and there is use of exemplification.</p> <p><b>Level 1 1-4</b></p> <p>Limited knowledge and understanding of the impacts over time of a variety of earth hazards. Cause and effect is not well understood and there is limited exemplification.</p> <p><b>AO2 Analysis, interpretation and evaluation</b></p> <p><b>Level 3 14-17</b></p> <p>Clear analysis of the issue of impact level and an effective evaluation of level of significance with a recognition it varies with location, scale, population, level of technology etc. Clear evidence of synopticity</p> <p><b>Level 2 8-13</b></p> <p>Some analysis of the issue of impact level and a limited evaluation of significance with some recognition that it varies. Some attempt at synopticity.</p> <p><b>Level 1 1-7</b></p> <p>Limited analysis of the issue of impact level and no attempt to evaluate the level of significance.</p> <p><b>AO3 Investigate, Conclude and Communicate</b></p> <p><b>Level 3 -4</b></p> <p>Answer is well structured with effective use of grammar and spelling. Geographical terminology is used accurately. There is a clear conclusion.</p> <p><b>Level 2 -3</b></p> <p>Answer may have poor structure with some inaccurate spelling and inaccurate use of geographical terminology. There is a limited conclusion.</p> <p><b>Level 1 1-2</b></p> <p>Communication is basic with little structure and inaccurate spelling. There is no attempt at a conclusion.</p> | [30]  |

| Section B       |   |       |
|-----------------|---|-------|
| Question Number | Answer  | Marks |
| 8               | <p><b>'The growth of urban areas, in the past 50 years, has greatly increased the risk of earth hazards.' Discuss the validity of this statement.</b></p> <p>Candidates may dismiss this statement by stressing earth hazards are not directly related to urban growth and only 'foolish people' build in a known hazard area, e.g. Los Angeles, but most will probably agree, pointing out the massive urban growth in LEDCs, e.g. Mexico City, such that an earth hazard would cause massive impacts on the shanties on hill slopes, on poorly built housing, vulnerable infra-structure etc. Many will point out that merely putting large numbers of people together will increase the risk. At the higher level, some counter arguments can be expected including: urban areas have better emergency services, more emergency planning, better buildings (MEDCs), better communications etc. A discussion of the meaning of risk would be a useful approach.</p> <p><b>AO1 Knowledge and understanding</b></p> <p><b>Level 3 8-9</b><br/>Detailed knowledge and understanding of urban growth and the risks posed by earth hazards. Cause and effect is well understood and there is effective use of detailed exemplification.</p> <p><b>Level 2 5-7</b><br/>Some knowledge and understanding of urban growth and the risks posed by earth hazards. Cause and effect is understood and there is use of exemplification.</p> <p><b>Level 1 1-4</b><br/>Limited knowledge and understanding of urban growth and the risks posed by earth hazards. Cause and effect is not well understood and there is limited exemplification.</p> <p><b>AO2 Analysis, interpretation and evaluation</b></p> <p><b>Level 3 14-17</b><br/>Clear analysis of the issue of urban growth and level of risk and an effective evaluation of level of risk with a recognition it varies with location, type of hazard, scale, population, level of technology etc. Clear evidence of synopticity</p> <p><b>Level 2 8-13</b><br/>Some analysis of the issue of urban growth and level of risk and a limited evaluation of level of risk with some recognition that it varies. Some attempt at synopticity.</p> <p><b>Level 1 1-7</b><br/>Limited analysis of the issue of urban growth and level of risk and no attempt to evaluate whether risk does increase.</p> <p><b>AO3 Investigate, Conclude and Communicate</b></p> <p><b>Level 3 4</b><br/>Answer is well structured with almost faultless grammar and spelling. Geographical terminology is used accurately. There is a clear conclusion.</p> <p><b>Level 2 3</b><br/>Answer may have poor structure with some inaccurate spelling and inaccurate use of geographical terminology. There is a limited conclusion.</p> <p><b>Level 1 1-2</b><br/>Communication is basic with little structure and inaccurate spelling. There is no attempt at a conclusion.</p> | [30]  |

| Section B       |   |       |
|-----------------|---|-------|
| Question Number | Answer  | Marks |
| 9               | <p><b>Describe and evaluate the attempts made to manage a named ecosystem.</b></p> <p>Clearly the attempts and their relative success will depend upon the named ecosystem. Management attempts could include laws/designations giving protection, e.g. SSSI, limiting access, planned management, e.g. coppicing, replanting, species control (spraying etc. to remove 'invaders'), education of users etc. or candidates might focus on the management of the stores and flows in the ecosystem. Evaluation may look at why manage, for whom, and point out that such attempts vary in effectiveness over time, location and scale.</p> <p>A named ecosystem could be very local, e.g. a woodland or a biome is acceptable, e.g. tropical rain forest, but this will probably be self limiting by the sheer scale.</p> <p>Max Level 2 if no reference to a specific ecosystem.</p> <p><b>AO1 Knowledge and understanding.</b></p> <p><b>Level 3</b> 8-9</p> <p>Detailed knowledge and understanding of a range of attempts to manage an ecosystem. Cause and effect is well understood and there is effective use of detailed exemplification.</p> <p><b>Level 2</b> 5-7</p> <p>Some knowledge and understanding of a range of attempts to manage an ecosystem. Cause and effect is understood and there is use of exemplification.</p> <p><b>Level 1</b> 1-4</p> <p>Limited knowledge and understanding of a range of attempts to manage an ecosystem. Cause and effect is not well understood and there is limited exemplification.</p> <p><b>AO2 Analysis, interpretation and evaluation</b></p> <p><b>Level 3</b> 14-17</p> <p>Clear analysis of the issue of managing a system and an effective evaluation of the attempts with a recognition that success varies with location, type of ecosystem, scale, level of technology etc. Clear evidence of synopticity</p> <p><b>Level 2</b> 8-13</p> <p>Some analysis of the issue of managing a system and a limited evaluation of the attempts with some recognition that success may vary. Some attempt at synopticity.</p> <p><b>Level 1</b> 1-7</p> <p>Limited analysis of the issue of managing a system and no attempt to evaluate success.</p> <p><b>AO3 Investigate, Conclude and Communicate</b></p> <p><b>Level 3</b> 4</p> <p>Answer is well structured with effective use of grammar and spelling. Geographical terminology is used accurately. There is a clear conclusion.</p> <p><b>Level 2</b> 3</p> <p>Answer may have poor structure with some inaccurate spelling and inaccurate use of geographical terminology. There is a limited conclusion.</p> <p><b>Level 1</b> 1-2</p> <p>Communication is basic with little structure and inaccurate spelling. There is no attempt at a conclusion.</p> | [30]  |

| Section B       |   |       |
|-----------------|---|-------|
| Question Number | Answer  | Marks |
| 10              | <p><b>'Ecosystems are the product of distinctive physical factors'. Discuss this statement with reference to a named local ecosystem.</b></p> <p>Candidates will probably agree and set this statement into the context of plant succession to a climatic climax but higher quality answers will offer alternatives with sub-climates due to rock type, drainage etc. Others may look at the plagioclimax idea and the role of non-physical factors, i.e. human interference. The stress is on distinctive factors so general discussion is not as effective as that based on these very local conditions. Higher level answers may argue that it depends on scale, location, and may vary over time.</p> <p>Max Level 2 if no reference to a specific <b>local</b> ecosystem. What is a local ecosystem is set out in the specification. A biome is not acceptable unless it is local, e.g. coniferous wood.</p> <p><b>AO1 Knowledge and understanding.</b></p> <p><b>Level 3</b> 8-9</p> <p>Detailed knowledge and understanding of a range of factors influencing an ecosystem. Cause and effect is well understood and there is effective use of detailed exemplification.</p> <p><b>Level 2</b> 5-7</p> <p>Some knowledge and understanding of a range of factors influencing an ecosystem. Cause and effect is understood and there is use of exemplification.</p> <p><b>Level 1</b> 1-4</p> <p>Limited knowledge and understanding of a range of factors influencing an ecosystem. Cause and effect is not well understood and there is limited exemplification.</p> <p><b>AO2 Analysis, interpretation and evaluation</b></p> <p><b>Level 3</b> 14-17</p> <p>Clear analysis of the role of physical factors and an effective evaluation of this role with a recognition that this varies with location, type of ecosystem, scale, level of technology etc. Clear evidence of synopticity.</p> <p><b>Level 2</b> 8-13</p> <p>Some analysis of the role of physical factors and a limited evaluation of this role with some recognition that it may vary. Some attempt at synopticity.</p> <p><b>Level 1</b> 1-7</p> <p>Limited analysis of the role of physical factors and no attempt to evaluate its role.</p> <p><b>AO3 Investigate, Conclude and Communicate</b></p> <p><b>Level 3</b> 4</p> <p>Answer is well structured with effective use of grammar and spelling. Geographical terminology is used accurately. There is a clear conclusion.</p> <p><b>Level 2</b> 3</p> <p>Answer may have poor structure with some inaccurate spelling and inaccurate use of geographical terminology. There is a limited conclusion.</p> <p><b>Level 1</b> 1-2</p> <p>Communication is basic with little structure and inaccurate spelling. There is no attempt at a conclusion.</p> | [30]  |

| Section B       |  |       |
|-----------------|--|-------|
| Question Number | Answer   | Marks |
| 11              | <p><b>To what extent is global warming a major threat to the population of the planet?</b></p> <p>Candidates largely agree with the idea (although more perceptive candidates may disagree or qualify their agreement) and offer a range of resulting problems such as: rising sea levels, extreme climatic events, e.g. more hurricanes, loss of farmland (famine in Africa etc.), drought, plant and animal extinction (implications for agriculture), possibly triggering an ice age etc. but higher level answers point out that some areas/aspects may benefit, e.g. longer growing season in Scotland, oranges grown in UK etc. Others may look at this phenomena as a natural one that the earth (and humans?) will adjust to as it has in the past, i.e. there is a balance (dynamic equilibrium) so suggesting that it is a major threat in the short term but perhaps not in the long term, especially if action is taken.</p> <p><b>AO1 Knowledge and understanding.</b></p> <p><b>Level 3 8-9</b><br/>Detailed knowledge and understanding of the nature of global warming and the resulting threats. Cause and effect is well understood and there is effective use of detailed exemplification.</p> <p><b>Level 2 5-7</b><br/>Some knowledge and understanding of the nature of global warming and the resulting threats. Cause and effect is understood and there is use of exemplification.</p> <p><b>Level 1 1-4</b><br/>Limited knowledge and understanding of the nature of global warming and the resulting threats. Cause and effect is not well understood and there is limited exemplification.</p> <p><b>AO2 Analysis, interpretation and evaluation</b></p> <p><b>Level 3 14-17</b><br/>Clear analysis of the issue of level of threat and an effective evaluation of this with a recognition that it varies with location, type of economy, scale, level of technology etc. Clear evidence of synopticity.</p> <p><b>Level 2 8-13</b><br/>Some analysis of the issue of level of threat and a limited evaluation of this with some recognition that it may vary. Some attempt at synopticity.</p> <p><b>Level 1 1-7</b><br/>Limited analysis of the issue of level of threat and no attempt to evaluate this.</p> <p><b>AO3 Investigate, Conclude and Communicate</b></p> <p><b>Level 3 4</b><br/>Answer is well structured with effective use of grammar and spelling. Geographical terminology is used accurately. There is a clear conclusion.</p> <p><b>Level 2 3</b><br/>Answer may have poor structure with some inaccurate spelling and inaccurate use of geographical terminology. There is a limited conclusion.</p> <p><b>Level 1 1-2</b><br/>Communication is basic with little structure and inaccurate spelling. There is no attempt at a conclusion.</p> | [30]  |

| Section B       |  |       |
|-----------------|--|-------|
| Question Number | Answer   | Marks |
| 12              | <p><b>'Coastal areas are more vulnerable to climatic hazards than areas inland.' How far do you agree with this statement?</b></p> <p>Candidates will probably broadly agree quoting hurricane and tropical storm impact on low lying coastal areas, e.g. Bangladesh, but inland areas are more prone to tornadoes and extremes of temperature, e.g. Mid-West USA. At a higher level candidates may point out that vulnerability is more a reflection of the preparedness of the population (so LEDC vs. MEDC) so is more significant than whether it is coastal or inland. Others may discuss that 'coast' and 'inland' are too general as coasts may be low and flat or high and steep and inland could be a flat plain or mountains. 'Vulnerability' and 'hazard' need discussing with their implication that the statement refers to population living there and so this has more to do with population than location.</p> <p><b>AO1 Knowledge and understanding.</b></p> <p><b>Level 3 8-9</b><br/>Detailed knowledge and understanding of a range of climatic hazards and their impacts. Cause and effect is well understood and there is effective use of detailed exemplification.</p> <p><b>Level 2 5-7</b><br/>Some knowledge and understanding of a range of climatic hazards and their impacts. Cause and effect is understood and there is use of exemplification.</p> <p><b>Level 1 1-4</b><br/>Limited knowledge and understanding of climatic hazards and their impacts. Cause and effect is not well understood and there is limited exemplification.</p> <p><b>AO2 Analysis, interpretation and evaluation</b></p> <p><b>Level 3 14-17</b><br/>Clear analysis of the vulnerability of coastal areas and an effective evaluation of this with a recognition that it varies with location, type of coast, scale, level of technology etc. Clear evidence of synopticity.</p> <p><b>Level 2 8-13</b><br/>Some analysis of the vulnerability of coastal areas and a limited evaluation of this with some recognition that it may vary. Some attempt at synopticity.</p> <p><b>Level 1 1-7</b><br/>Limited analysis of the vulnerability of coastal areas and no attempt to evaluate it.</p> <p><b>AO3 Investigate, Conclude and Communicate</b></p> <p><b>Level 3 4</b><br/>Answer is well structured with effective use of grammar and spelling. Geographical terminology is used accurately. There is a clear conclusion.</p> <p><b>Level 2 3</b><br/>Answer may have poor structure with some inaccurate spelling and inaccurate use of geographical terminology. There is a limited conclusion.</p> <p><b>Level 1 1-2</b><br/>Communication is basic with little structure and inaccurate spelling. There is no attempt at a conclusion.</p> | [30]  |

| Section B       |   |       |
|-----------------|---|-------|
| Question Number | Answer  | Marks |
| 13              | <p><b>'Rising demand rather than shortage of supply is the cause of resource shortages.' To what extent do you agree with this statement?</b></p> <p>Candidates will vary in their 'agreement' depending upon scale, location, resources and with time. Clearly for some cases it is rising demand (caused by rising population, rising incomes/standards of living or even changes in taste) which is threatening to exceed supply or make a renewable resource non-renewable whilst in others it is supply problems – both its extraction/production but also its supply (often related to its transportability or suitable infra-structure). Higher level answers may quote examples where it is neither demand nor supply causing the shortage but other factors such as political ones or simply a mismatch in location of demand and supply.</p> <p><b>AO1 Knowledge and understanding.</b></p> <p><b>Level 3</b> 8-9</p> <p>Detailed knowledge and understanding of resource shortages and their causes. Cause and effect is well understood and there is effective use of detailed exemplification.</p> <p><b>Level 2</b> 5-7</p> <p>Some knowledge and understanding of resource shortages and their causes. Cause and effect is understood and there is use of exemplification.</p> <p><b>Level 1</b> 1-4</p> <p>Limited knowledge and understanding of resource shortages and their causes. Cause and effect is not well understood and there is limited exemplification.</p> <p><b>AO2 Analysis, interpretation and evaluation</b></p> <p><b>Level 3</b> 14-17</p> <p>Clear analysis of the relative importance of demand and supply in causing shortages and an effective evaluation of the statement with a recognition that it varies with location, type of resource, scale, level of technology etc. Clear evidence of synopticity.</p> <p><b>Level 2</b> 8-13</p> <p>Some analysis of the relative importance of demand and supply in causing shortages and a limited evaluation of the statement with some recognition that the accuracy of the statement may vary. Some attempt at synopticity.</p> <p><b>Level 1</b> 1-7</p> <p>Limited analysis of the relative importance of demand and supply in causing shortages and no attempt to evaluate the statement.</p> <p><b>AO3 Investigate, Conclude and Communicate</b></p> <p><b>Level 3</b> 4</p> <p>Answer is well structured with effective use of grammar and spelling. Geographical terminology is used accurately. There is a clear conclusion.</p> |       |

| Section B       |  |       |
|-----------------|--|-------|
| Question Number | Answer   | Marks |
| 13<br>Cont'd    | <p><b>Level 2</b> 3<br/>Answer may have poor structure with some inaccurate spelling and inaccurate use of geographical terminology. There is a limited conclusion.</p> <p><b>Level 1</b> 1-2<br/>Communication is basic with little structure and inaccurate spelling. There is no attempt at a conclusion.</p>   | [30]  |
| 14              | <p><b>'For one named resource, evaluate the success of attempts to develop it to ensure sustainability.'</b></p> <p>Attempts at sustainability are difficult unless the resource is renewable in some way so candidates would be self limiting if they chose a non-renewable mineral etc. Most will use resources such as soil, fish or forestry where careful control of use can ensure they replenish themselves. Attempts may include: use of quotas, rationing, laws, e.g. bans, planning controls, reducing demand/exports, recycling, forcing up prices, finding alternatives, breeding programmes/reseeding/planting etc. Clearly the exact success and the type of attempts will vary with the resource, location, scale and over time. Success may vary in terms of different users, e.g. logging in a sustainable way may damage exports in the short run but benefit indigenous peoples in the long run.</p> <p>Max Level 2 if no reference to a named specific resource.</p> <p><b>AO1 Knowledge and understanding.</b></p> <p><b>Level 3</b> 8-9<br/>Detailed knowledge and understanding of attempts to develop a resource. Cause and effect is well understood and there is effective use of detailed exemplification.</p> <p><b>Level 2</b> 5-7<br/>Some knowledge and understanding of attempts to develop a resource. Cause and effect is understood and there is use of exemplification.</p> <p><b>Level 1</b> 1-4<br/>Limited knowledge and understanding a range of attempts to develop a resource. Cause and effect is not well understood and there is limited exemplification.</p> <p><b>AO2 Analysis, interpretation and evaluation</b></p> <p><b>Level 3</b> 14-17<br/>Clear analysis of the issue of sustainability and an effective evaluation of the attempts with a recognition that success varies with location, type of resource, scale, level of technology etc. Clear evidence of synopticity.</p> <p><b>Level 2</b> 8-13<br/>Some analysis of the issue of sustainability and a limited evaluation of the attempts with some recognition that success may vary. Some attempt at synopticity.</p> <p><b>Level 1</b> 1-7<br/>Limited analysis of the issue of sustainability and no attempt to evaluate success.</p> |       |

| Section B       |  |       |
|-----------------|--|-------|
| Question Number | Answer   | Marks |
| 14<br>Cont'd    | <p><b>AO3 Investigate, Conclude and Communicate</b></p> <p><b>Level 3</b> 4</p> <p>Answer is well structured with effective use of grammar and spelling. Geographical terminology is used accurately. There is a clear conclusion.</p> <p><b>Level 2</b> 3</p> <p>Answer may have poor structure with some inaccurate spelling and inaccurate use of geographical terminology. There is a limited conclusion.</p> <p><b>Level 1</b> 1-2</p> <p>Communication is basic with little structure and inaccurate spelling. There is no attempt at a conclusion.</p>  | [30]  |
| 15              | <p><b>To what extent do Trans-National Corporations bring both benefits and problems to the areas in which they locate?</b></p> <p>Clearly the extent will depend upon both the TNC and the specific area (by size, location) and may vary over time. Some candidates may be very localised in their definition of 'areas in which they locate' whilst others may look at the entire country. Most will agree that they bring a mix of benefits, e.g. jobs, investment, infrastructure, education, housing etc., and problems, e.g. destroys local industries, forces down wages, uses resources, wields political influence, exports the profits, form of economic colonialism etc. Candidates are expected to evaluate the balance of these and draw conclusions – the more effective answers may see this as merely one stage in the development process or challenge that the impact varies with the type of country/area these TNCs locate in, e.g. LEDC vs. MEDC.</p> <p><b>AO1 Knowledge and understanding.</b></p> <p><b>Level 3</b> 8-9</p> <p>Detailed knowledge and understanding of TNCs and the benefits and problems they bring. Cause and effect is well understood and there is effective use of detailed exemplification.</p> <p><b>Level 2</b> 5-7</p> <p>Some knowledge and understanding of TNCs and the benefits and problems they bring. Cause and effect is understood and there is use of exemplification.</p> <p><b>Level 1</b> 1-4</p> <p>Limited knowledge and understanding of TNCs and the benefits and problems they bring. Cause and effect is not well understood and there is limited exemplification.</p> <p><b>AO2 Analysis, interpretation and evaluation</b></p> <p><b>Level 3</b> 14-17</p> <p>Clear analysis of the impact on a location and an effective evaluation of the extent with a recognition that success varies with location, type of TNC, scale, level of technology etc. Clear evidence of synopticity.</p> <p><b>Level 2</b> 8-13</p> <p>Some analysis of the impact on a location and a limited evaluation of the extent with some recognition that success may vary. Some attempt at synopticity.</p> |       |

| Section B       |   |       |
|-----------------|---|-------|
| Question Number | Answer  | Marks |
| 15<br>Cont'd    | <p><b>Level 1</b> 1-7<br/>Limited analysis of the impact on a location and no attempt to evaluate success.</p> <p><b>AO3 Investigate, Conclude and Communicate</b></p> <p><b>Level 3</b> 4<br/>Answer is well structured with effective use of grammar and spelling. Geographical terminology is used accurately. There is a clear conclusion.</p> <p><b>Level 2</b> 3<br/>Answer may have poor structure with some inaccurate spelling and inaccurate use of geographical terminology. There is a limited conclusion.</p> <p><b>Level 1</b> 1-2<br/>Communication is basic with little structure and inaccurate spelling. There is no attempt at a conclusion.</p>   | [30]  |
| 16              | <p><b>'International aid brings both benefits and problems for a country trying to develop its economy.' With the aid of named examples evaluate this view.</b></p> <p>Candidates may distinguish between types of international aid (either in terms of emergency vs. long term or in its make-up, e.g. aid in kind, trade-aid, loans etc.) and its source, e.g. multi-national vs. bilateral. Examples should contrast where it does bring benefits e.g. food, equipment, technology, education etc. and where it brings problems, e.g. dependency, undercuts domestic prices, political influence, high interest payments etc. More effective answers will link these to the impact they have on developing an economy.</p> <p>Max Level 2 if no reference to specific countries.</p> <p><b>AO1 Knowledge and understanding.</b></p> <p><b>Level 3</b> 8-9<br/>Detailed knowledge and understanding of international aid and ways of developing an economy. Cause and effect is well understood and there is effective use of detailed exemplification.</p> <p><b>Level 2</b> 5-7<br/>Some knowledge and understanding of international aid and ways of developing an economy. Cause and effect is understood and there is use of exemplification.</p> <p><b>Level 1</b> 1-4<br/>Limited knowledge and understanding of international aid and ways of developing an economy. Cause and effect is not well understood and there is limited exemplification.</p> <p><b>AO2 Analysis, interpretation and evaluation</b></p> <p><b>Level 3</b> 14-17<br/>Clear analysis of the benefits and problems and an effective evaluation of the view with a recognition that success varies with location, type of economy, scale, level and type of aid etc. Clear evidence of synopticity.</p> <p><b>Level 2</b> 8-13<br/>Some analysis of the benefits and problems and a limited evaluation of the view with some recognition that this may vary. Some attempt at synopticity.</p> |       |

| Section B       |  |       |
|-----------------|--|-------|
| Question Number | Answer   | Marks |
| 16<br>Cont'd    | <p><b>Level 1 1-7</b><br/>Limited analysis of the benefits and problems and no attempt to evaluate success.</p> <p><b>AO3 Investigate, Conclude and Communicate</b></p> <p><b>Level 3 4</b><br/>Answer is well structured with effective use of grammar and spelling. Geographical terminology is used accurately. There is a clear conclusion.</p> <p><b>Level 2 3</b><br/>Answer may have poor structure with some inaccurate spelling and inaccurate use of geographical terminology. There is a limited conclusion.</p> <p><b>Level 1 1-2</b><br/>Communication is basic with little structure and inaccurate spelling. There is no attempt at a conclusion.</p>   | [30]  |
| 17              | <p><b>With reference to <u>one</u> named country evaluate attempts that have been made to reduce social and economic inequalities.</b></p> <p>The content will vary with the choice of country and the locations/scale within it. There is no requirement for an even balance between social and economic reduction and most will focus more on the latter. If <b>one</b> aspect is clearly missing then max Level 2.</p> <p>Attempts may include: use of taxation, housing policy (including redevelopment etc.), planning, education, anti-discrimination laws, population policies (birth and migration), improved infra-structure, economic regeneration schemes etc.</p> <p>Max Level 2 if no reference to a specific country.</p> <p><b>AO1 Knowledge and understanding.</b></p> <p><b>Level 3 8-9</b><br/>Detailed knowledge and understanding of a range of social and economic inequalities. Cause and effect is well understood and there is effective use of detailed exemplification.</p> <p><b>Level 2 5-7</b><br/>Some knowledge and understanding of a range of social and economic inequalities. Cause and effect is understood and there is use of exemplification.</p> <p><b>Level 1 1-4</b><br/>Limited knowledge and understanding a range of social and economic inequalities. Cause and effect is not well understood and there is limited exemplification.</p> <p><b>AO2 Analysis, interpretation and evaluation</b></p> <p><b>Level 3 14-16</b><br/>Clear analysis of the types of attempts and an effective evaluation of these with a recognition that success varies with location, type of inequality, scale, level of technology etc. Clear evidence of synopticity.</p> <p><b>Level 2 8-13</b><br/>Some analysis of the types of attempts and a limited evaluation of these with some recognition that success may vary.</p> |       |

| Section B       |  |       |
|-----------------|--|-------|
| Question Number | Answer   | Marks |
| 17<br>Cont'd    | <p><b>Level 1</b> 1-7<br/>Limited analysis of the types of attempts and no attempt to evaluate success.</p> <p><b>AO3 Investigate, Conclude and Communicate</b></p> <p><b>Level 3</b> 4-5<br/>Answer is well structured with effective use of grammar and spelling. Geographical terminology is used accurately. There is a clear conclusion.</p> <p><b>Level 2</b> 3<br/>Answer may have poor structure with some inaccurate spelling and inaccurate use of geographical terminology. There is a limited conclusion.</p> <p><b>Level 1</b> 1-2<br/>Communication is basic with little structure and inaccurate spelling. There is no attempt at a conclusion.</p>   |       |
| 18              | <p><b>'The most important factors in decreasing the 'Development Gap' between regions are political.' To what extent do you agree with this viewpoint?</b></p> <p>Factors should be seen as physical, economic, social and political. All may increase or decrease the 'Development Gap' but usually economic factors increase it (on the lines of the core periphery model and multiplier/cumulative causation concepts) whilst social and political factors try to decrease it for a variety of motives including reducing international tension, reducing hunger, sense of fairness etc. Candidates are expected to agree broadly with the viewpoint but could point out that, with time, economic forces begin to reduce the gap (spread forces). Political factors may vary with scale, time and the level of development but could include: trade agreements, quotas, aid, debt agreement, cheap loans etc. as well as the motives behind them.</p> <p><b>AO1 Knowledge and understanding.</b></p> <p><b>Level 3</b> 8-9<br/>Detailed knowledge and understanding of the development gap. Cause and effect is well understood and there is effective use of detailed exemplification.</p> <p><b>Level 2</b> 5-7<br/>Some knowledge and understanding of the development gap. Cause and effect is understood and there is use of exemplification.</p> <p><b>Level 1</b> 1-4<br/>Limited knowledge and understanding the development gap. Cause and effect is not well understood and there is limited exemplification.</p> <p><b>AO2 Analysis, interpretation and evaluation</b></p> <p><b>Level 3</b> 14-16<br/>Clear analysis of the factors decreasing the gap and an effective evaluation of the role of political factors with a recognition that factors vary over time, location, scale, with the nature of the politics etc. Clear evidence of synopticity.</p> | [30]  |

| Section B       |  |                             |
|-----------------|--|-----------------------------|
| Question Number | Answer   | Marks                       |
| 18<br>cont'd    | <p><b>Level 2</b> 8-13<br/>Some analysis of the factors decreasing the gap and a limited evaluation of the role of political factors with some recognition that factors may vary. Some attempt at synopticity.</p> <p><b>Level 1</b> 1-7<br/>Limited analysis of the factors decreasing the gap and no attempt to evaluate the role of political factors.</p> <p><b>AO3 Investigate, Conclude and Communicate</b></p> <p><b>Level 3</b> 4-5<br/>Answer is well structured with effective use of grammar and spelling. Geographical terminology is used accurately. There is a clear conclusion.</p> <p><b>Level 2</b> 3<br/>Answer may have poor structure with some inaccurate spelling and inaccurate use of geographical terminology. There is a limited conclusion.</p> <p><b>Level 1</b> 1-2<br/>Communication is basic with little structure and inaccurate spelling. There is no attempt at a conclusion.</p> |                             |
|                 |  | <b>Section B Total</b> [60] |
|                 |  | <b>Paper Total</b> [90]     |

**Assessment Objectives Grid (includes QWC)**

| Question      | AO1       | AO2       | AO3       | Total     |
|---------------|-----------|-----------|-----------|-----------|
| 3 x Q1-6(a)   | 12        | 12        | 6         | 3 x 2     |
| 7-12          | 9         | 17        | 4         | 30        |
| 13-18         | 9         | 16        | 5         | 30        |
| <b>Totals</b> | <b>30</b> | <b>45</b> | <b>15</b> | <b>90</b> |

SPECIMEN