



Rewarding Learning

ADVANCED
General Certificate of Education
2011

Geography

Assessment Unit A2 1

assessing

Human Interactions and Global Issues

[AG211]

TUESDAY 17 MAY, AFTERNOON

MARK SCHEME

MARK SCHEMES

Foreword

Introduction

Mark Schemes are published to assist teachers and students in their preparation for examinations. Through the mark schemes teachers and students will be able to see what examiners are looking for in response to questions and exactly where the marks have been awarded. The publishing of the mark schemes may help to show that examiners are not concerned about finding out what a student does not know but rather with rewarding students for what they do know.

The Purpose of Mark Schemes

Examination papers are set and revised by teams of examiners and revisers appointed by the Council. The teams of examiners and revisers include experienced teachers who are familiar with the level and standards expected of 16 and 18-year-old students in schools and colleges. The job of the examiners is to set the questions and the mark schemes; and the job of the revisers is to review the questions and mark schemes commenting on a large range of issues about which they must be satisfied before the question papers and mark schemes are finalised.

The questions and mark schemes are developed in association with each other so that the issues of differentiation and positive achievement can be addressed right from the start. Mark schemes therefore are regarded as a part of an integral process which begins with the setting of questions and ends with the marking of the examination.

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all markers are following exactly the same instructions and making the same judgements in so far as this is possible. Before marking begins a standardising meeting is held where all the markers are briefed using the mark scheme and samples of the students' work in the form of scripts. Consideration is also given at this stage to any comments on the operational papers received from teachers and their organisations. During this meeting, and up to and including the end of the marking, there is provision for amendments to be made to the mark scheme. What is published represents this final form of the mark scheme.

It is important to recognise that in some cases there may well be other correct responses which are equally acceptable to those published: the mark scheme can only cover those responses which emerged in the examination. There may also be instances where certain judgements may have to be left to the experience of the examiner; for example, where there is no absolute correct response – all teachers will be familiar with making such judgements.

The Council hopes that the mark schemes will be viewed and used in a constructive way as a further support to the teaching and learning processes.

Introductory Remarks

The assessment objectives (AOs) for this specification are listed below. Students must

- AO1 demonstrate knowledge and understanding of the content, concepts and processes;
- AO2 analyse, interpret and evaluate geographical information, issues and viewpoints and apply understanding in unfamiliar contexts;
- AO3 select and use a variety of methods, skills and techniques (including the use of new technologies) to investigate questions and issues, reach conclusions and communicate findings.

General Instructions for Markers

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all markers are following exactly the same instructions and making the same judgements so far as this is possible. Markers must apply the mark scheme in a consistent manner and to the standard agreed at the standardising meeting.

It is important to recognise that in some cases there may be other correct responses that are equally acceptable to those included in this mark scheme. There may be instances where certain judgements have to be left to the experience of the examiner, for example, where there is no absolute, correct answer.

Markers are advised that there is no correlation between length and quality of response. Candidates may provide a very concise answer that fully addresses the requirements of the question and is therefore worthy of full or almost full marks. Alternatively, a candidate may provide a very long answer which also addresses the requirements of the question and is equally worthy of full or almost full marks. It is important, therefore, not to be influenced by the length of the candidate's response but rather by the extent to which the requirements of the mark scheme have been met.

Some candidates may present answers in writing that is difficult to read. Markers should take time to establish what points are being expressed before deciding on a mark allocation. However, candidates should present answers which are legible and markers should not spend a disproportionate amount of time trying to decipher writing that is illegible.

Levels of Response

For questions with an allocation of six or more marks three levels of response will be provided to help guide the marking process. General descriptions of the criteria governing levels of response mark schemes are set out on the next page. When deciding about the level of a response, a "best fit" approach should be taken. It will not be necessary for a response to meet the requirements of all the criteria within any given level for that level to be awarded. For example, a Level 3 response does not require all of the possible knowledge and understanding which might be realistically expected from an AS or AL candidate to be present in the answer.

Having decided what the level is, it is then important that a mark from within the range for that level, which accurately reflects the value of the candidate's answer, is awarded.

General Descriptions for Marking Criteria

Knowledge and understanding	Skills	Quality of Written Communication	Level
<p>The candidate will show a wide-ranging and accurate knowledge and a clear understanding of the concepts/ideas relevant to the question. All or most of the knowledge and understanding that can be expected is given.</p>	<p>The candidate will display a high level of ability through insightful analysis and interpretation of the resource material with little or no gaps, errors or misapprehensions. All that is significant is extracted from the resource material.</p>	<p>The candidate will express complex subject matter using an appropriate form and style of writing. Material included in the answers will be relevant and clearly organised. It will involve the use of specialist vocabulary and be written legibly and with few, if any, errors in spelling, punctuation and grammar.</p>	3
<p>The candidate will display an accurate to good knowledge and understanding of many of the relevant concepts/ ideas. Much of the body of knowledge that can be expected is given.</p>	<p>The candidate will display evidence of the ability to analyse and interpret the resource material but gaps, errors or misapprehensions may be in evidence.</p>	<p>The candidate will express ideas using an appropriate form and style of writing. Material included will be relevant and organised but arguments may stray from the main point. Some specialist terms will be used and there may be occasional errors in spelling, punctuation and grammar. Legibility is satisfactory.</p>	2
<p>The candidate will display some accurate knowledge and understanding but alongside errors and significant gaps. The relevance of the information to the question may be tenuous.</p>	<p>The candidate will be able to show only limited ability to analyse and interpret the resource material and gaps, errors or misapprehensions may be clearly evidenced.</p>	<p>The candidate will have a form and style of writing which is not fluent. Only relatively simple ideas can be dealt with competently. Material included may have dubious relevance. There will be noticeable errors in spelling, punctuation and grammar. Writing may be illegible in places.</p>	1

SECTION A

Option A : Impact of Population Change

- 1 (a) Mortality **and** fertility, so if either is missed, Level 2 maximum. There must be a focus on HIV/AIDS; this is not general demographic transition material. Nor do we want lots of material on the history of the disease. Seek understanding and detail for high reward. Accept indirect effects on fertility, dead people do not have babies.

Level 3 ([5]–[6])

Mortality and fertility are both covered with reasonable balance. The answer is detailed and shows understanding of the issue and is couched in appropriate language and terminology.

Level 2 ([3]–[4])

Very good answers that leave out one of the rates can be here; otherwise full answers will be valid but lacking something in depth and detail or balance.

Level 1 ([1]–[2])

Most partial answers will be here, along with those that through lack of detail are unconvincing in their demonstration of understanding of the issue. [6]

- (b) Resource balance, economic, social, cultural and moral considerations make up the list in the specification, so there should be lots to say.

Migration is in bold, if the answer is on fertility, it must be in Level 1. The command word is 'explain', so description only will not get into Level 3.

There is no requirement for a spatial context, but better answers will probably use examples.

No reward for material on the impacts of migration.

Level 3 ([7]–[9])

There is proper focus on migration and the reasons, plural, why some countries adopt policies to encourage and/or control migration. The candidate has a grasp of the language and terminology.

Level 2 ([4]–[6])

The only sub-optimal route to Level 2 is through describing rather than explaining. Other answers here will deal reasonably with the topic but maybe lack the depth and detail you would like to see for a higher mark.

Level 1 ([1]–[3])

Some ways of getting Level 1 were seen above. Other routes are through not completing the answer satisfactorily or failing to demonstrate full knowledge. [9]

- (c) Here we have impacts, so answers that are on causes must be confined to Level 1.
 No resource use, Level 2 maximum.
 No case study, Level 1.
 Not a focus on fertility Level 1.
 If they use China themselves, make sure it is additional to the Shanghai material, which concentrates on ageing; there is plenty of other material on impacts, so they will have enough to say.

Level 3 ([11]–[15])

There is good use made of the resource and also depth in the material they bring themselves. The focus is correctly upon the impact of the policies. Language and terminology are appropriate.

Level 2 ([6]–[10])

Other than the issues above, answers here will have reasonable focus and grasp of the topic, but may lack the command of a Level 3 answer.

Level 1 ([1]–[5])

Flawed answers as given above or those that do not bring enough to the table to convince you of the quality or quantity of their knowledge.

[15]

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- 2 (a) $3 \times [2]$. Economic migrants come for the money and opportunity, illegal migrants might be economic but might also be social, they can come for any reason, their commonality is that they are doing it illegally; asylum seekers are people searching for protection from danger and persecution at home. Make sure they make clear distinctions. Do not require textbook definitions, rather understanding. [6]

- (b) Examples are required, if they are not given Level 2 maximum. They have to show global variation; if they do not Level 1 only. How and why; 'why' must incorporate 'how', but they could say 'how' by just describing and not have the 'why' of explanation. If they do, maximum Level 2.
 It is mortality, if they do fertility, Level 1 only.

Level 3 ([7]–[9])

There is good global coverage, sound examples, plural, are used in an answer with proper focus on the question. The candidate has a good grasp of the topic and writes about it in a mature way, demonstrating knowledge of 'why'.

Level 2 ([4]–[6])

The explanation aspect of the question may be wanting somewhat, or the examples may lack depth, but the answer, unless in one of the sub-optimal categories above, will still be a reasonable response to the question as set.

Level 1 ([1]–[3])

Flawed answers as listed or those where the response is partial and they do not really grasp the full import of the question. [9]

- (c) If they miss out the resource, Level 2 maximum.

If they do not bring their own case study, Level 1 only.

We are looking for the implications of in-migration, not the causes for it, nor the implications of out-migration. Thus material about Achill Island and the like is not to be rewarded, except as brief context.

Answers which adopt the wrong focus, Level 1 only.

The resources show high rates of urban growth in most of the countries, leading to rather crowded residential urban areas as exemplified by Doha. The policies are anti-urban so there is no effective planning which makes things worse. The implications here are negative, this might be countered by their own material which may have a more positive tone, depending on their case study.

Level 3 ([11]–[15])

There is a good balance between resource use and their own material, which recognises a range of implications from in-migration. These are explained – rather than just described – using appropriate language and terminology.

Level 2 ([6]–[10])

One sub-optimal route was identified. Answers may also get Level 2 from being reasonable, but lacking explanatory power or depth.

Level 1 ([1]–[5])

Other than those identified above, Level 1 answers, whilst having something to reward, will be those which do not deal fully with the topic through issues of length or coverage. [15]

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Option B : Planning for Sustainable Settlements

- 3 (a) Zurich strikes one as being a terribly ordered city. Thus within a few metres of the central station are all those other transport modes, including, given Zurich’s waterside location, passenger boats. They need to recognise this and set it within an integrated transport network context.

No resource use, given the way in which the question is phrased, Level 1.

Level 3 ([5]–[6])

There is decent resource use, the candidate clearly understands the idea of integrated transport and can recognise and explain it in the challenge of the unfamiliar situation.

Level 2 ([3]–[4])

There is at least reference to the resources and some understanding of integrated transport systems.

Level 1 ([1]–[2])

Resource reference may be wanting or understanding of the issue may not be demonstrated sufficiently. Perhaps the answer is not complete. [6]

- (b) The resource is the bare bones of a deeper study in *The Lancet*, the medical journal. It shows that whilst in all cases wealthy people have lower mortality rates than poor people, both groups benefit from access to green space and the better such access is, the lower are the mortality rates. Those are the relationships to be described, award up to [4] for that. The other [5] are for suggesting why access to green space is important in planning cities: recreation, exercise, environmental benefits, cleaner air, all the material they have done from box 2 of the specification. If they answer in such a way to make you unable to split the marks in this way, mark out of [9] (Level 3 ([7]–[9]); Level 2 ([4]–[6]); Level 1 ([1]–[3])). [9]
- (c) A straightforward question. No case study reference, Level 1. Only description without evaluation, maximum Level 2. Wrong or poor focus, Level 1.

Level 3 ([11]–[15])

The case study detail is key to entry to Level 3 here. If it is insufficient, if they cannot demonstrate that they know something in depth about their chosen case study, they will not be here. There is good description and, more significantly, adequate evaluation of the traffic management strategy.

Level 2 ([6]–[10])

There is some case study work and at least an adequate description of the traffic management strategy. The depth of the evaluation may be the reason why the answer does not reach Level 3.

Level 1 ([1]–[5])

Sub-optimal ways to Level 1 were identified above. Otherwise the answers are flawed in another way, perhaps unfinished; certainly unconvincing in terms of demonstrating a depth of knowledge. [15]

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- 4 (a) Social, economic and environmental considerations are listed. If only two are mentioned, Level 2; if only one, Level 1. If they answer in 3 distinct sections, $3 \times [2]$.

Level 3 ([5]–[6])

All the considerations are covered in an answer, which demonstrates a clear understanding of sustainable development and what lies behind it.

Level 2 ([3]–[4])

Other than missing one of the considerations, answers here will lack something regarding depth of understanding of sustainable development.

Level 1 ([1]–[2])

Other than missing two considerations, Level 1 answers will be those where the evidence of understanding of sustainable development will be lacking. [6]

- (b) The footprint of the resource shows various constituents of land and energy use that would be in an ecological footprint. The city would use more of these than the village, even on a per capita basis. This is not hard as long as they grasp it. Do not require detailed use of the two photographs, they are indicative only, but if there is nothing of the footprint, Level 2. The command word is explain; if there is only description, Level 2 maximum.

Level 3 ([7]–[9])

There is good use of the resources; the candidate focuses on explaining the differences and there is command of both the topic and its terminology.

Level 2 ([4]–[6])

Explanation may be weaker, but there is acceptable resource use and a reasonable grasp of the differences.

Level 1 ([1]–[3])

The answer is weak, failing to demonstrate sufficient knowledge or depth. Explanation may be insufficient. [9]

- (c) This has to be related to their small-scale case study. If it is not, Level 1. Do not require separate sections on land use and planning. Issues may be elided into policies; policies, however, cannot be avoided. The command is 'explain how far', so there has to be some evaluation. If there is not, Level 2 maximum.

Level 3 ([11]–[15])

There is proper evaluation of the policies related to a properly detailed case study. There is good command of the idea of sustainability and the language and terminology are appropriate.

Level 2 ([6]–[10])

Good descriptions may be here, but most Level 2 answers will have some evaluation if lacking somewhat in depth and detail. There is reasonable use of the case study.

Level 1 ([1]–[5])

A sub-optimal route to Level 1 was identified. Otherwise answers will lack understanding and depth, perhaps being unfinished. Language and terminology may be weak. [15]

Option C : Issues in Ethnic Diversity

5 (a) **Unequal distribution of resources and political power** often give rise to ethnic conflict because one section of the population is denied equal access to resources and political power due to their ethnic background. This may mean one group of people are denied voting rights and/or they are not permitted to organise political parties or have full access to legal representation. In terms of resources one section of the population is discriminated against in jobs, housing and education. These practices create an underclass in society and ultimately may lead to ethnic conflict

Human rights abuses refer to the denial of basic human rights to a section of the community. The degree of abuse ranges from discrimination to actual physical harm. Human rights are guaranteed to an individual or community by international law and their denial to a section of an ethnically diverse society can result in conflict.

Allow **1 mark** for a definition of each process and the other **2 marks** for how each can cause ethnic conflict. Better answers may use examples as that would make it easier but full marks are available to those who provide a full answer without the use of examples.

(2 × 3 marks) [6]

(b) Britain is a very pluralistic society – with 42 different groups with more than 10 000 people in London alone. The British government have followed a policy of multiculturalism where the immigrants are permitted to maintain their culture and lifestyles. This policy has led to the development of enclaves of ethnic minorities and a fragmented society. Many now argue that this should be changed in favour of a more integrationist policy. Under this policy the newcomers and the local people would be required to adapt in order to form a more unified society. This is all from the resource. The candidate has now to discuss whether this multiculturalism policy should be abandoned. There are a number of points they could discuss including:

- Growth of mutual understanding between the various groups as opposed to the isolation and growing sense of distrust that can arise at present.
- Creating a more harmonious society
- Cultural enrichment for all groups in society including local people
- Educational attainment of ethnic minorities could improve if there was greater proficiency in English.

There is no prescribed number of points they have to make but for 9 marks we need to see thorough resource use and reasonable depth in their discussion. There is no requirement for examples but they will have an urban case study of this topic which could be helpful here.

A number of sub-optimal situations are possible here:

- If there is no resource use award from **level 2 maximum**.
- If there is no meaningful discussion and the answer simply reworks the resource award from **level 1 maximum**.

Level 3 ([7]–[9])

All aspects of the question are addressed thoroughly and there is clear understanding shown. The Resource is used to good effect, the discussion has both depth and detail. The answer is written in grammatically correct English.

Level 2 ([4]–[6])

At this level there is still a competent answer but the discussion has less depth and detail or the policy of multiculturalism is less well understood. Use of English is still good.

Level 1 ([1]–[3])

An answer at this level will show incomplete understanding of the question or have so little detail that a higher mark cannot be justified. There may be weaknesses in English also. [9]

- (c) They have to select **any 3** of the 4 possible outcomes/responses to ethnic conflict and evaluate the impact of these within their national case study.

Social and economic impacts: Ethnic conflict has a negative effect on society and the economy wherever it occurs. Society is divided, often rigidly divided and it may be some time before the memories of conflict fade. **Social impacts** include deaths, injury, ethnic cleansing, refugees, genocide, lack of food and medical supplies. **Economic impacts** include disruption of industry and services through bombings, the reduction in investment as a result of ethnic conflict, and the damage to infrastructure.

Autonomy: At times a minority group with clearly defined regional boundaries may be granted some control over the internal running of their region while still remaining part a national entity.

Ethnic cleansing: the forced removal of people to create a uniform ethnic region. The example of Bosnia is probably the best known example.

International intervention and peace processes: International intervention through the UN or the EU to broker peace processes has occurred in many cases of ethnic conflict. The reasons for this and the nature of the intervention is entirely case study dependent.

The detail of these and the evaluation will vary depending on their choice of case study but we need to see an understanding of the **3** outcomes together with relevant background information and an evaluation of each outcome.

Award **3 marks** for the case study detail and **2 marks** for the evaluation. (3 × 5 marks) [15]

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- 6 (a) Ethnic minorities often live in clusters in an urban area for several reasons such as:
- New migrants to cities often feel safer living close to people of similar ethnicity
 - To avail of services such as places of worship, ethnic shops etc
 - To preserve their culture and traditions
 - New migrants often cluster in areas of cheap housing and close to work opportunities in inner cities.

They must discuss at least two reasons to get into **level 3**. If there is only one reason given award from **level 2 maximum**. There is no requirement for examples and full marks are available for a competent discussion of the reasons for ethnic clustering in general terms.

Level 3 ([5]–[6])

At least two reasons for ethnic clustering have been identified. There is sound discussion and the answer is focused on the question set. The answer is well written.

Level 2 ([3]–[4])

The sub optimal situation above is at this level. Otherwise the answer is still sound but lacks depth. It is quite well-written.

Level 1 ([1]–[2])

This is an answer flawed by lack of detail/depth or accuracy. There may be mistakes in grammar. [6]

- (b) The territorial division of Cyprus since 1974 followed a decade of escalating violence between the two rival ethnic groups. There have been a number of unsuccessful attempts to reunite the island. Opinion is divided on this unofficial partition of Cyprus. The resource details economic problems especially for northern Cyprus. There has been displacement of people who found themselves on the 'wrong side' of the Green Line with some short term refugee camps. Society remains deeply divided and there are wider implications for international relations between Greece and Turkey. However, the island has been peaceful since 1974 leading many to see partition as a successful conflict resolution. This is all from the resources. The candidate has to use additional material to evaluate partition as an outcome of ethnic conflict.

- If there is no resource use award from **level 2 maximum**.
- If there is no meaningful evaluation/discussion and the answer simply reworks the resource, award from **level 1 maximum**.

Level 3 ([7]–[9])

A thorough answer, which makes good use of the resource and demonstrates an understanding of partition as an outcome of ethnic conflict and has adequate extra material, would be at this level. The candidate demonstrates sound understanding and writes in good English.

Level 2 ([4]–[6])

The sub optimal situation described above is at this level. Otherwise, the answer will still have good material, but the depth and detail will be less than the previous level. There may be inadequate use of the resource or partition is not fully evaluated. English is of good quality.

Level 1 ([1]–[3])

The sub optimal situation described above is at this level. Otherwise an answer at this level will have serious weaknesses in terms of detail, depth and accuracy. There may also be errors in English. [9]

- (c) This is their urban case study. They will have to describe the ethnic diversity in their chosen city and then discuss the processes that have maintained its ethnic diversity. The specification lists segregation, pluralism, multiculturalism and discrimination as processes maintaining ethnic diversity. Do not expect to see all of these as their answer will be case study dependent. However, there needs to be at least two processes discussed. As always in case study questions there must be detail of place.

- If there is only process discussed, confine to **level 1**.
- If there is no case appropriate study, confine to **level 1**.

Level 3 ([11]–[15])

At least two processes are discussed. There is good understanding shown with depth and detail in all aspects. The answer is well written.

Level 2 ([6]–[10])

At least two processes are discussed but there is less detail and depth throughout or one process is only dealt with in a superficial manner. English is still good.

Level 1 ([1]–[5])

This answer is lacking in detail and depth on all aspects or there may be incorrect information. Use of English may be flawed. [15]

Section A

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SECTION B

Global Issues

- 7 (a) Primary gaseous pollutants are those which are directly emitted into the atmosphere, usually due to the activities of people. Examples include carbon dioxide and methane. Carbon dioxide is released by breathing, rearing farm animals, burning wood, making cement and lime from limestone, burning fossil fuels and draining land for agriculture. Methane is released from compost heaps and waste tips, alimentary canals of animals, burning of natural gas, paddy fields, and use of biomass.

If only a simple statement/description is presented a maximum of [2] marks may be awarded. Detailed, valid comments may be awarded [4]. If the candidate has presented comment on both activities, the better set of comments should be rewarded. [4]

- (b) A clear statement of one relevant aim should be given, along with appropriate explanation.

Level 3 ([5]–[6])

One clear, relevant aim is stated. A detailed, valid and relevant explanation of its investigation is given. Terminology is good.

Level 2 ([3]–[4])

Although a relevant aim is stated, it may lack clarity. Although an explanation of the way in which this aim was investigated is presented, it may be under-developed or restricted in detail. Terminology may be restricted.

Level 1 ([1]–[2])

An inappropriate aim may be described, the statement of the aim may be omitted, or the aim may not relate to the topic. The explanation of the way in which this aim was investigated may be omitted or, if present, be cursory or invalid. [6]

- (c) The candidate is asked to discuss the statement within the context of a relevant small scale case study. The most commonly discussed (but not exclusively) is Los Angeles. In the location, strategies include: burning of rubbish forbidden; industrial constraints with tehno-fixes and emission controls; enforced car-pooling; increasing use of public transport; smog alerts etc. Candidates should include 4 aspects: health impacts, environmental impacts, strategies and effectiveness.

Level 3 ([14]–[20])

The statement is explicitly addressed in the context of an appropriate small scale case study. The discussion provided is well-developed, detailed and valid. Both environmental and health impacts are addressed along with strategies and effectiveness. Terminology is precise.

Level 2 ([7]–[13])

Although the statement is addressed in the context of an appropriate small scale case study, the discussion provided may be under-developed and/or lacking in detail. One of the 4 aspects may be missing. The answer may be lacking in precise terminology.

Level 1 ([1]–[6])

A case study of an inappropriate scale may have been used. Two or more elements of the question (strategies, effectiveness, environmental impacts, health impacts) may have been neglected. Comments may be invalid, cursory or non-relevant. Use of terminology may be poor.

[20]

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- 8 (a) Associated concerns include, for example: cancers of many kinds; inducement of emotional problems; impaired fertility; birth abnormalities. If only a simple statement/description is presented, or if only one valid long-term issue is given, a maximum of [2] marks may be awarded. Detailed, valid comments inclusive of more than one valid health-related issue may be awarded [4]. [4]
- (b) A clear statement of one relevant aim should be given, along with appropriate explanation.

Level 3 ([5]–[6])

One clear, relevant aim is stated. A detailed, valid and relevant explanation of its investigation is given. Terminology is good.

Level 2 ([3]–[4])

Although a relevant aim is stated, it may lack clarity. Although an explanation of the way in which this aim was investigated is presented, it may be under-developed or restricted in detail. Terminology may be restricted.

Level 1 ([1]–[2])

An inappropriate aim may be described, the statement of the aim may be omitted, or the aim may not relate to the topic of nuclear energy. The explanation of the way in which this aim was investigated may be omitted or, if present, be cursory or invalid. [6]

- (c) The candidate is asked to examine relevant evidence and justify their position in relation to this evidence. Benefits of the development of nuclear energy may include, for example: high energy output which may permit closure of the energy gap; relative political independence from oil producing countries; low emissions, thus addressing the concerns about global warming/climate change; small amounts of waste.

Level 3 ([14]–[20])

Relevant and detailed evidence is examined in the context of the British Isles. A clear position is given regarding this evidence; a well-developed, detailed and valid justification for this position is provided. Each element of the question (evidence, position/justification, British Isles context) is addressed. Use of terminology is strong.

Level 2 ([7]–[13])

Although relevant evidence is examined including in the context of the British Isles, it may be restricted in terms of detail. Candidate shows a reasonable command of the topic. Perhaps one element of the question (evidence, position/justification, British Isles context) may be neglected. Use of terminology may be restricted.

Level 1 ([1]–[6])

More than one element of the question (evidence, position/justification, British Isles context) may be neglected. Comments may be invalid, cursory or non-relevant. Use of terminology may be poor. [20]

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- 9 (a) Technologically advanced inputs is an umbrella term covering a whole range of modern farming practices including artificial fertilisers, pesticides, herbicides and genetically modified crops. They are an essential part of agribusiness. They affect biodiversity directly by interfering with the natural ecosystems. Pesticides kill off insects which are a food supply for small birds and as these decrease in number there is a knock on effect for other species. Most modern farming requires large fields so hedgerows have been removed. In this way technologically advanced inputs affect biodiversity indirectly through the removal of hedgerows and other wildlife habitats. For 4 marks a long answer is not required. Look to see a clear understanding of technologically advanced inputs [2] and at least one damaging effect on biodiversity. [4]

- (b) At least one data collection technique relating to agricultural change should be described and its effectiveness evaluated.

Level 3 ([5]–[6])

The chosen technique/s is/are described fully and related to the aims of the investigation. The effectiveness of the technique/s is evaluated. Appropriate terminology is used

Level 2 ([3]–[4])

At this level the answer still has merit but it lacks the required depth and detail. Alternatively, the evaluation of the effectiveness of the technique is limited. There may be inadequacies in terminology.

Level 1 ([1]–[2])

The chosen technique/s is/are not described accurately and/or linked inadequately to the aims of the investigation. Alternatively, the evaluation is missing or very weak. There is limited use of terminology. [6]

- (c) This is their chosen global issues case study. They need to use their material to evaluate the question set. Do not over reward a candidate who does not follow the exact requirements of the question. They will need to discuss GM crops and explain why some places are faced with increased food prices/shortages. They may call upon their studies of Boserup and Malthus here. Some of the points they might discuss include – the increase in land given over to biofuels, increase in demand for food supplies from emerging countries such as China and India, loss of cultivated land due to changes associated with global climate change and increased demand for food caused by growing world population. They then need to demonstrate their grasp of the evidence that claims GM crops might ease this situation. They may discuss anything from higher yielding seeds to crops that have higher calorific value, specially adapted cereals which have shorter growing seasons, fruit and vegetables with longer shelf life etc. They will also need to look to some extent at the negative and positive aspects of GM crops. Failure to refer to examples of places – maximum Level 2.

Level 3 ([14]–[20])

At this level the candidate has provided a balanced answer. The issues of increased food prices/shortages are discussed competently. The controversy surrounding GM crops is dealt with in a measured and informed manner. The candidate demonstrates a sound knowledge of the evidence supporting GM crops and uses facts, places and examples to good effect. The opposing issues are discussed and evaluated thoroughly. The answer is well written using appropriate terminology and showing very good written communication skills

Level 2 ([7]–[13])

This is still a competent answer addressing all aspects of the question but the level of depth and detail is less than above. The candidate has less knowledge of the evidence supporting GM crops. Alternatively, she/he may not have demonstrated adequate balance regarding the statement and the evaluation is weaker. Nevertheless, there is still adequate understanding shown and the main difference between a level 2 and a level 3 answer is the depth and detail used. Quality of language is good.

Level 1 ([1]–[6])

At this level the answer is seriously flawed either in accuracy, depth and/or detail. The candidate is not in control of the topic. The answer may be short showing only partial understanding or knowledge. Written English may be flawed.

[20]

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- 10 (a) Social sustainability refers to the ability of a community to function and adapt to changing situations without having attitudes and ways of life altered in an adverse manner. Tourism affects social sustainability in a number of ways:
- an additional layer of cultural diversity is introduced to a region. This can be an enriching experience but in other occasions it can result in new challenges.
 - Traditional occupations are often abandoned in favour of higher paid opportunities in the service sector in the tourist resorts.
 - Young people in particular will leave rural farming communities to find employment in hotels, cafes and other services.
 - Many of the jobs associated with tourism are unskilled, seasonal and low paid.
 - Workers often find that because of the seasonal nature of their employment they have to work long and anti-social hours for several months of the year.
 - It has also been shown that this type of work often leads to the break up of families.

Look for an understanding of social sustainability and how it can be affected by tourism. For 4 marks two potential effects are required, so one effect only will earn [2] marks maximum. [4]

- (b) At least one data collection technique relating to tourism change should be described and its effectiveness evaluated.

Level 3 ([5]–[6])

The chosen technique/s is/are described fully and related to the aims of the investigation. The effectiveness of the technique/s is evaluated. Appropriate terminology is used

Level 2 ([3]–[4])

At this level the answer still has merit but it lacks the required depth and detail. Alternatively, the evaluation of the effectiveness of the technique is limited. There may be inadequacies in terminology.

Level 1 ([1]–[2])

The chosen technique/s is/are not described accurately and/or linked inadequately to the aims of the investigation. Alternatively, the evaluation is missing or very weak. There is limited use of terminology. [6]

(c) This is their chosen global issues case study. They need to use their material to answer the question set. Do not over reward a candidate who does not follow the exact requirements of the question. They will need to discuss Ecotourism and explain the advantages and disadvantages of this type of development. Some of the points they might discuss include – the increased money that comes to a region as result of any form of tourism development, the increase in demand for locally produced goods, the potential for jobs etc for local people and all of this set in a framework of environmentally sensitive developments. On the other side any form of tourism inevitably changes a region and there is always a risk of damage to sensitive environments. There are also issues relating to leakage of tourist revenue out of the region and the threat of forced removal of tribal groups from their traditional homelands. There is not a definitive list of issues that they have to discuss but they must demonstrate an understanding of both sides of the argument before finally deciding on the extent to which they agree with the statement in the question. They will need to make reference to actual examples of places to support their answer – failure to do so, maximum Level 2.

Level 3 ([14]–[20])

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

Level 2 ([7]–[13])

This is still a competent answer but the level of depth and detail is less than above. There may be poorer exemplar material or the candidate may not have demonstrated adequate balance in reaching a decision on the statement. Nevertheless, there is still adequate understanding shown and the main difference between a level 2 and a level 3 answer is the depth and detail used. Quality of language is good.

Level 1 ([1]–[6])

At this level the answer is seriously flawed either in accuracy, depth and/or detail. The candidate is not in control of the topic. The answer is short showing only partial understanding or knowledge. Written English may be flawed.

[20]

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Section B

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Total

90

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