OCR

Oxford Cambridge and RSA

Accredited

A Level Geography
H481/02 Human interactions
Sample Question Paper

Date – Morning/Afternoon
Time allowed: 1 hour 30 minutes

You must have:
- the Resource Booklet
- the OCR 12-page Answer Booklet
  (OCR 12 sent with general stationary)

You may use:
- a ruler (cm/mm)
- a piece of string
- a scientific or graphical calculator

INSTRUCTIONS
- Use black ink. You may use an HB pencil for graphs and diagrams.
- Section A: Answer **all** questions.
- Section B: Choose **either** option A or option B and answer **all** parts of the question in the chosen option. Choose **either** option C or option D and answer **all** parts of the question in the chosen option.
- Write your answer to each question in the Answer Booklet.
- Additional paper may be used if required but you must clearly show your candidate number, centre number and question number(s).
- Do **not** write in the bar codes.
- The separate Resource Booklet will be found inside this document.

INFORMATION
- The total mark for this paper is **66**.
- The marks for each question are shown in brackets **[ ]**.
- Quality of extended response will be assessed in questions marked with an (*).
- This document consists of **4** pages.

Section A – Changing Spaces, Making Places

Answer **all** parts of Question 1

1 **(a)** Study **Fig. 1** which shows a photograph of part of a city in the UK in 2014.

Explain how **one** piece of evidence from **Fig. 1**, shows this place has been rebranded to construct a new place image.

[3]

(b) Study **Fig. 2**, which shows information collected from a coastal town to form part of a place profile.

Using evidence from **Fig. 2**, explain why this coastal town has contrasting representations.

[8]

(c) Explain how globalisation can influence people's sense of place.

[6]

(d)* 'Placemaking is used by governments only to attract inward investment.' How far do you agree with this statement?

[16]

Section B – Global Connections

Answer **two** questions: **either** Question 2 **or** Question 3 **and either** Question 4 **or** Question 5.

All questions are worth 17 marks.

Either

Option A – Trade in the contemporary world

2   **(a)**   Study **Fig. 3,** which shows the share of world merchandise exports by country, 2013.

   (i)   Suggest **two** ways the share of world merchandise exports by country, shown in **Fig. 3**, can influence flows of people.

[2]

   (ii)   Explain **one** factor that might account for the spatial variations in **Fig. 3**.

[3]

   (iii)   For the data presentation technique shown in **Fig. 3**, suggest how effective the technique is for showing the share of world merchandise exports by country.

[4]

   (b)   With reference to a **case study**, explain how limited access to global markets is an obstacle to growth and development for low-income developing countries (LIDCs).

[8]

Or

Option B – Global Migration

3   **(a)**   Study **Fig. 4,** which shows the number of immigrants living in the USA by country of birth, 2013.

   (i)   Suggest **two** ways the number of immigrants living in the USA by country of birth, shown in **Fig. 4**, can influence flows of money.

[2]

   (ii)   Explain **one** factor that might account for the spatial variations in **Fig. 4**.

[3]

   (iii)   For the data presentation technique shown in **Fig. 4**, suggest how effective the technique is for showing the number of immigrants living in the USA by country of birth.

[4]

   (b)   With reference to a **case study**, explain how emigration from a low-income developing country (LIDC) can provide opportunities for that LIDC.

[8]

Either

Option C – Human Rights

4* 'Social factors are the most important influences responsible for gender inequalities.' Discuss.

[16]

Or

Option D – Power and borders

5* 'For local communities in areas of conflict, intervention can create more problems than it solves.' Discuss.

[16]

END OF QUESTION PAPER

SPECIMEN

OCR
Oxford Cambridge and RSA

…day June 20XX – Morning/Afternoon

A Level Geography

H481/02   Human interactions

SAMPLE MARK SCHEME

Duration: 1 hour 30 minutes

MAXIMUM MARK   66

SPECIMEN

This document consists of 36 pages

MARKING INSTRUCTIONS

PREPARATION FOR MARKING

SCORIS

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.

2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal http://www.rm.com/support/ca

3. Log-in to scoris and mark the **required number** of practice responses ("scripts") and the **required number** of standardisation responses.

   YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

TRADITIONAL

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

MARKING

1. Mark strictly to the mark scheme.

2. Marks awarded must relate directly to the marking criteria.

3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 50% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.

4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the scoris messaging system.

5.   Work crossed out:
   a.   where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
   b.   if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.

6.   Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.

7.   There is a NR (No Response) option. Award NR (No Response)
   -    if there is nothing written at all in the answer space
   -    OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
   -    OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question.
   Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

8.   The scoris **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
   If you have any questions or comments for your Team Leader, use telephone, email or the scoris messaging system.

9.   Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

10. **Annotations**

Annotation	Meaning

11.   **Subject-specific Marking Instructions**

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

USING THE MARK SCHEME

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

In your marking, you will encounter valid responses which are not covered by the Mark Scheme: these responses must be credited. You will encounter answers which fall outside the 'target range' of Bands for the paper which you are marking. Please mark these answers according to the marking criteria.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

LEVELS OF RESPONSE QUESTIONS:

The indicative content indicates the expected parameters for candidates' answers, but be prepared to recognise and credit unexpected approaches where they show relevance.

Using 'best-fit', decide first which set of level descriptors best describes the overall quality of the answer. Once the level is located, adjust the mark concentrating on features of the answer which make it stronger or weaker following the guidelines for refinement.

Highest mark: If clear evidence of all the qualities in the level descriptors is shown, the HIGHEST Mark should be awarded.

Lowest mark: If the answer shows the candidate to be borderline (i.e. they have achieved all the qualities of the levels below and show limited evidence of meeting the criteria of the level in question) the LOWEST mark should be awarded.

Middle mark: This mark should be used for candidates who are secure in the level. They are not 'borderline' but they have only achieved some of the qualities in the level descriptors.

Be prepared to use the full range of marks. Do not reserve (e.g.) highest level marks 'in case' something turns up of a quality you have not yet seen. If an answer gives clear evidence of the qualities described in the level descriptors, reward appropriately.

Quality of extended response will be assessed in questions marked with an (*). Quality of extended response is not attributed to any single assessment objective but instead is assessed against the entire response for the question.

	AO1	**AO2**	**AO3**	**Quality of extended response**
Comprehensive	A wide range of detailed and accurate knowledge that demonstrates fully developed understanding that shows full relevance to the demands of the question. Precision in the use of question terminology.	Knowledge and understanding shown is consistently applied to the context of the question, in order to form a: clear, developed and convincing analysis that is fully accurate. clear, developed and convincing interpretation that is fully accurate. detailed and substantiated evaluation that offers secure judgements leading to rational conclusions that are evidence based.	Quantitative, qualitative and/or fieldwork skills are used in a consistently appropriate and effective way and with a high degree of competence and precision.	There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.
Thorough	A range of detailed and accurate knowledge that demonstrates well-developed understanding that is relevant to the demands of the question. Generally precise in the use of question terminology.	Knowledge and understanding shown is mainly applied to the context of the question, in order to form a: clear and developed analysis that shows accuracy. clear and developed interpretation that shows accuracy. detailed evaluation that offers generally secure judgements, with some link between rational conclusions and evidence.	Quantitative, qualitative and/or fieldwork skills are used in a suitable way and with a good level of competence and precision.	There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.

Reasonable	Some sound knowledge that demonstrates partially developed understanding that is relevant to the demands of the question. Awareness of the meaning of the terms in the question.	Knowledge and understanding shown is partially applied to the context of the question, in order to form a: sound analysis that shows some accuracy. sound interpretation that shows some accuracy. sound evaluation that offers generalised judgements and conclusions, with limited use of evidence.	Quantitative, qualitative and/or fieldwork skills are used in a mostly suitable way with a sound level of competence but may lack precision.	The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
Basic	Limited knowledge that is relevant to the topic or question with little or no development. Confusion and inability to deconstruct terminology as used in the question.	Knowledge and understanding shows limited application to the context of the question in order to form a: simple analysis that shows limited accuracy. simple interpretation that shows limited accuracy. Un-supported evaluation that offers simple conclusions.	Quantitative, qualitative and/or fieldwork skills are used inappropriately with limited competence and precision.	The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.

Question			Answer	Marks	Guidance
1	(a)		**Explain how one piece of evidence from Fig. 1 shows this place has been rebranded to construct a new place image.**	3 AO2 x2 AO3 x1	**AO2 – 2 marks** **AO3 – 1 mark** 1x1 (✓) for specific evidence interpreted from the resource. 2x1 (DEV) for drawing conclusions from the specific resource evidence that this place has been rebranded to construct a new place image.
			Boat trips are available along the canal (✓). This canal was most likely used for industrial purposes in the past (DEV), now it has rebranded to attract tourists to the area, possibly drawing on its heritage (DEV).		
			Restaurants/café culture along the canal side (✓). Café culture is a relatively new addition to the UK but part of a rebranding process to create a positive atmosphere where people can meet and enjoy leisure time (DEV). The range of restaurants and cafes creates 'something for everyone,' an inclusive space where people can relax together (DEV).		
			The use of street furniture in the form of hanging baskets and lighting (✓). This shows that planners have tried to make the area attractive and encourage people to use the space (DEV). Lighting up the area makes people feel safer at night time and is part of the rebranding process (DEV).		
			Split level/multifunctional in layout (✓). Space has been maximised with the canal and walkways below and the road with buildings in the background of the image above (DEV). Making spaces multi-functional is part of the rebranding process and assists in creating the 24 hour city (DEV).		
			Greenery in the form of trees and flowers have been added to the area (✓). This is often a strategic move by planners to make the place feel more attractive, it was a technique used historically in industrial times (DEV) and greenery is said to improve mood and health of people who use the area (DEV).		

Question			Answer	Marks	Guidance
	(b)		**Study Fig. 2, which shows information collected from a coastal town to form part of a place profile. Using evidence from Fig. 2, explain why this coastal town has contrasting representations.** **Level 3 (6-8 marks)** Demonstrates **thorough** application of knowledge and understanding to provide a clear and developed analysis that shows accuracy, as to why this coastal town has contrasting representations (AO2). Demonstrates **thorough** investigation and interpretation of the qualitative and quantitative resources to fully evidence why this coastal town has contrasting representations. There must be good ideas linking resource evidence to contrasting representations of place (AO3). **Level 2 (3-5 marks)** Demonstrates **reasonable** application of knowledge and understanding to form a sound **analysis** that shows some accuracy, as to why this coastal town has contrasting representations (AO2). Demonstrates **reasonable** investigation and interpretation of the qualitative and quantitative resources to evidence why this coastal town has contrasting representations. There must be sound ideas linking resource evidence to contrasting representations of place (AO3). **Level 1 (1-2 marks)** Demonstrates **basic** application of knowledge and understanding to form a simple **analysis** that shows limited	8 AO2 x4 AO3 x4	**Indicative content** **AO2 – 4 marks** Application of knowledge and understanding to analyse why the coastal town has contrasting representations could potentially include: • formal representations of the place e.g. The census data in Fig. 2a show the town in a negative light when compared to the rest of the country. This raw data could potentially lead to a downward spiral deterring people from the area • informal representations are often used for marketing purposes to attract people to the area, for example the council website. This can have a positive effect on the economy • informal and personal representations are based on an individual's understanding of a place and how this may vary according to factors such as age and gender • representations in the form of photographs have been taken by a person who chose to take the photographs of particular areas for reasons of personal bias • photographic information also shows the town in different lights. These photos may have been taken for a particular reason by a particular person so may demonstrate bias. **AO3 – 4 marks** Evidence from investigation and interpretation of the resources, which could potentially include: • employment rates are lower at 67.8% when compared to the national average of 71.7. All the formal statistics point to a negative place profile with the exception of 1-4 GCSE category. This raw data

Question	Answer	Marks	Guidance
	accuracy, as to why this coastal town has contrasting representations (AO2). Demonstrates **basic** investigation and interpretation of the qualitative and quantitative resources providing limited evidence of why this coastal town has contrasting representations. There must be limited ideas about contrasting representations of place with limited or no link to resource evidence (AO3). **0 marks** No response or no response worthy of credit.		could potentially lead to a downward spiral deterring people from the area • phrases like 'relax' and 'soft clean sandy beaches' have been used to make the place sound an attractive place to visit • the informal interview data states that 'young yobs' gather by nightfall. This implies that this is perhaps not the view of a 'younger' person • the photo of graffiti artwork shows some potentially positive attributes of the area but also some more negative with the sad face of the girl with a teddy bear. This artwork may have been created by a person who wanted to send certain messages about the area • the image of the volleyball on the beach again shows a different representation of the town. This fits with the council description of 'soft sandy beaches', the sun is also shining in this image and people look like they are enjoying themselves and friendships exist. Again this image was chosen for a purpose probably linked to tourism.

Question			Answer	Marks	Guidance
	(c)		**Explain how globalisation can influence people's sense of place.** **Level 3 (5-6 marks)** Demonstrates **thorough** knowledge and understanding of how globalisation can influence sense of place (AO1). This will be shown by including **well-developed** ideas about globalisation and sense of place. **Level 2 (3-4 marks)** Demonstrates **reasonable** knowledge and understanding of how globalisation can influence sense of place (AO1). This will be shown by including **developed** ideas about globalisation and sense of place. **Level 1 (1–2 marks)** Demonstrates **basic** knowledge and understanding of how globalisation can influence sense of place (AO1). There may be **simple** ideas about globalisation and sense of place. **0 marks** No response or no response worthy of credit.	6 AO1 x6	**Indicative content** **AO1 – 6 marks** Knowledge and understanding of globalisation and how this can influence sense of place could potentially include: • how rapid globalisation has led to time-space compression, where transport and communications have helped shrink time and space, therefore influencing place meaning • globalisation and global brands can impact places, threatening what makes them unique and important in their individual right • anti-globalisation activists would argue that homogenised landscapes have been created where global corporations like Starbucks can be found on every street corner. These can create perceptions of familiarity where people feel comforted, where they know what they are getting and like they have been somewhere before. Examples might include New York where numerous films and songs about this place have been available globally, creating a sense of place about somewhere you may have never been • it can also lead to some people feeling that the local place has been done a disservice as local more unique businesses might be put out of operation, creating feelings of dis-location • some people might argue that globalisation has created a new exciting sense of place through a new kind of diversity, making places appear more exciting with influences from all around the world in

Question			Answer	Marks	Guidance
					the form of food, fashion and music.

	(d)*		**'Placemaking is used by governments only to attract inward investment.' How far do you agree with this statement?**
			
			AO1
			Level 3 (6–8 marks)
			Demonstrates **comprehensive** knowledge and understanding of how governments use placemaking.
			
			The answer should include **accurate place-specific** detail. Amount of place-specific detail determines credit within the level.
			
			Level 2 (3–5 marks)
			Demonstrates **thorough** knowledge and understanding of how governments use placemaking.
			
			The answer should include some **place-specific** detail which is **partially accurate**. Amount of place-specific detail determines credit within the level.
			
			Level 1 (1–2 marks)
			Demonstrates **reasonable** knowledge and understanding of how governments use placemaking.
			
			There is an attempt to include **place-specific** detail but it is **inaccurate**.
				16
				AO1 x8
				AO2 x8
					Indicative content
					Answer will depend on choice of place(s). Government may be local, regional or national.
					The concept of placemaking can be described in more than one way. One description from The Project for Public Spaces organisation defines it as 'placemaking inspires people to collectively reimagine and reinvent public spaces as the heart of every community. Strengthening the connection between people and the places they share, Placemaking refers to a collaborative process by which we can shape our public realm in order to maximize shared value.'
					
					AO1 – 8 marks
					Knowledge and understanding of placemaking and how governments use it could potentially include:
					• How governments use placemaking to attract inward investment for example:
					   o reinventing a place e.g. Dubai has reinvented itself from a small fishing village to a hub city with many global brands locating there. Dubai is now a regional hub in several areas
					   o planning e.g. three decades ago Jebel Ali became the Middle East's first big "free zone" (a place where foreign firms can operate, unusually, without a local partner and with less red tape and lower taxes than in the rest of the emirate). Now it is the world's largest, and Dubai has 22 such zones in total, most based

Question	Answer	Marks	Guidance
	0 marks No response or no response worthy of credit. **AO2** **Level 3 (6-8 marks)** Demonstrates **comprehensive** application of knowledge and understanding to provide a clear, developed and convincing analysis that is fully accurate with a detailed and substantiated evaluation that offers secure judgements leading to rational conclusions that are evidence based of whether placemaking is only used by governments to attract inward investment.		around particular industries. The number of companies in it grew by 14% in 2013 and 18% in 2014, to reach 1,225. More growth is expected, with $1 billion worth of new development planned ○ land-use zoning ○ creating infrastructure e.g. in Cambridge the creation of a specific 'Science Park' as a zone that has attracted many high tech companies, including Astra Zenica which was originally founded in Sweden ○ specific policies e.g. Birmingham now offers direct flights to India and China and this has supported foreign direct investment growth which increased by more than 50% against a national increase of just 11% in 2013. This has created an additional 4,000 local jobs and is worth an estimated £174 million to the local economy per year. **AO2 – 8 marks** Application of knowledge and understanding to analyse and evaluate whether placemaking is only used by governments to attract inward investment could potentially include: • why governments use placemaking for reasons other than attracting inward investment e.g. to improve the environmental quality of the area for local residents, to reduce crime rates, to increase social cohesion

Question	Answer	Marks	Guidance
	Level 2 (3-5 marks) Demonstrates **thorough** application of knowledge and understanding to provide a clear and developed analysis that shows accuracy with a detailed evaluation that offers generally secure judgements, with some link between rational conclusions and evidence of whether placemaking is only used by governments to attract inward investment. **Level 1 (1-2 marks)** Demonstrates **basic** application of knowledge and understanding with simple analysis that shows limited accuracy with an un-supported evaluation that offers simple conclusions as to whether placemaking is only used by governments to attract inward investment. **0 marks** No response or no response worthy of credit. **Quality of extended response** **Level 3** There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. **Level 2** There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.		- the concept of placemaking, for example that placemaking itself has people at the heart of it and so placemaking purely for economic gain is not possible as placemaking is about how the environment and society would benefit too. - strategic placemaking for example that it exists to target certain things, achieving a particular goal in addition to creating quality places. It aims to create places that are uniquely attractive to talented workers so that they want to be there and live there, by so doing, they create the circumstances for substantial job creation and income growth by attracting businesses that are looking for concentrations of talented workers. - the level of agreement with the statement that governments only use placemaking to attract inward investment - whether inward investment is the most important reason why places rebrand, if not why not and what is more important? e.g. environmental, social and / or political reasons - the role and range of players in the placemaking process for example community groups, governments, TNCs.

Question			Answer	Marks	Guidance
			Level 1 The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.		

SPECIMEN

Question			Answer	Marks	Guidance
2	(a)	(i)	**Suggest two ways the share of world merchandise exports by country, shown in Fig. 3, can influence flows of people.** The high percentage of world merchandise exports in advanced countries such as the USA or countries within the EU could attract people to these countries looking for employment (✓). There is a significantly higher percentage of merchandise exports for northern hemisphere countries compared to southern hemisphere countries and so with greater opportunities for jobs it could cause flows of people from the southern hemisphere to the northern hemisphere (✓). Brazil and Saudi Arabia both have a much greater share of world merchandise exports than other countries in their region which could attract a number of people from within the country to these port / hub areas looking for employment (✓). The lower percentages of share of world merchandise exports in Africa could cause significant outward migration (✓).	2 AO2 x2	**AO2 – 2 marks** 2x1 (✓) for interpreting ways the share of world merchandise exports by country in 2013 shown in Fig. 3 influences flows of people. Do not credit opposite points (e.g. the same trend but for ACs and LIDCs).
		(ii)	**Explain one factor that might account for the spatial variations in Fig. 3.** Ability to negotiate trade agreements or be in a trade bloc (✓) for example being in the EU or NAFTA makes it easier for money and goods to be moved around between around between those countries (DEV). Financial incentives such as the removal or lowering of tariffs when countries trade within these blocs is an incentive to be part of them (DEV).	3 AO2 x3	**AO2 – 3 marks** 1x1 (✓) for stating factors that account for the spatial variations in the share of world merchandise exports. 2x1 (DEV) for explaining the factors which account for the spatial variations.

Question			Answer	Marks	Guidance
			Political instability / conflict (✓) can be a barrier to trade leading to low productivity of raw materials and /or manufactured goods and therefore export rates (DEV) as the country invests more heavily in the conflict. It also makes it challenging for goods to travel safely by road, air or shipping destinations (DEV). Effects of trade embargoes / economic sanctions (✓) the percentage share of a country's global merchandise exports are lowered as a result of economic sanctions or trade embargoes applied for political reasons (DEV) e.g. the USA applies embargoes against countries which it considers to be state sponsors of terrorism (DEV). Level of productivity of a country can be linked to exports (✓) exports of the least developed countries are held back by their relatively low productive capacity (because of limited diversification of industry, limited infrastructure, poor governance) (DEV), whereas many ACs have strong global trade with high productivity for merchandise in a wide range of primary and secondary industries including their ability to exploit natural resources (DEV).		
		(iii)	**For the data presentation technique shown in Fig. 3, suggest how effective the technique is for showing the share of world merchandise exports by country.** Colour is used effectively with graduated shades of one colour to show differences in share of merchandise exports, for example USA (dark shade >10%) and Pakistan (light shade < 0.5%) (✓). The shading also allows easy recognition of spatial variations at global and intra-regional scales, for example the contrasts between Sub-Saharan Africa and Europe (✓).	**4** **AO3 x4**	**AO3 – 4 marks** 4x1 (✓) for suggesting how effective the choropleth mapping technique is for showing the share of world merchandise exports by country in **Fig.3**.

Question			Answer	Marks	Guidance
			Class intervals are large therefore the map does not provide precise % values for each individual country e.g. 3%-10% (✓).

Class intervals appear to be arbitrary and irregular, which affects the visual image of the map (✓).

Block shading of a whole country gives the false impression that production of merchandise for export is evenly distributed within that country (✓).

Since countries vary greatly in size, the block shading of large units has a dominating effect on the appearance of the map; for example both Russia and South Korea have a large share of world merchandise exports but Russia is more noticeable (✓).

The map projection (Mercator) exaggerates scale away from the equator; this produces a disproportionate visual effect of the share of world merchandise exports; countries towards the poles appear larger and more dominant than those nearer the equator (✓). | | |
| | (b) | | **With reference to a case study, explain how limited access to global markets is an obstacle to growth and development for LIDCs.**

Level 3 (6–8 marks)
Demonstrates **thorough** knowledge and understanding of how limited access to global markets is an obstacle to growth and development for LIDCs (AO1).

This will be shown by including **well-developed** explanations of how limited access to global markets is an | **8**
AO1 x8 | **Indicative content**
AO1 – 8 marks
Reference to a case study must be included; there is no requirement for candidates to make reference to more than one case study.

Knowledge and understanding of how limited access to global markets is an obstacle to growth and development for LIDCs could potentially include:
• GDP remains low which limits funds available for |

Question	Answer	Marks	Guidance
	obstacle to growth and development for LIDCs. The answer should include **accurate place-specific** detail. Amount of place-specific detail determines credit within the level. **Level 2 (3–5 marks)** Demonstrates **reasonable** knowledge and understanding of how limited access to global markets is an obstacle to growth and development for LIDCs (AO1). This will be shown by including **developed** explanations of how limited access to global markets is an obstacle to growth and development for LIDCs. The answer should include some **place-specific** detail which is **partially accurate**. Amount of place-specific detail determines credit within the level. **Level 1 (1–2 marks)** Demonstrates **basic** knowledge and understanding of how limited access to global markets is an obstacle to growth and development for LIDCs (AO1). This will be shown by including **simple** explanations of how limited access to global markets is an obstacle to growth and development for LIDCs. There is an attempt to include **place-specific** detail but it is **inaccurate**. **0 marks** No response or no response worthy of credit.		investment (in transport, infrastructure, education, health), for example in Sierra Leone, West Africa civil war took place for over a decade between 1991 and 2002, stifling the economy meaning less money for investment in key services. Sierra Leone is one of the poorest countries in the world ranked 154th of 220 for GDP in 2014. • manufacturing output of domestic industry is not encouraged since there is limited access to global markets for the products. Manufacturing industry contributes only 27% to GDP in Sierra Leone, the economic effect is to slow down GDP growth. The multiplier effect and its consequences for socio-economic development is restricted. In Sierra Leone few ancillary industries have developed and related services / tertiary activity contribute only 30% to GDP. • limited access to global markets has the effect of making LIDCs less attractive to foreign direct investment with consequent restrictive impact on economic growth and development. While Sierra Leone has attracted a small number of MNCs for example affiliates of Coca Cola and BT, overall it is a country in which there are still many opportunities for investment to develop the potential of its mineral and agricultural resources • there are fewer employment opportunities since growth in all sectors of industry is restricted by lack of access to global markets. In Sierra Leone 70% of under 25s are unemployed; this minimises opportunities to earn higher wages which would otherwise lead to socio-economic development at every scale; and skill levels of the workforce also

Question			Answer	Marks	Guidance
					remain restricted by this lack of employment opportunity • reinforces poverty and spatial and socio-economic inequalities. In LIDCs such as Sierra Leone where there is a high degree of primacy, any economic development as a result of limited international trade is often confined to ports such as Freetown. The dominance of backwash effects and the very limited spread effects tend to exacerbate core-periphery spatial inequalities. In rural Sierra Leone 66% of the population live in poverty. • dependence on foreign aid continues for example Sierra Leone is dependent on aid from the USA, UK and increasingly China. Dependency on foreign aid means that the country can find it difficult to break the cycle of aid and start developing an economy for itself.

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Question			Answer	Marks	Guidance
3	(a)	(i)	**Suggest two ways the number of immigrants living in the USA by country of birth, shown in Fig. 4, can influence flows of money.** The high numbers of immigrants living in the USA who were born in Asia, Central America and South America mean migrant remittances are potentially high as people send money back to families from the countries of birth (✓). As better educated migrants move, the large numbers of immigrants from the BRICS and MINT countries could provide a brain drain on those countries whilst boosting the USA economy (✓). Immigrants living in the USA have come from a diverse range of nations and as consumers could stimulate local economies, opening up new markets in demand for food and clothing (✓).	2 AO2 x2	**AO2 – 2 marks** 2x1 (✓) for interpreting ways the number of immigrants living in the USA by country of birth in 2013 shown in Fig. 4 influences flows of money. Do not credit opposite points (e.g. the same trend but for ACs and LIDCs).
		(ii)	**Explain one factor that might account for the spatial variations in Fig. 4.** Accessibility, distance and transport (✓) for example the USA borders Mexico and so can be accessed without the need for travel via air or sea (DEV). Migrants from bordering countries such as Canada and Mexico have strong economic ties to the USA and their migration could vary in timescales as they may not become permanent citizens, as it is closer for them to travel to their country of origin (DEV). Poverty / wealth of potential migrant (✓) migrants from ACs and EDCs with greater wealth have more freedom to migrate and choose their destination because they can	3 AO2 x3	**AO2 – 3 marks** 1x1 (✓) for stating factors that account for the spatial variations in number of immigrants living in the USA by country of birth 2x1 (DEV) for explaining the factors which account for the spatial variations

Question			Answer	Marks	Guidance
			afford to travel (DEV). Migrants from those countries could potentially be more educated to they are attracted to the USA due to the economic and employment opportunities e.g. Silicon Valley (DEV). Established diasporic communities / family reunification (✓) for example from Mexico or Iran where there are already large populations of these nationalities settled (DEV). These communities are established with economic and social networks, this encourages further migrants to establish a life in the USA and join the community groups (DEV). Percentage of skilled / qualified population in work force may influence ability to migrate (✓), for example the UK has a high number of immigrants living in the USA and the UK has a highly skilled workforce. The movement of skilled workers could be related to MNC or large companies employing international staff e.g. Glaxo Smith Klein (DEV). Political alliances between countries such as the UK and USA could make it less challenging for people to overcome entry requirements and migrate to the USA (DEV).		
		(iii)	**For the data presentation technique shown in Fig. 4, suggest how effective the technique is for showing the number of immigrants living in the USA by country of birth.** Colour is used effectively with graduated shades of one colour to show differences in country of birth, for example Mexico (dark shade >500,000) and Mali (light shade < 1,000) (✓).	**4** **AO3 x4**	**AO3 – 4 marks** 4x1 (✓) for suggesting how effective the choropleth mapping technique is for showing the number of immigrants living in the USA by country of birth in **Fig.4**.

Question			Answer	Marks	Guidance
			The shading also allows easy recognition of spatial variations at global and intra-regional scales, for example the contrasts between Sub-Saharan Africa and Europe (✓). Class intervals are large, therefore the map does not provide precise numbers of immigrants from each country e.g. 250-500 thousand (✓). Class intervals appear to be arbitrary, which affects the visual image of the map (✓). Block shading of a whole country gives the false impression that the origin of migrants is evenly distributed within that country (✓). Since countries vary greatly in size, the block shading of large units has a dominating effect on the appearance of the map, for example over 1m immigrants living in the USA were born in both China and Vietnam but China is more noticeable (✓). The data for each country is in absolute numbers and not standardised such as by percentage of the population, which makes the figures by country of birth less comparable (✓). The map projection (Mercator) exaggerates scale away from the equator; this produces a disproportionate visual effect of countries of birth of immigrants living in the USA; countries towards the poles appear larger and more dominant than those nearer the equator (✓).		

Question		Answer	Marks	Guidance
(b)		**With reference to a case study, explain how emigration from an LIDC can provide opportunities for that LIDC.**	**8** **AO1 x8**	**Indicative content** **AO1 – 8 marks** Reference to a case study must be included; there is no requirement for candidates to make reference to more than one case study.
		Level 3 (6–8 marks) Demonstrates **thorough** knowledge and understanding of how emigration from an LIDC can provide opportunities for that country (AO1). This will be shown by including **well-developed** explanations of how emigration from an LIDC can provide opportunities for that country. The answer should include **accurate place-specific** detail. Amount of place-specific detail determines credit within the level. **Level 2 (3–5 marks)** Demonstrates **reasonable** knowledge and understanding of how emigration from an LIDC can provide opportunities for that country (AO1). This will be shown by including **developed** explanations of how emigration from an LIDC can provide opportunities for that country. The answer should include some **place-specific** detail which is **partially accurate**. Amount of place-specific detail determines credit within the level. **Level 1 (1–2 marks)** Demonstrates **basic** knowledge and understanding of how emigration from an LIDC can provide opportunities for that country (AO1).		Knowledge and understanding of how emigration from an LIDC can provide opportunities for that LIDC could potentially include: • migrant remittances are important in terms of family benefits. Even small amounts of money sent home can be significant in improving quality of life for example, many migrants from Laos to Thailand are from subsistence farming families. 22% of families in Laos live below the poverty line and migrant remittances are their main source of income • migrant remittances are important in terms of the multiplier effect on development, often initiated by consumer spending and / or small scale business investment at the local scale. Families in Laos use remittances for the purchase of domestic appliances and hire or purchase of agricultural machinery such as small 'hand tractors' and fertiliser. This not only benefits family prosperity but also stimulates small-scale economic development and employment in the supply areas / settlements • decline in population relieves pressure on resources, including supply of water, food and fuel. For example, in the fragile semi-arid environment of the middle Draa Valley, Morocco, oasis agro-systems are under increasing threat from drought. Increase in emigration has lowered demand for

Question			Answer	Marks	Guidance
			This will be shown by including **simple** explanations of how emigration from an LIDC can provide opportunities for that country. There is an attempt to include **place-specific** detail but it is **inaccurate**. **0 marks** No response or no response worthy of credit.		commonly shared resources such as water, and remittances have helped to sustain the communities left behind • returning migrants may bring influence e.g. new ideals, values (smaller family size, gender equality, pro-democracy) and business contacts (potential for investment). For example in transforming the socio-economic life of village communities in rural development throughout India.

Question			Answer	Marks	Guidance
4*			**'Social factors are the most important influences responsible for gender inequalities.' Discuss** **AO1** **Level 3 (6–8 marks)** Demonstrates **comprehensive** knowledge and understanding of factors responsible for gender inequalities, including social factors. The answer should include **accurate place-specific** detail. Amount of place-specific detail determines credit within the level. **Level 2 (3–5 marks)** Demonstrates **thorough** knowledge and understanding of factors responsible for gender inequalities, including social factors. The answer should include some **place-specific** detail which is **partially accurate**. Amount of place-specific detail determines credit within the level. **Level 1 (1–2 marks)** Demonstrates **basic** knowledge and understanding of factors responsible for gender inequalities, including social factors. There is an attempt to include **place-specific** detail but it is **inaccurate**. **0 marks** No response or no response worthy of credit.	16 AO1 x8 AO2 x8	**Indicative content** **AO1 – 8 marks** Knowledge and understanding of the influence of different factors responsible for gender inequalities, including social factors, could potentially include: - social factors, such as lack of access to education, literacy rates, discrimination in access to health care, rates of maternal mortality, sex-selective abortion, forced marriage, female genital mutilation, violence, patriarchy - economic factors, such as discrimination in labour participation, the wages gap, property rights, inheritance, dowry - political factors, such as limited political empowerment through lack of participation in councils and government institutions - environmental factors, such as air and water pollutants which place women and their unborn children at risk

Question	Answer	Marks	Guidance
	AO2 **Level 3 (6–8 marks)** Demonstrates **comprehensive** application of knowledge and understanding to provide a clear, developed and convincing analysis that is fully accurate with a detailed and substantiated evaluation that offers secure judgements leading to rational conclusions that are evidence based, relating to the influence of factors responsible for gender inequalities. **Level 2 (3–5 marks)** Demonstrates **thorough** application of knowledge of understanding to provide a clear and developed analysis that shows accuracy with a detailed evaluation that offers generally secure judgements, with some link between rational conclusions and evidence, relating to the influence of factors responsible for gender inequalities. **Level 1 (1–2 marks)** Demonstrates **basic** application of knowledge and understanding with simple analysis that shows limited accuracy with an un-supported evaluation that offers simple conclusions, relating to the influence of factors responsible for gender inequalities. **0 marks** No response or no response worthy of credit. **Quality of extended response** **Level 3** There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and		**AO2 – 8 marks** Application of knowledge and understanding to analyse and evaluate factors responsible for gender inequalities, could potentially include: • the influence and relative importance of the differing social factors relative to other factors in causing / exacerbating gender inequalities • the significance of social norms, entrenched in differing cultures, which influence gender inequalities • the importance of variations in enforcement of laws regarding, for example, age of marriage, property rights, equal inheritance, abortion • cause and effect links between the factors and gender inequalities • spatial variation of factors within and between countries.

Question			Answer	Marks	Guidance
			substantiated.		
			Level 2 There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.		
			Level 1 The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.		

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Question	Indicative content	Marks	Levels of Response
5*	**'For local communities in areas of conflict, intervention can create more problems than it solves.' Discuss.** **AO1** **Level 3 (6–8 marks)** Demonstrates **comprehensive** knowledge and understanding of intervention in areas of conflict and its effects on local communities. The answer should include **accurate place-specific** detail. Amount of place-specific detail determines credit within the level. **Level 2 (3–5 marks)** Demonstrates **thorough** knowledge and understanding of intervention in areas of conflict and its effects on local communities. The answer should include some **place-specific** detail which is **partially accurate**. Amount of place-specific detail determines credit within the level. **Level 1 (1–2 marks)** Demonstrates **basic** knowledge and understanding of intervention in areas of conflict and its effects on local communities. There is an attempt to include **place-specific** detail but it is **inaccurate**. **0 marks** No response or no response worthy of credit.	16 **AO1 x8** **AO2 x8**	**Indicative content** **AO1 – 8 marks** Knowledge and understanding of intervention in areas of conflict and its effects on local communities could potentially include: - interpretation of 'intervention' in its widest sense, including the effects of military action and / or humanitarian aid via the work of international organisations - problems can be created, such as displacement (refugees and internally displaced persons), food insecurity (e.g. farmers unable to grow crops), access to safe drinking water, damage to housing and infrastructure, access to health care and medicine, escalation of violence and issues of personal security (e.g. ethnically targeted attacks), outbreaks of disease - problems can be alleviated, such as protection of civilians (e.g. in UN compounds), providing safe havens for refugees and returnees, provision of shelter, training local people for police and military service, supplying medicines, food and clean water, establishing new norms and laws, strengthening rule of law, provision of education opportunities, improving food security.

Question	Indicative content	Marks	Levels of Response
	AO2 **Level 3 (6–8 marks)** Demonstrates **comprehensive** application of knowledge and understanding to provide a clear, developed and convincing analysis that is fully accurate with a detailed and substantiated evaluation that offers secure judgements leading to rational conclusions that are evidence based, relating to the effects of intervention on local communities in areas of conflict. **Level 2 (3–5 marks)** Demonstrates **thorough** application of knowledge of understanding to provide a clear and developed analysis that shows accuracy with a detailed evaluation that offers generally secure judgements, with some link between rational conclusions and evidence relating to the effects of intervention on local communities in areas of conflict. **Level 1 (1–2 mark)** Demonstrates **basic** application of knowledge and understanding with simple analysis that shows limited accuracy with an un-supported evaluation that offers simple conclusions relating to the effects of intervention on local communities in areas of conflict. **0 marks** No response or no response worthy of credit. **Quality of extended response** **Level 3** There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and		**AO2 – 8 marks** Application of knowledge and understanding to analyse and evaluate the assertion that intervention creates more problems than it solves for local communities in areas of conflict could potentially include: • the extent to which the assertion can be supported i.e. the significance of problems created relative to those which are solved • the significance of short-term and long-term effects of intervention e.g. in the shorter term pre-existing problems such as inequalities and injustices may be exacerbated, whereas in the longer term intervention may lead to either stability and the foundations for development and / or further conflict • the scale, scope and nature of the intervention • the relative success of UN peacekeeping missions • the relative success of other international organisations such as NGOs 'in the field', often working in partnerships at a local community scale.

Question			Indicative content	Marks	Levels of Response
			substantiated.		
			Level 2 There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.		
			Level 1 The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.		

Assessment Objectives (AO) grid

Candidates answer question 1 and **either** question 2 **or** question 3 **and either** question 4 **or** question 5.

This has been considered in the totals indicated below.

Question	AO1	AO2	AO3	Marks
1(a)		2	1	3
1(b)		4	4	8
1(c)	6			6
1(d)	8	8		16
2(a)(i)		2		2
2(a)(ii)		3		3
2(a)(iii)			4	4
2(b)	8			8
3(a)(i)		2		2
3(a)(ii)		3		3
3(a)(iii)			4	4
3(b)	8			8
4	8	8		16
5	8	8		16
Total	30	27	9	66

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