



GCE A LEVEL MARKING SCHEME

SUMMER 2018

**A LEVEL
GEOGRAPHY - COMPONENT 2
A110U20-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2018 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

Component 2: Global Systems and Global Governance

Mark Scheme

Guidance for Examiners

Positive marking

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, as opposed to adopting an approach of penalising him / her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

The mark scheme for this component includes both point-based mark schemes and banded mark schemes.

Point-based mark schemes

For questions that are objective or points-based the mark scheme should be applied precisely. Marks should be awarded as indicated and no further subdivision should be made. Each creditworthy response should be in red ink. Annotations must reflect the mark awarded for the question. The targeted assessment objective (AO) is also indicated.

Banded mark schemes

For questions with mark bands the mark scheme is in two parts.

The first part is advice on the indicative content that suggests the range of concepts, processes, scales and environments that may be included in the learner's answers. These can be used to assess the quality of the learner's response. This is followed by an assessment grid advising on bands and the associated marks that should be given in responses that demonstrate the qualities needed in the three AOs; AO1, AO2 and AO3, relevant to this component. The targeted AO(s) are also indicated, for example AO2.1c.

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks. Examiners should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied. This is done as a two stage process.

Banded mark schemes Stage 1 – Deciding on the band

Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. Examiners should look at the descriptor for that band and see if it matches the qualities shown in the learner's answer. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content.

Examiners should not seek to mark candidates down as a result of small omissions in minor areas of an answer.

Banded mark schemes Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band. Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded

Where the specialised concepts are integral to knowledge and understanding, they are underlined in the indicative content.

The mark scheme reflects the layout of the examination paper. Mark questions 1, 2 and, either 3 or 4 in Section A. Mark questions 5, 6 and, either 7 or 8 in Section B. Mark one question in Section C.

Be prepared to reward answers that give **valid and creditworthy** responses, especially if these do not fully reflect the 'indicative content' of the mark scheme.

Section A: Global Systems – Water and Carbon Cycles

1. (a) Use Figure 1 to analyse long-term changes in December precipitation in England and Wales.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		Total
					5		5
<p>Indicative content</p> <p>Likely AO3 content includes identifying variability in the rainfall level and providing an explicit analysis of the evidence for long-term change.</p> <ul style="list-style-type: none"> Most years rainfall between 75-125 mm / around 100 mm Higher than 150mm in approx. 15 different years e.g. 1928 As low as 30 in two different years e.g. 1932 Slightly more extreme events since 1970s may suggest a trend towards heavier rainfall However, also very high in 1928 and 1933 May be evidence of cyclical change <p>Credit any other valid points.</p> <p>Marking guidance</p> <p>Near the upper end, answers that score well will make specific reference to the resource provided, making an analysis of the evidence for long-term change.</p>							
Award the marks as follows:							
Band	Marks						
3	4-5	Well-developed analysis of the long-term changes. Wide use of the resource as evidence.					
2	2-3	Partial analysis of the changes. Partial use of the resource as evidence.					
1	1	Limited statements with little or no use of evidence.					
	0	Response not creditworthy or not attempted.					

1. (b) Suggest reasons why the amount of precipitation in December varies from year to year in Figure 1 .	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		Total
			5				5

Indicative content

Likely AO2 content includes suggesting why some years such as 1928 and 2014 have very high rainfall. Reasons must be meteorological (accept different time scales).

- Natural variability of air mass and frontal movements, and probability of high rain in December as opposed to other months
- Storms may pass over high relief areas in some years - orographic rainfall
- Passage of depressions may change in line with jet stream movements which are cyclical (annual/decadal)
- Recent events may be linked with longer-term climate change and warming oceans thus more evaporation and consequently precipitation

Credit any other valid points.

Marking guidance

Near the upper end, answers that score well will offer more detailed suggestions using appropriate terminology and concepts, or may make specific reference to variability on differing timescales.

Award the marks as follows:

Band	Marks	
3	4-5	At the top end, two well-developed reasons are suggested for variability of precipitation. Applies developed knowledge and understanding of rainfall to the resource.
2	2-3	One or two partial reasons are suggested for variability of precipitation. Some application of knowledge and understanding of rainfall to the resource.
1	1	Limited suggestion of one reason for variability of precipitation. Fragmented or no applied knowledge and understanding.
	0	Response not creditworthy or not attempted.

2. (a) (i) Use Figure 2a to estimate the size of the area of mature forest in square kilometres. Show your workings.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		Total
Award 1 mark for any of the following, up to a maximum of 2 marks					2		2
Indicative content <ul style="list-style-type: none"> Working: forest shape is 6km deep (north-south) and approx. 2km wide (1 mark) Answer: 12km² or slightly less (accept 11-13) (1 mark) 							

2. (a) (ii) Describe the pattern of carbon storage shown in Figure 2b .	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		Total
Award 1 mark for any of the following, up to a maximum of 3 marks					3		3
Indicative content <ul style="list-style-type: none"> Highest in east - 60 tons/ha (1 mark) Lowest in centre and most of western side at around 5 tons/ha (1 mark) Scattered areas of 20-40 t/ha along western edge (1 mark) Low near river and/or in villages (1 mark) <p>Expect some quantification for award of full marks.</p>							

2. (b) Explain how carbon is transferred from the land to the oceans by weathering and river transport.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		Total
	5						5

Indicative content

Likely AO1 content may include an explanation of carbonation weathering, and also some explanation of the role rivers play in transporting carbon in solution or solid materials (biomass):

- Atmospheric CO₂ reacts with rainwater to produce mild carbonic acid; this is transferred to the ocean via rivers as part of water cycle
- Carbonic acid reacts with some mineral e.g. calcium to form solutions which are moved as part of river solute load (solution transport)
- Rivers also move solid biotic materials e.g. organic remains and tree trunks and abiotic sediments containing carbon (suspended load)
- Credit explanation of hydrological processes e.g. overland flow which transfer solutes from weathering site to river

Credit any other valid points.

Marking guidance

Near the upper end, answers that score well will provide more detailed explanations using appropriate terminology and concepts, and will offer a balanced explanation of the role of weathering and rivers.

Award the marks as follows:

Band	Marks	
3	4-5	Developed explanation of both processes (weathering and river transport). Sustained focus on carbon transfers from the land to the ocean.
2	2-3	Partial explanation of both processes or developed explanation of one. Partial focus on carbon transfers from the land to the ocean.
1	1	Partial explanation of one process. Limited or absent focus on carbon transfers from the land to the ocean.
	0	Response not creditworthy or not attempted.

3. Discuss the importance of soil as a water and carbon store.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		Total
	10			10			20

Indicative Content

The indicative content is not prescriptive and candidates are not expected to cover all points for full marks. Credit other valid points not contained in the indicative content.

AO1

Candidates will provide a description and explanation of how soil operates as a water and carbon store. This may include:

- Water storage in soil pores, including capillary and hygroscopic water
- High levels of water storage in soils rich in clay and humus
- Lower levels of water storage in sandy soils with larger pore spaces, resulting in the percolation and loss of gravitational water
- Carbon storage in soils in organic matter
- High levels of carbon stored in peat rich soils as surface layers develop to greater thicknesses

AO2

Candidates demonstrate application of knowledge and understanding through synthesis and evaluation. This may include:

- Discussion of the varying ability of different soils to store carbon and/or water
- Discussion of the importance of these stores for human activities
- Discussion of the importance of these stores for the operation of local water and carbon cycles eg soil stores generating throughflow or providing water for uptake by plant roots
- Discussion of soils where both high levels of water and carbon are retained e.g. peaty gleys
- Discussion of the importance of these stores at a planetary scale e.g. carbon storage in frozen permafrost soils, or importance of soil as a store relative to ocean and atmosphere

Near the upper end, answers that score highly will show application of knowledge and understanding by explaining and discussing complex ideas, synthesising information, and coming to rational conclusions which highlight the importance of soil using varying scales and perspectives.

Responses in the middle range will show some application of knowledge and understanding to provide some discussion and synthesis, prior to drawing partially supported conclusions.

Near the lower end, responses provide very limited application of knowledge and understanding of physical systems to provide little or no discussion of the statement.

Award the marks as follows:

	AO1 (10 marks)	AO2.1c (10 marks)
Band	<i>Description and explanation of how soil operates as a water and carbon store.</i>	<i>Discussion of the importance of soil as a water and carbon store.</i>
3	<p>7-10 marks</p> <p>Demonstrates detailed and accurate knowledge and understanding of all elements of the question.</p> <p>Makes use of appropriate and well-developed examples and may include well-annotated diagram(s).</p>	<p>7-10 marks</p> <p>Applies knowledge and understanding to produce a thorough and coherent evaluation that is supported by evidence.</p> <p>Applies knowledge and understanding of water and carbon cycles to thoroughly and coherently discuss complex interlinkages.</p> <p>Balanced coverage of the main issues leading to substantiated conclusions.</p>
2	<p>4-6 marks</p> <p>Demonstrates accurate knowledge and understanding of most elements of the question.</p> <p>Makes some use of examples and may include simple diagram(s).</p>	<p>4-6 marks</p> <p>Applies knowledge and understanding to produce a coherent but partial evaluation.</p> <p>Applies knowledge and understanding of water and carbon cycles in a partially-balanced way.</p>
1	<p>1-3 marks</p> <p>Demonstrates limited knowledge and understanding of some element of the question.</p> <p>Makes limited or no use of examples and may include a simple diagram.</p>	<p>1-3 marks</p> <p>Applies knowledge and understanding to produce a limited evaluation</p> <p>Applies knowledge and understanding of water and carbon cycles in an unbalanced way (one may be absent).</p>
	<p>0 marks</p> <p>Response not creditworthy or not attempted.</p>	<p>0 marks</p> <p>Response not creditworthy or not attempted.</p>

4. To what extent do water and carbon cycle flows vary seasonally in different contexts?	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		Total
	10			10			20

Indicative Content

This question requires candidates to demonstrate their ability to develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

The indicative content is not prescriptive and candidates are not expected to cover all points for full marks. Credit other valid points not contained in the indicative content.

AO1

Candidates will provide a description and explanation of how seasonal variations in climate or other environmental characteristics (e.g. river flow) impacts on the operation of water and carbon flows such as rainfall, runoff and carbon sequestration. This may include:

- Heightened water cycle flows during rainy seasons e.g. monsoon climates
- Increased overland flow and river discharge during these seasons
- Increased transpiration and evaporation in warm/hot seasons
- Higher rates of photosynthesis and carbon sequestration during growth seasons
- Leaf loss and carbon/nutrient cycling during autumn in UK

AO2

Candidates demonstrate application of knowledge and understanding through synthesis. This may include:

- The extent to which some contexts lack seasonal variations e.g. tropics
- The extent to which there are marked seasonal differences in some contexts, e.g. rainfall in monsoon climates
- The extent to which photosynthesis and carbon sequestration are limited for very large parts of the year e.g. tundra climates
- The extent to which flash flooding occurs, which can flush organic matter from a basin resulting in increased flows/outputs of carbon as well as water
- The extent to which the two cycles interrelate through flows of dissolved carbon in water

Near the upper end, answers that score highly will show application of knowledge and understanding by explaining complex ideas, synthesising information, and coming to rational conclusions which highlight the extent to which flows vary in different contexts.

Responses in the middle range will show some application of knowledge and understanding to provide some explanation and synthesis, prior to drawing partially supported conclusions about the extent to which flows vary in different contexts.

Near the lower end, responses provide very limited application of knowledge and understanding of physical systems to provide little or no consideration of about the extent to which flows vary in different contexts.

Award marks as follows:		
	AO1 (10 marks)	AO2.1c (10 marks)
Band	<i>Description and explanation of water and carbon cycle flows in different contexts.</i>	<i>Discussion of the extent to which water and carbon cycle flows vary seasonally.</i>
3	<p>7-10 marks</p> <p>Demonstrates detailed and accurate knowledge and understanding of all elements of the question.</p> <p>Makes use of appropriate and well-developed examples and may include well-annotated diagram(s).</p>	<p>7-10 marks</p> <p>Applies knowledge and understanding to produce a thorough and coherent evaluation that is supported by evidence.</p> <p>Applies knowledge and understanding of water and carbon cycles to thoroughly and coherently discuss complex interlinkages.</p> <p>Balanced coverage of the main issues leading to substantiated conclusions.</p>
2	<p>4-6 marks</p> <p>Demonstrates accurate knowledge and understanding of most elements of the question.</p> <p>Makes some use of examples and may include simple diagram(s).</p>	<p>4-6 marks</p> <p>Applies knowledge and understanding to produce a coherent but partial evaluation</p> <p>Applies knowledge and understanding of water and carbon cycles in a partially-balanced way.</p>
1	<p>1-3 marks</p> <p>Demonstrates limited knowledge and understanding of some element of the question.</p> <p>Makes limited or no use of examples and may include a simple diagram.</p>	<p>1-3 marks</p> <p>Applies knowledge and understanding to produce a limited evaluation.</p> <p>Applies knowledge and understanding of water and carbon cycles in an unbalanced way (one may be absent).</p>
	<p>0 marks</p> <p>Response not creditworthy or not attempted.</p>	<p>0 marks</p> <p>Response not creditworthy or not attempted.</p>

Section B: Global Governance: Change and Challenges

5. (a) Use Figure 3 to compare attitudes towards immigration in the countries shown.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		Total
					5		5

Indicative content

AO3 content includes identifying from **Figure 3** attitudes for different states and providing an explicit comparison of how they vary.

- Very marked differences between countries but no dominant pattern
- Germany most positive by some way (66% agree)
- UK, Spain, USA more in favour overall
- France, Poland are more negative than positive
- Greece most negative overall, with only 70% disagreeing
- Percentage of 'don't know' or 'both' varies and is more significant in Poland
- Spain has near equal percentage of respondents on both sides (most polarised)

Marking guidance

Near the upper end, answers that score well will make sustained and specific reference to the resource provided, making an explicit comparison of how attitudes vary.

Near the lower end, answers will display limited use of the resource with limited or no comparison.

Award the marks as follows:

Band	Marks	
3	4-5	Well-developed comparison of attitudes towards immigration. Sustained use of data from the resource to support comparisons.
2	2-3	Partial comparison of attitudes towards immigration. Some use of data from the resource to support comparisons.
1	1	Limited statements with little or no use of data from the resource.
	0	Response not creditworthy or not attempted.

5. (b) Suggest how attitudes such as those shown in Figure 3 could affect government migration policies.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		Total
			5				5

Indicative content

Likely AO2 content includes a range of possible effects of these attitudes on policies for immigration, emigration, migration within the EU or migration from outside of the EU.

- Policies include quotas/caps but also policies for housing, employment and citizenship
- Countries with strongly negative attitudes can expect to see governments being tough on migration where possible and vice versa
- Governments may respond to political attitudes in order to maintain popularity
- However some may adopt policies which voters do not like if they believe it is national interest
- There may be humanitarian principles to uphold which outweigh voter attitudes e.g. refugee rights under UDHR/UNHCR
- EU states maintain open borders irrespective of social attitudes - although UK referendum followed from this
- USA is included in resource - President Trump has appealed to the 41% shown and adopted policies accordingly

Credit other valid approaches.

Marking guidance

Near the upper end, answers may provide a structured analysis that encompasses different categories of migration policy (emigration, immigration, EU, non-EU).

Answers near the lower end may have very little knowledge and understanding of migration policies and addresses simple populist points only (e.g. government policy will mirror social attitudes).

Award the marks as follows:

Band	Marks	
3	4-5	Two well-developed suggestions of how attitudes could affect policies. Applies developed knowledge and understanding of migration policies.
2	2-3	One or two partial suggestions of how attitudes could affect policies. Some application of knowledge and understanding of migration policies.
1	1	One limited suggestion how attitudes could affect policies. Fragmented or no applied knowledge and understanding.
	0	Response not creditworthy or not attempted.

6. (a) Use Figure 4 to contrast the maritime power of the countries shown.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		Total
					5		5

Indicative content

Likely AO3 content includes identifying variability in the fleet sizes of the four countries and providing an explicit contrast of their relative power.

- China has significantly greater power than any other country
- Philippines has virtually no capability (only 3 destroyers)
- Only China has aircraft carrier
- May make greater use of data e.g. China has 73 destroyers
- Provides an overview that China - with the only aircraft carrier (a significant addition to projected maritime power) and 100+ ships- is far and away the only superpower in this region
- Japan shows some evidence of being a strong regional power

Marking guidance

Near the upper end, answers that score well will make specific reference to the resource provided, making an explicit contrast of maritime power.

Near the lower end, answers will display limited use of the resource with limited or no contrasting statements that relate to power.

Award the marks as follows:

Band	Marks	
3	4-5	Well-developed contrasts in power are drawn between different countries. Wide use of the resource as evidence of maritime power.
2	2-3	Partial contrasts are drawn between different countries. Partial use of the resource as evidence of maritime power.
1	1	Limited statements with little or no use of evidence.
	0	Response not creditworthy or not attempted.

6. (b) Outline how state sovereignty over islands can become a source of geopolitical tension.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		Total
	5						5

Indicative content

Likely AO1 content links the islands with geopolitical tensions (actual conflict or political disagreement)

- Tension arises when two or more states claim the same island
- Or one state may claim an island close to another state's territorial waters
- Rationale for ownership may include biotic and abiotic resources e.g. fish/oil and/or geostrategic location
- This can lead to conflicting views over whose jurisdiction some areas of ocean fall under due to EEZ / UNCLOS rules
- This was seen during the Falklands conflict between UK and Argentina in 1980s
- And more recently the South China Sea (China, Philippines, Indonesia)

Marking guidance

Near the upper end, answers may show knowledge and understanding of island case studies and can also outline in some detail the reasons for tension (under EEZ/UNCLOS rules).

Answers near the lower end may have very little knowledge and understanding of **either** any islands **or** the detailed reasons for tension.

Award the marks as follows:

Band	Marks	
3	4-5	Developed outlining of the issue of state sovereignty over islands. Sustained focus on the issue as a source of geopolitical tension.
2	2-3	Partial outlining of the issue of state sovereignty over islands. Partial focus on the issue as a source of geopolitical tension.
1	1	Limited outlining of the issue of state sovereignty over islands. Limited or no focus on the issue as a source of geopolitical tension.
	0	Response not creditworthy or not attempted.

7. 'Globalisation depends more on the internet than it does on transport.' Discuss this statement, making reference to both migration and ocean governance in your answer.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		Total
	10			10			20

Indicative Content

This question requires candidates to demonstrate their ability to develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

The indicative content is not prescriptive and candidates are not expected to cover all points for full marks. Credit other valid points not contained in the indicative content.

AO1

AO1 content encompasses knowledge and understanding of internet and transport technologies, and ways they support aspects of globalisation. Development of this may include:

- Air/ocean transport for economic migration and/or refugee flows
- Trains, vehicles for international travel by land
- Container transport for commodity shipping
- Information flows via undersea cables
- Information exchange between migrant host and source nations

AO2

Candidates demonstrate application of knowledge and understanding through discussion of the extent to which the internet is most important. Responses may include:

- Discussion of the relative importance of internet and transport for different global flows - which may make it hard to reach a conclusion overall
- Discussion of how migration depends on both - internet provides ideas about where to move to and means to stay in touch; but transport needed to make the move
- Discussion of the importance of shipping and trade to globalisation as a whole (its primary axis)
- Discussion of changing importance over time - internet has become more important due to growth in services
- Discussion of de-globalisation/protectionism for some physical trade and stagnant shipping growth

Near the upper end, answers that score highly at will show application of knowledge and understanding by discussing complex, interlinked technologies, synthesising information, and coming to rational conclusions (dependent on the aspects of globalisation and time-frames that are included).

Responses in the middle range will show some application of knowledge and understanding to provide some discussion and synthesis, prior to drawing partially supported conclusions.

Near the lower end, responses provide very limited application of knowledge and understanding of globalisation / technology to provide little discussion.

Credit other valid approaches.

Award the marks as follows:		
	AO1 (10 marks)	AO2.1c (10 marks)
Band	<i>Description and explanation of how the internet and transport support globalisation.</i>	<i>Discussion of globalisation's dependence on the internet and transport.</i>
3	<p>7-10 marks</p> <p>Demonstrates detailed and accurate knowledge and understanding of all elements of the question.</p> <p>Makes use of appropriate and well-developed examples and may include well-annotated diagram(s).</p>	<p>7-10 marks</p> <p>Applies knowledge and understanding to produce a thorough and coherent evaluation that is supported by evidence.</p> <p>Applies knowledge and understanding of migration and ocean governance to thoroughly and coherently discuss complex interlinkages.</p> <p>Balanced coverage of the main issues leading to substantiated conclusions.</p>
2	<p>4-6 marks</p> <p>Demonstrates accurate knowledge and understanding of most elements of the question.</p> <p>Makes some use of examples and may include simple diagram(s).</p>	<p>4-6 marks</p> <p>Applies knowledge and understanding to produce a coherent but partial evaluation.</p> <p>Applies knowledge and understanding of migration and ocean governance in a partially-balanced way.</p>
1	<p>1-3 marks</p> <p>Demonstrates limited knowledge and understanding of some element of the question.</p> <p>Makes limited or no use of examples and may include a simple diagram.</p>	<p>1-3 marks</p> <p>Applies knowledge and understanding to produce a limited evaluation.</p> <p>Applies knowledge and understanding of migration and ocean governance in an unbalanced way (one may be absent).</p>
	<p>0 marks</p> <p>Response not creditworthy or not attempted.</p>	<p>0 marks</p> <p>Response not creditworthy or not attempted.</p>

8. Evaluate strategies to manage both illegal activities at sea and global refugee flows.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		Total
	10			10			20

Indicative Content

This question requires candidates to demonstrate their ability to develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

The indicative content is not prescriptive and candidates are not expected to cover all points for full marks. Credit other valid points not contained in the indicative content.

AO1

AO1 content encompasses knowledge and understanding of international (UN/EU) efforts to manage refugee flows and illegal activities at sea (illegal over-fishing, piracy, smuggling, people trafficking, EEZ infringements, etc.). Development of this may include:

- International action to manage refugee flows by UNHCR including obligation of UN states
- Other related UN efforts e.g. refugee camps; role of WHO; peacekeepers
- Actions by EU to manage refugee crisis and process applications / distribute refugees
- Actions to tackle piracy/smuggling e.g. involvement of NATO
- Actions to uphold EEZ/UNCLOS e.g. tackling illegal fishing in territorial waters

AO2

Candidates demonstrate application of knowledge and understanding through an evaluation of the success of these efforts. Responses may include:

- Evaluating the success or failure of international attempts to help refugees (when millions remain homeless and lives are lost crossing Mediterranean)
- Evaluating the success of EU management of refugee crisis e.g. political opposition to migration in many countries
- Evaluating the mixed success of attempts to manage piracy e.g. fewer incidents near Somalia but more near Asia
- Evaluating the extent to which aims are achieved in some contexts but problems persist overall
- Assessing whether mitigation can take place or merely adaptation (e.g. tackling poverty or conflict to reduce refugee flows)

Near the upper end, answers that score highly at will show application of knowledge and understanding by assessing detailed and possibly interlinked actions, synthesising information, and arriving at a proper evaluation (dependent on the issue and international contexts that are included).

Responses in the middle range will show some application of knowledge and understanding to provide some discussion and synthesis, prior to arriving at a partially supported evaluation.

Near the lower end, responses provide very limited application of knowledge and understanding of refugees/illegal flows to provide little evaluation.

Award the marks as follows:		
	AO1 (10 marks)	AO2.1c (10 marks)
Band	<i>Description and explanation of illegal activities at sea and global refugee flows.</i>	<i>Evaluation of the success of the management of these issues.</i>
3	<p>7-10 marks</p> <p>Demonstrates detailed and accurate knowledge and understanding of all elements of the question.</p> <p>Makes use of appropriate and well-developed examples and may include well-annotated diagram(s).</p>	<p>7-10 marks</p> <p>Applies knowledge and understanding to produce a thorough and coherent evaluation that is supported by evidence.</p> <p>Applies knowledge and understanding of migration and ocean governance to thoroughly and coherently discuss complex interlinkages.</p> <p>Balanced coverage of the main issues leading to substantiated conclusions.</p>
2	<p>4-6 marks</p> <p>Demonstrates accurate knowledge and understanding of most elements of the question.</p> <p>Makes some use of examples and may include simple diagram(s).</p>	<p>4-6 marks</p> <p>Applies knowledge and understanding to produce a coherent but partial evaluation.</p> <p>Applies knowledge and understanding of migration and ocean governance in a partially-balanced way.</p>
1	<p>1-3 marks</p> <p>Demonstrates limited knowledge and understanding of some element of the question.</p> <p>Makes limited or no use of examples and may include a simple diagram.</p>	<p>1-3 marks</p> <p>Applies knowledge and understanding to produce a limited evaluation.</p> <p>Applies knowledge and understanding of migration and ocean governance in an unbalanced way (one may be absent).</p>
	<p>0 marks</p> <p>Response not creditworthy or not attempted.</p>	<p>0 marks</p> <p>Response not creditworthy or not attempted.</p>

Section C: Challenges of the 21st Century

9. To what extent can change be prevented in rural areas?	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		Total
	8			12	10		30

Indicative Content

Within the answer to question 9, candidates should use the maps in Figures 5, 6, 7 and 8 and apply their knowledge and understanding from across the whole specification in order to develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

The indicative content is not prescriptive and candidates are not expected to cover all points for full marks. Credit other valid points not contained in the indicative content.

AO3 may include:

- Analysis of what is meant by rural areas (Figure 5)
- Analysis of possible temperature changes by 2100 (Figure 7)
- Analysis of demographic changes taking places in 2014 and their implications (Figure 6)
- Analysis of the extent of protection offered to rural areas by national parks (Figure 8)
- Synthesis of the Figures e.g. identifying rural areas where greatest temperature and demographic changes are shown (Figures 5,6, and 7)

AO1 content includes knowledge and understanding of the changes shown in Figures 5-8 or other changes studied as part of the course. This may include:

- The demographic changes which are linked with out- or in-migration e.g. ageing population
- The economic changes which are linked with migration e.g. shop closures
- The effects of global warming on water and carbon cycling
- The effects of global warming on ecosystems and landscapes
- The role of national parks or other protection measures in preventing rural change

AO2 requires candidates demonstrate application of knowledge and understanding through evaluation of the extent to which change can be prevented. Responses may include:

- The extent to which population trends in 2014 may continue or whether counter-urban or urbanisation trends might reverse
- The extent to which demographic and economic change is reversible if thresholds have been crossed in terms of settlement decline
- The extent to which climate change can be prevented through mitigation; or whether even more extreme scenarios exist than that shown in Figure 6
- The extent to which the EU will continue to allow free movement which may affect rural change
- The extent to which protection measures can be enforced or work at a large enough scale e.g. national parks

The question requires candidates' progress beyond explaining changes and possible prevention measures. At the upper end, answers that score highly will show application of knowledge and understanding by evaluating the extent to which change can be prevented/managed, synthesising information, and coming to rational conclusions which draw across the Specification.

Responses in the middle range will show some application of knowledge and understanding to provide some evaluation and synthesis from across the specification, prior to drawing partially supported conclusions.

Lower end responses provide very limited application of knowledge and understanding of rural change to provide little evaluation.

Award the marks as follows:			
	AO1 [8 marks]	AO2.1c [12 marks]	AO3 [10 marks]
Band	<i>Knowledge and understanding of changes in rural areas.</i>	<i>The extent to which rural change can be prevented.</i>	<i>Geographical changes and issues in Figures 5-8; extended writing skills.</i>
3	<p>7-8 marks</p> <p>Demonstrates detailed and accurate knowledge and understanding of all elements of the question.</p> <p>Makes use of appropriate and well-developed examples and may include well-annotated diagram(s).</p>	<p>9-12 marks</p> <p>Applies knowledge and understanding to produce a coherent, thorough and sustained evaluation.</p> <p>Applies knowledge and understanding of Specification themes in a broad and well-balanced way.</p>	<p>8-10 marks</p> <p>Well-developed analysis of Figures 5-8 with sustained and detailed use of data.</p> <p>Well-constructed, coherent and logical arguments and substantiated conclusions.</p>
2	<p>4-6 marks</p> <p>Demonstrates accurate knowledge and understanding of most elements of the question.</p> <p>Makes some use of examples and may include simple diagram(s).</p>	<p>5-8 marks</p> <p>Applies knowledge and understanding to produce a coherent but partial evaluation.</p> <p>Applies knowledge and understanding of Specification themes in a narrower and partially-balanced way.</p>	<p>4-7 marks</p> <p>Partial analysis of Figures 5-8 with some detailed use of data.</p> <p>Partial arguments and conclusions have been attempted.</p>
1	<p>1-3 marks</p> <p>Demonstrates limited knowledge and understanding of some element of the question.</p> <p>Makes limited or no use of examples and may include a simple diagram.</p>	<p>1-4 marks</p> <p>Applies knowledge and understanding to produce a limited evaluation.</p> <p>Applies limited knowledge and understanding of Specification themes in an unbalanced way.</p>	<p>1-3 marks</p> <p>Limited analysis of Figures 5-8 with some limited use of data.</p> <p>Limited arguments and conclusions, if any.</p>
	<p>0 marks</p> <p>Response not creditworthy or not attempted.</p>	<p>0 marks</p> <p>Response not creditworthy or not attempted.</p>	<p>0 marks</p> <p>Response not creditworthy or not attempted.</p>

10. 'In rural areas, physical geography is a more important driver of change than human geography.' Discuss this statement.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		Total
	8			12	10		30

Indicative Content

Within the answer to question 10, candidates should use the maps in Figures 5, 6, 7 and 8 and apply their knowledge and understanding from across the whole specification in order to develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

The indicative content is not prescriptive and candidates are not expected to cover all points for full marks. Credit other valid points not contained in the indicative content.

AO3 may include:

- Analysis of what is meant by rural areas (Figure 5)
- Analysis of possible future temperature changes (Figure 7)
- Analysis of current demographic changes and their possible future implications (Figure 6)
- Analysis of the extent of past protection offered to rural areas by national parks (Figure 8)
- Synthesis of the Figures eg identifying rural areas where greatest future temperature and possible demographic changes are shown (Figures 5,6, and 7)

AO1 content includes knowledge and understanding of the changes shown in Figures 5-8 or other changes studied as part of the course. This may include:

- Past demographic changes in rural areas e.g. rural-urban migration
- Past economic changes and their impacts e.g. agriculture and forest clearance
- More recent changes and their causes e.g. counterurbanisation and rural rebranding
- The effects of past changes on landscapes in rural areas and their physical causes, e.g. glaciated uplands or coastal retreat
- The role of national parks or other protection measures in preventing rural change

AO2 requires candidates demonstrate application of knowledge and understanding through discussion of the importance of human and physical causes. Responses may include:

- Discussion of whether population trends in 2014 may continue or accelerate thereby making human factors important also in the future
- Discussion of the climate change scenario shown and whether even more extreme scenarios exist than that shown in Figure 6
- Discussion of whether climate change is an entirely physical or human cause of change
- Discussion of whether the most important past rural changes were actually physical (depending on the time scale which is looked at)
- Discussion of whether future protection measures can be effective in limiting human impacts on some rural areas

The question requires candidates progress beyond explaining changes and causes. At the upper end, answers that score highly will show application of knowledge and understanding by discussing the importance of human/physical causes/changes, synthesising information, and coming to rational conclusions which draw across the Specification.

Responses in the middle range will show some application of knowledge and understanding to provide some discussion and synthesis from across the specification, prior to drawing partially supported conclusions.

Lower end responses provide very limited application of knowledge and understanding of causes/changes to provide little discussion.

Award the marks as follows:

	AO1 [8 marks]	AO2.1c [12 marks]	AO3 [10 marks]
Band	<i>Past and future changes in rural areas.</i>	<i>The dominance of human and physical factors.</i>	<i>Geographical changes and issues in Figs 5-8; extended writing skills.</i>
3	<p>7-8 marks Demonstrates detailed and accurate knowledge and understanding of all elements of the question.</p> <p>Makes use of appropriate and well-developed examples and may include well-annotated diagram(s).</p>	<p>9-12 marks Applies knowledge and understanding to produce a coherent, thorough and sustained evaluation.</p> <p>Applies knowledge and understanding of Specification themes in a broad and well-balanced way.</p>	<p>8-10 marks Well-developed analysis of Figures 5-8 with sustained detailed use of data.</p> <p>Well-constructed, coherent and logical arguments and substantiated conclusions.</p>
2	<p>4-6 marks Demonstrates accurate knowledge and understanding of most elements of the question.</p> <p>Makes some use of examples and may include simple diagram(s).</p>	<p>5-8 marks Applies knowledge and understanding to produce a coherent but partial evaluation.</p> <p>Applies knowledge and understanding of Specification themes in a narrower and partially-balanced way.</p>	<p>4-7 marks Partial analysis of Figures 5-8 with some detailed use of data.</p> <p>Partial arguments and conclusions have been attempted.</p>
1	<p>1-3 marks Demonstrates limited knowledge and understanding of some element of the question.</p> <p>Makes limited or no use of examples and may include a simple diagram.</p>	<p>1-4 marks Applies knowledge and understanding to produce a limited evaluation.</p> <p>Applies limited knowledge and understanding of Specification themes in an unbalanced way.</p>	<p>1-3 marks Limited analysis of Figures 5-8 with some limited use of data.</p> <p>Limited arguments and conclusions, if any.</p>
	<p>0 marks Response not creditworthy or not attempted.</p>	<p>0 marks Response not creditworthy or not attempted.</p>	<p>0 marks Response not creditworthy or not attempted.</p>