



**General Certificate of Education (A-level)  
January 2012**

**Geography**

**GEOG3**

**(Specification 2030)**

**Unit 3: Contemporary Geographical Issues**

**Post-Standardisation**

***Mark Scheme***

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Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for standardisation each examiner analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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### **GEOG3 General Guidance for GCE Geography Assistant Examiners**

The mark scheme for this unit includes an overall assessment of quality of written communication. There are no discrete marks for the assessment of written communication but where questions are "Levels" marked, written communication will be assessed as one of the criteria within each level.

- Level 1:** Language is basic, descriptions and explanations are over simplified and lack clarity.
- Level 2:** Generally accurate use of language; descriptions and explanations can be easily followed, but are not clearly expressed throughout.
- Level 3:** Accurate and appropriate use of language; descriptions and explanations are expressed with clarity throughout.
- Level 4:** Accurate and mature use of language; descriptions and explanations are expressed coherently and confidently

### **Marking – the philosophy**

Marking is positive and not negative.

### **Mark schemes – layout and style**

The mark scheme for each question will have the following format:

- a) Notes for answers (nfa) – exemplars of the material that might be offered by candidates
- b) Mark scheme containing advice on the awarding of credit and levels indicators.

### **Point marking and levels marking**

- a) Questions with a mark range of 1-4 marks will be point marked.
- b) Levels will be used for all questions with a tariff of 5 marks and over.
- c) Two levels only for questions with a tariff of 5 to 8 marks.
- d) Three levels to be used for questions of 9 to 15 marks.
- e) Four levels to be used for questions of 40 marks.

### **Levels Marking – General Criteria**

Everyone involved in the levels marking process (examiners, teachers, students) should understand the criteria for moving from one level to the next – the “triggers”. The following general criteria are designed to assist all involved in determining into which band the quality of response should be placed. It is anticipated that candidates’ performances under the various elements will be broadly inter-related. Further development of these principles will be discussed during the standardisation process. In broad terms the levels will operate as follows:

**Level 1: attempts the question to some extent (basic)**

An answer at this level is likely to:

- display a basic understanding of the topic
- make one or two points without support of appropriate exemplification or application of principle
- give a basic list of characteristics, reasons and attitudes
- provide a basic account of a case study, or provide no case study evidence
- give a response to one command of a question where two (or more) commands are stated e.g. “describe and suggest reasons”
- demonstrate a simplistic style of writing perhaps lacking close relation to the terms of the question and unlikely to communicate complexity of subject matter
- lack organisation, relevance and specialist vocabulary
- demonstrate deficiencies in legibility, spelling, grammar and punctuation which detract from the clarity of meaning.

**Level 2: answers the question (well/clearly)**

An answer at this level is likely to:

- display a clear understanding of the topic
- make one or two points with support of appropriate exemplification and/or application of principle
- give a number of characteristics, reasons, attitudes
- provide clear use of case studies
- give responses to more than one command e.g. “describe and explain...”
- demonstrate a style of writing which matches the requirements of the question and acknowledges the potential complexity of the subject matter
- demonstrate relevance and coherence with appropriate use of specialist vocabulary
- demonstrate legibility of text, and qualities of spelling, grammar and punctuation which do not detract from the clarity of meaning.

**Level 3: answers the question very well (detailed)**

An answer at this level is likely to:

- display a detailed understanding of the topic
- make several points with support of appropriate exemplification and/or application of principle
- give a wide range of characteristics, reasons, attitudes
- provide detailed accounts of a range of case studies
- respond well to more than one command
- demonstrate evidence of discussion, evaluation, assessment and synthesis depending on the requirements of the assessment
- demonstrate a sophisticated style of writing incorporating measured and qualified explanation and comment as required by the question and reflecting awareness of the complexity of subject matter and incompleteness/ tentativeness of explanation
- demonstrate a clear sense of purpose so that the responses are seen to closely relate to the requirements of the question with confident use of specialist vocabulary
- demonstrate legibility of text, and qualities of spelling, grammar and punctuation which contribute to complete clarity of meaning.

**Level 4: answers the question with depth, flair, creativity and insight**

In addition to the requirements of Level 3, an answer at this level is likely to:

- provide strong evidence of thorough, detailed and accurate knowledge and critical understanding of concepts and principles and of specialist vocabulary.
- give explanations, arguments and assessments or evaluations that are direct, logical, perceptive, purposeful, and show both balance and flair.
- demonstrate a high level of insight, and an ability to identify, interpret and synthesise a wide range of material with creativity.
- demonstrate evidence of maturity in understanding the role of values, attitudes and decision-making processes.

**Annotation of Scripts**

It is most important that examiners mark clearly, according to the procedures set out below.

- All marking should be done in red (except online marking).
- The right hand margin should be used for marks only.
- The overall mark for a question must be ringed at the end of the answer.
- The total mark for the question must be transferred to the front of the script.
- Where an answer is marked using a levels response scheme, the examiner should annotate the scripts with 'L1', 'L2', 'L3' or 'L4' at the point where that level has been reached in the left hand margin. In addition, examiners may want to indicate strong material by annotating the script as "Good Level...". Further commentary may also be given at the end of the answer. The consequent mark should then appear in the right-hand column. Where an answer fails to achieve Level 1, zero marks should be given.

**Other mechanics of marking**

- All errors and contradictions should be underlined.
- Various codes may be used such as: 'rep' (repeated material), 'va' (vague), 'NAQ' (not answering question), 'seen', etc.
- Use a wavy line to indicate weak dubious material (avoiding crossing out).
- If the rubric is contravened, then all answers should be marked, but with the best answer being counted and the mark transferred to the front of the script. Then cross out the material which has been discounted.
- Unless indicated otherwise, always mark text before marking maps and diagrams. Do not give double credit for the same point in text and diagrams.

**Section A**

<p><b>01</b></p> <p><b>AO2 - 5</b> <b>AO3 - 2</b></p>	<p><b>Notes for answers</b></p> <p>Figure 1 shows that as the intensity, as measured by Mercalli, of an earthquake increases the level of damage increases, such that at the destructive stage and above, at least 50% of adobe style and 40% unreinforced masonry buildings are damaged or collapsed. Areas that have had this type of construction predominantly such as Bam, Kashmir and Haiti have had major devastation during earthquakes, with huge death tolls – suggesting that it is buildings that kill not ground shaking. As more reinforcement is used, especially that designed to cope with seismic movements then the degree of collapse falls significantly. Even at ‘disastrous’ levels, only a quarter of such buildings are damaged or collapsed. Investment in building design would reduce deaths markedly.</p> <p><b>Mark scheme</b></p> <p><b>Level 1 (1-4 marks) (mid point 3)</b> Simple statements of trends in the data; comments are simplistic; answer lacks balance.</p> <p><b>Level 2 (5-7 marks) (mid point 6)</b> Statements of description that are either quantitative or qualitative, and commentary is sophisticated possibly linking to actual events; balanced answer.</p>	<p><b>(7 marks)</b></p>
<p><b>02</b></p> <p><b>AO1 - 8</b></p>	<p><b>Notes for answers</b></p> <p><b>Seismic waves</b> are shock waves released by the rupture of rock strata at the focus of an earthquake. They travel through the rocks and are measured and recorded on a seismograph. Seismic waves radiate from the focus rather like the ripples in water when a rock is thrown into a pond. There are three main types of seismic wave, each travelling at different speeds:</p> <ul style="list-style-type: none"> <li>• primary (P) waves travel fastest and are compressional, vibrating in the direction that they are travelling</li> <li>• secondary (S) waves travel at half the speed of P waves and shear rock by vibrating at right angles to the direction of travel</li> <li>• surface waves travel slowest and near to the ground surface. Some surface waves shake the ground at right angles to the direction of wave movement and some have a rolling motion that produces vertical ground movement.</li> </ul> <p>P and S waves travel through the interior of the Earth and are recorded on a seismograph. Studying earthquakes and the seismic waves they generate has made it possible to build up a picture of the interior of the Earth.</p> <p><b>Mark scheme</b></p> <p><b>Level 1 (1-4 marks) (mid point 3)</b> Simple statements of seismic waves, such as their cause and location. No, or minimal, attempt to classify, nor recognise differences.</p> <p><b>Level 2 (5-8 marks) (mid point 6)</b> More sophisticated statements of features of seismic waves with some attempt to classify as given above. Greater depth of understanding will progress the answer within the level.</p>	<p><b>(8 marks)</b></p>

<p><b>03</b></p> <p><b>AO2 - 8</b> <b>AO3 - 2</b></p>	<p><b>Notes for answers</b></p> <p>Note this question requires management strategies <b>FOLLOWING</b> an earthquake event as the main focus. The emphasis has to be on this element, though some candidates may then choose to discuss ‘lessons learnt’. Much will depend on the example/case study chosen, and answers must be based on this study, and not generic.</p> <p><u>Emergency services</u> In some areas the use of the emergency services in the event of an earthquake has required careful organisation and planning. Heavy lifting gear needs to be available. Civilians should have first-aid training as trained medical personnel can take some time to arrive. For example, much of the preparation in California involves the establishment of computer programs that will identify which areas the emergency services should be sent to first. Equally, for some/several areas of the world, such organisation/planning has been weak or non-existent.</p> <p><u>Aid</u> Most aid to developing countries has been relief aid in the few days after the event – providing medical services, tents, water purification equipment, and search and rescue teams and equipment. Aid over the longer term, to reconstruct the built environment and redevelop the economy, is much less readily available. There are often promises in the short-term – how much are they lived up to? Candidates may also discuss the variations in the quality of aid – and between that which is NGO organised and that which is external or internal government organised.</p> <p><u>Lessons learnt</u> The most hazardous areas in the event of a future earthquake can be identified and then regulated. Certain types of buildings such as schools and hospitals may be rebuilt in areas of low risk. It is also important to have sufficient open space, as this forms a safe area away from fires and aftershock damage to buildings. Seismic design buildings could be relevant here if linked. Also, education programmes and fire prevention schemes are relevant.</p> <p><u>Insurance</u> In developed countries, people are urged to take out insurance to cover their losses. This can be very expensive for individuals. Only 7% of the people affected by the Kobe earthquake in Japan (1995) were covered by earthquake insurance.</p>	<p><b>(10 marks)</b></p>
	<p><b>Mark scheme</b></p> <p><b>Level 1 (1-4 marks) (mid point 3)</b> Identifies strategies of management, but only at a superficial level. Loosely ties management strategies to a specific earthquake event or areas, or not at all. Example used is very thinly developed. Evaluation of effectiveness of strategies is simplistic.</p> <p><b>Level 2: (5-8 marks) (mid point 6)</b> Clear identification of specific strategies and event/area in which they have been used. Evaluates, with some detail, how effective, or otherwise, such strategies have been. Good use of exemplar material.</p> <p><b>Level 3 (9-10 marks) (mid point 9)</b> A fully developed answer which clearly links the strategies, and the area in which they operated, to their effectiveness in the particular event/area. Answer contains very good use of exemplar material. Explicit statements of evaluation.</p>	

<p><b>04</b></p> <p><b>AO2 - 5</b></p> <p><b>AO3 - 2</b></p>	<p><b>Notes for answers</b></p> <p>Global average surface temperatures have increased over the time period and are now 0.5°C above the index point. This rise has not been consistent – there have been several fluctuations. The time when temperatures have been warmer than the index point has been relatively short – only since 1980.</p> <p>The rise in sea level has been more consistent – few fluctuations since 1870. As it has been consistent, could this rise be triggered by factors other than more recent suggested causes?</p> <p>Data on northern hemisphere snow cover is more recent – is the time period long enough to be meaningful? Snow cover was relatively consistent from 1920 to 1980 – decreases have only taken place within the last 25 years. How does this link with the trends in the diagrams above – seems to be an inconsistency here? Commentary may apply to interrelationships in the data.</p> <p><b>Mark scheme</b></p> <p><b>Level 1 (1-4 marks) (mid point 3)</b> Simple statements of trends in the data; comments are simplistic; answer lacks balance.</p> <p><b>Level 2 (5-7 marks) (mid point 6)</b> Statements of description that are either quantitative or qualitative, and commentary is sophisticated, possibly commenting on the nature of the data; balanced answer. To reach maximum all sets of data must be referred to. Credit links between the data.</p>	<p><b>(7 marks)</b></p>
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<b>05</b>	<b>Notes for answers</b>	<b>(8 marks)</b>																	
<b>AO1 - 8</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;"><b>Savanna</b></th> <th style="width: 33%;"><b>Equatorial</b></th> <th style="width: 33%;"><b>Tropical monsoon</b></th> </tr> </thead> <tbody> <tr> <td>Greater variability of rainfall – increases nearer the Equator, reductions nearer the tropics. Increase in temperatures on land vis-à-vis sea temps – greater temp differential land/sea.</td> <td>Increase in temps increases rate of evaporation – more cloud cover. Dry season likely to increase in length – drought may even occur for a few months.</td> <td>Increased total precipitation and length of the wet season with more frequent tropical cyclones. Overall temperatures could increase throughout the year but the wet monsoon could become more unreliable.</td> </tr> <tr> <td>A rise in sea level of 25cm is predicted – more low-lying areas at risk of flooding and erosion. Coral reefs and mangroves at risk.</td> <td>Sea level rise leading to increased flooding and erosion of mangroves.</td> <td>Increased flooding as sea levels rise, causing widespread displacement of population from coastal areas such as Bangladesh.</td> </tr> <tr> <td>More frequent incidents of drought and flooding. Desertification to increase near to desert margins.</td> <td>Tropical forest may become grassland, or mixed forest – impacting fauna.</td> <td>Longer wet season might increase the length of the growing season and allow multi-cropping of paddy rice.</td> </tr> <tr> <td>Increased rainfall at equatorial margins results in spread of trees at expense of grassland.</td> <td>As dry season lengthens, there is increased risk of natural fires, which will add to CO<sub>2</sub> levels.</td> <td>The monsoon may become less reliable and drought might occur causing a huge water supply crisis.</td> </tr> <tr> <td>Change in tree-grass balance affects wildlife.</td> <td>Loss of glaciers in Andes will reduce discharge of Amazon.</td> <td>Many species may become extinct as their habitat is lost, e.g. Bengal tiger.</td> </tr> </tbody> </table>	<b>Savanna</b>	<b>Equatorial</b>	<b>Tropical monsoon</b>	Greater variability of rainfall – increases nearer the Equator, reductions nearer the tropics. Increase in temperatures on land vis-à-vis sea temps – greater temp differential land/sea.	Increase in temps increases rate of evaporation – more cloud cover. Dry season likely to increase in length – drought may even occur for a few months.	Increased total precipitation and length of the wet season with more frequent tropical cyclones. Overall temperatures could increase throughout the year but the wet monsoon could become more unreliable.	A rise in sea level of 25cm is predicted – more low-lying areas at risk of flooding and erosion. Coral reefs and mangroves at risk.	Sea level rise leading to increased flooding and erosion of mangroves.	Increased flooding as sea levels rise, causing widespread displacement of population from coastal areas such as Bangladesh.	More frequent incidents of drought and flooding. Desertification to increase near to desert margins.	Tropical forest may become grassland, or mixed forest – impacting fauna.	Longer wet season might increase the length of the growing season and allow multi-cropping of paddy rice.	Increased rainfall at equatorial margins results in spread of trees at expense of grassland.	As dry season lengthens, there is increased risk of natural fires, which will add to CO <sub>2</sub> levels.	The monsoon may become less reliable and drought might occur causing a huge water supply crisis.	Change in tree-grass balance affects wildlife.	Loss of glaciers in Andes will reduce discharge of Amazon.	Many species may become extinct as their habitat is lost, e.g. Bengal tiger.
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	<p><b>Level 1 (1-4 marks) (mid point 3)</b> Simple statements of effects, which may be generic. Little or weak sense of place in the chosen tropical region.</p> <p><b>Level 2 (5-8 marks) (mid point 6)</b> Detailed statements of effects, which are rooted in the area identified. Description may move into linked consequences for other aspects of the climatic region, such as river discharges, ecology, though climatic changes are clear.</p>																		

<p><b>06</b></p> <p><b>AO2 - 8</b></p> <p><b>AO3 - 2</b></p>	<p><b>Notes for answers</b></p> <p><b>NB</b> The required scale is international.</p> <p><b>The Earth Summit</b> in 1992 took place in Rio de Janeiro, Brazil. This was a meeting of most of the world's countries and an agreement called 'Agenda 21' was passed. One of the aims of this was to cut environmental pollution to conserve resources and to protect natural habitats and wildlife.</p> <p><b>The Kyoto Protocol</b> was an international agreement signed by more than 100 countries in Kyoto, Japan in 1997 whose aim was to halt climate change. Countries made pledges to cut down their carbon emissions by agreed amounts by 2010. By 2006 it had been ratified by 162 countries, but the USA was criticised for refusing to adhere to it. This treaty is due to expire in 2012.</p> <p><b>The Copenhagen Conference</b> of 2009 had limited success. A motion was passed at the end of the conference to recognise the following deal which was brokered by President Obama with the leaders of China, India, Brazil and South Africa:</p> <ul style="list-style-type: none"> <li>• there would be no legally binding agreement to reduce carbon emissions</li> <li>• there is a need to limit global temperatures rising to no more than 2°C above pre-industrial levels</li> <li>• that developed countries promise to deliver \$30bn of aid to developing nations over the next three years, and have 'set a goal of mobilising jointly \$100bn a year by 2020 to address the needs of developing countries' in coping with the impacts of climate change</li> <li>• the emerging nations (China, India, Brazil and South Africa) should monitor their own efforts to reduce carbon emissions and report to the UN every two years, with some additional international checks on progress</li> <li>• 'various approaches' will be pursued regarding carbon markets and carbon trading.</li> </ul> <p>Accept multilateral/bilateral schemes/approaches.</p> <p><b>Mark scheme</b></p> <p><b>Level 1 (1-4 marks) (mid point 3)</b> Simple statements of the responses at an international level such as names of protocols/agreements. Limited depth of understanding of them. No attempt at discussion.</p> <p><b>Level 2 (5-8 marks) (mid point 6)</b> More detailed statements of at least one response at an international level. Elements of discussion</p> <p><b>Level 3 (9-10 marks) (mid point 9)</b> A fully developed answer, with some recognition of chronology and/or complexity together with discussion of the success or otherwise of the responses.</p>	<p><b>(10 marks)</b></p>
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<p><b>07</b></p> <p><b>AO2 - 5</b> <b>AO3 - 2</b></p>	<p><b>Notes for answers`</b></p> <p>Salisbury Plain is an area where animal grazing has taken place for many years alongside its other use – that of the military. Areas which have been left ungrazed have lower levels of diversity of plants and flies, as have areas which have only recently been grazed by sheep. Recent sheep grazing seems to have had a distinct negative effect on species numbers. As an area is grazed over longer periods of time, then the species diversity of both plants and flies increases – there are about 60 species of plants and flies where grazing by sheep and cattle has taken place over a long period of time. Managing a plagioclimax therefore seems to increase richness of species and increases biodiversity. Introducing cattle appears to have a greater impact on biodiversity than sheep, especially in the short-term.</p> <p>Accept sophisticated understanding of grazing processes, e.g. of sheep.</p> <p><b>Mark scheme</b></p> <p><b>Level 1 (1-4 marks) (mid point 3)</b> Simple statements of trends in the data; comments are simplistic; answer lacks balance.</p> <p><b>Level 2 (5-7 marks) (mid point 6)</b> Statements of description that are either quantitative or qualitative, and commentary is sophisticated, possibly linking to ecosystem concepts, such as recognising the area is a plagioclimax; balanced answer.</p>	<p><b>(7 marks)</b></p>
<p><b>08</b></p> <p><b>AO1 - 8</b></p>	<p><b>Notes for answers</b></p> <p>Temperate deciduous woodland has the following characteristics:</p> <ul style="list-style-type: none"> <li>• tall trees are the dominant species. Oak is the tallest (and can reach 30–40m) followed by elm, beech, sycamore, ash and chestnut</li> <li>• trees develop large crowns and have broad but thin leaves</li> <li>• deciduous trees shed their leaves in winter. This reduces transpiration at a time when water is less available</li> <li>• relatively few species of dominants. Some woodlands are dominated by only one tree species, for example oak and beech</li> <li>• most woodlands show some stratification: below the canopy is a shrub layer with smaller trees such as holly, hazel, rowan and hawthorn; just above the forest floor is a herb layer which is dense if the shrub layer allows enough light through. This is made up of grasses, bracken, ferns and some flowering plants such as the bluebell that appear early in the year, before the trees have developed their full canopy</li> <li>• epiphytes, e.g. lichens and mosses, grow on the trunks and branches of trees</li> <li>• on the forest floor mosses grow and a thick layer of leaf litter is readily broken down by the soil microbes and animals.</li> </ul> <p><b>Mark scheme</b></p> <p><b>Level 1 (1-4 marks) (mid point 3)</b> Simple statements of description. Depth of understanding of the characteristics is limited.</p> <p><b>Level 2 (5-8 marks) (mid point 6)</b> Detailed statements of description. There is a clear understanding of characteristics with some evidence of sophistication, for example stratification and species types.</p>	<p><b>(8 marks)</b></p>

<p><b>09</b></p> <p><b>AO2 - 8</b> <b>AO3 - 2</b></p>	<p><b>Notes for answers</b></p> <p>There has been increasing pressure to protect the environment in recent decades and there are examples of small-scale conservation projects in most urban areas.</p> <p>Conservation helps to:</p> <ul style="list-style-type: none"> <li>• encourage wildlife back into cities</li> <li>• make cheap use of an otherwise derelict area</li> <li>• reduce maintenance costs in an area</li> <li>• maintain a diverse species base</li> <li>• reintroduce locally extinct species.</li> </ul> <p>A great variety of work is done in such areas including planting of trees and other species, planting of native species, dredging of ponds and other water bodies, soil improvements and encouragement of wildlife. Groups and organisations behind such conservation include local authorities, national government, English Nature (Joint Nature Conservation Council), conservation volunteers, the Groundwork Trust, the National Urban Forestry Unit, the National Trust, English Heritage, potential users of the site and local inhabitants.</p> <p>Answers to this question must focus on one such scheme at a local scale. <b>NB</b> it does not have to be urban.</p> <p><b>Mark scheme</b></p> <p><b>Level 1 (1-4 marks) (mid point 3)</b> Simple generalised statements of a conservation area. No specific detail provided, nor any attempt to evaluate success.</p> <p><b>Level 2 (5-8 marks) (mid point 6)</b> Specific descriptive statements of a conservation area which can be clearly attributed to a named example. Evaluation is tentative and implicit.</p> <p><b>Level 3 (9-10 marks) (mid point 9)</b> A fully developed answer, with good elaboration and clear detail of the chosen conservation area. Evaluation of effectiveness is explicit.</p>	<p><b>(10 marks)</b></p>
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**Section B**

<p><b>10</b></p> <p><b>AO2 - 5</b> <b>AO3 - 2</b></p>	<p><b>Notes for answers</b></p> <p>This is the Brewery Quarter in Cardiff. The developers have regenerated the city centre's historic Brains Brewery, closed in 2000. The photo shows a typical mix of bars, restaurants and apartments incorporating the regenerated brewery building, dating from 1887. Notice the prevalence of expensive stainless steel, glass, natural stone paving. The area is encouraging the new 'cafe culture' whereby people can sit in the open air and eat and drink throughout the day. Such areas will be busy during the day as well as being vibrant at night creating a 24 hour city image.</p> <p>Cardiff, like many UK cities, has focused on high-end housing, leisure, tourism and retail spending as the key to reinventing its city centre as a lively urban space, fit for the 21<sup>st</sup> century.</p> <p><b>Mark scheme</b></p> <p><b>Level 1 (1-4 marks) (mid point 3)</b> Simple listing of features from the photograph such as regenerated old buildings, chairs outside, stainless steel street furniture, plants. No or simplistic, commentary on any aspect.</p> <p><b>Level 2 (5-7 marks) (mid point 6)</b> Sophisticated commentary on the nature of the evidence as seen (as suggested in the nfa). Some sophistication of description, and/or evidence of geographical thinking.</p>	<p><b>(7 marks)</b></p>
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<p>11</p> <p>AO1 - 8</p>	<p><b>Notes for answers</b></p> <p>Counter-urbanisation is the process of migration of people from major urban areas to smaller urban settlements and rural areas. A number of factors have caused the growth of counter-urbanisation:</p> <ul style="list-style-type: none"> <li>• the negative reaction to city life/nature of built environment in cities</li> <li>• car ownership and greater affluence allow people to commute to work from such areas. Indeed, many sources of employment have also moved out of cities. Improvements in technology such as the internet have allowed more freedom of location</li> <li>• there has been a rising demand for second homes and earlier retirement into rural areas</li> <li>• the need for rural areas to attract income - farmers raise money by selling unwanted land and buildings</li> <li>• the type of people (e.g. age, income) may also be referred to.</li> </ul> <p>The effect of counter-urbanisation in an area includes:</p> <ul style="list-style-type: none"> <li>• an increase in the use of a commuter railway station in the area, including car parking for commuters</li> <li>• increased value of houses in the area</li> <li>• the construction of more executive housing in the area, often on newly designated building land, following the demolition of old properties</li> <li>• more conversions of former farm buildings to exclusive residences.</li> </ul> <p>Counter-urbanisation is one of a number of processes contributing to social and demographic change in rural settlements, sometimes referred to as the <b>rural turnaround</b>. The main changes include:</p> <ul style="list-style-type: none"> <li>• the out-migration of young village-born adults seeking education and employment opportunities elsewhere</li> <li>• the in-migration of young to middle-aged married couples or families with young children</li> <li>• the in-migration of younger, more affluent people, which results in increased house prices.</li> </ul> <p><b>Mark scheme</b></p> <p><b>Level 1 (1-4 marks) (mid point 3)</b> Simple generalised statements of process/impact with no depth or detail, and not attributed to any named area.</p> <p><b>Level 2 (5-8 marks) (mid point 6)</b> More specific and sophisticated statements of process and impact which may be attributed to a named area, or demonstrate greater depth of understanding and/or knowledge. Allow some imbalance for lower marks. Both elements should be covered well for 7/8 marks.</p>	<p><b>(8 marks)</b></p>
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<p><b>12</b></p> <p><b>AO2 - 8</b> <b>AO3 - 2</b></p>	<p><b>Notes for answers</b></p> <p>This could be answered with reference to a case study. For example, Kibera on the outskirts of Nairobi has had massive urban growth in recent years. It faces huge social, economic and environmental planning and management issues.</p> <ul style="list-style-type: none"> <li>• Housing comprises of thousands of makeshift shacks built from corrugated iron, mud, timber and any other materials that are to hand.</li> <li>• Average population densities exceed 3000 persons/ha.</li> <li>• Kibera is unplanned and lacks even the most basic infrastructure. Open sewers flow along streets and one million people use the 600 pit latrines. Most households have no piped water and rely on standpipes, tanks or water vendors. Women and children often queue for hours to buy water. There is no organised rubbish collection; garbage is thrown in streets, into water courses and along railway tracks. Only 20% of households are connected legally to the electricity grid.</li> <li>• The narrow, uneven and unpaved roads are inaccessible to vehicles.</li> <li>• Half of Kibera’s inhabitants are HIV positive and there are thousands of abandoned children whose parents have died from AIDS. Meanwhile, unsanitary and overcrowded conditions promote the spread of waterborne disease, diarrhoea and TB.</li> <li>• Four fifths of the population is unemployed. Most people rely on self-employment. Jobs in the formal sector (e.g. construction) are concentrated in Nairobi’s city centre and along the commercial/ industrial spine of Mombasa Road. Many people cannot afford transport and walk long distances to work.</li> <li>• In common with many slum areas in cities, Kibera suffers from high crime rates.</li> </ul> <p>In common with other such cities there are issues regarding re-housing, or improving existing spontaneous settlements.</p> <p><b>Mark scheme</b></p> <p><b>Level 1 (1-4 marks) (mid point 3)</b> Simple statements of planning and management issues which could apply to any area of the world. No specific detail provided, nor any attempt to discuss.</p> <p><b>Level 2 (5-8 marks) (mid point 6)</b> Specific descriptive and/or sophisticated statements of planning and management issues, some of which can be clearly attributed to a named example(s). Discussion is limited in scope.</p> <p><b>Level 3 (9-10 marks) (mid point 9)</b> A fully developed answer, with good elaboration and clear understanding of a range of planning and management issues. Discussion is balanced, and mature.</p>	<p><b>(10 marks)</b></p>
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<p><b>13</b></p> <p><b>AO2 - 5</b> <b>AO3 - 2</b></p>	<p><b>Notes for answers</b></p> <p>At first glance Figure 5 appears to support the North South divide well, even using a 21<sup>st</sup> century indicator, when the original concept was first proposed over 30 years ago. North America, Europe, Japan and Oceania all have high use of the internet, and Africa and India have relatively low use in % terms. However, closer examination reveals several anomalies: southern South America having relatively high use, as do parts of the Persian Gulf, and south east Asia. Similarly, usage in Russia and eastern Europe is relatively low. The data can also be questioned – 25% of usage in China is significantly higher than 40% usage in western Europe, numbers wise. There also appears to be a high usage in some NIC economies – Malaysia, Singapore, South Korea, UAE.</p> <p><b>Mark scheme</b></p> <p><b>Level 1 (1-4 marks) (mid point 3)</b> Simple statements of highs and lows; generally weak if any commentary, which may be implicit.</p> <p><b>Level 2 (5-7 marks) (mid point 6)</b> Some discussion which features general patterns and points out anomalies to the patterns vis-à-vis the N/S divide. Clear explicit commentary, showing some sophistication of thought.</p>	<p><b>(7 marks)</b></p>
<p><b>14</b></p> <p><b>AO1 - 8</b></p>	<p><b>Notes for answers</b></p> <p>Countries seeking to further their economic development have sought alliances to promote trade between countries, and also to provide other benefits. Some of the different types are:</p> <ul style="list-style-type: none"> <li>• free trade areas: tariffs and quotas reduced or abolished on goods between members; restrictions on goods coming into the area e.g. NAFTA (North American Free Trade Association), European Free Trade Association (EFTA)</li> <li>• customs unions: member countries operate a tariff on goods coming into the region e.g. Mercosur (Latin America)</li> <li>• common markets: as customs unions but with freer movement of labour and capital e.g. the EU (European Union) was previously in this form</li> <li>• economic unions: all of the above, but members are also required to adopt common policies in areas such as agriculture, fisheries, transport, pollution, industry, energy and regional development e.g. the current form of the EU.</li> </ul> <p>Social aspects could include: freedom of movement for tourists, legal frameworks, human rights, employment conditions (e.g. the Working Time Directive) and anti-discrimination legislation.</p> <p><b>Mark scheme</b></p> <p><b>Level 1 (1-4 marks) (mid point 3)</b> Generalised statements of reasons which are either simplistic or lacking in a sense of place or exemplification; or one developed reason.</p> <p><b>Level 2 (5-8 marks) (mid point 6)</b> Detailed, specific and/or sophisticated reasons that clearly apply to the growth of social and/or economic groupings. A greater range of reasons will move the answer up the level.</p>	<p><b>(8 marks)</b></p>



<p><b>15</b></p> <p><b>AO2 - 8</b></p> <p><b>AO3 - 2</b></p>	<p><b>Notes for answers</b></p> <p>The consequences of international groupings:</p> <p><b>Positive</b></p> <ul style="list-style-type: none"> <li>• Greater chance of peace between member nations</li> <li>• As trade barriers are removed, economies should prosper, giving higher living standards</li> <li>• Particular sectors of a national economy can be supported, e.g. agriculture</li> <li>• Remote regions can receive support from a central organisation, e.g. EU Regional Fund</li> <li>• People seeking work can move between countries</li> <li>• Possibility of developing a common currency, e.g. the euro</li> <li>• Greater overall democratic function.</li> </ul> <p><b>Negative</b></p> <ul style="list-style-type: none"> <li>• Loss of sovereignty with centralised decisions</li> <li>• Loss of some financial controls to a central authority such as a bank, e.g. European Central Bank</li> <li>• Pressure to adopt centralised decisions, e.g. in Europe, the Social Chapter, working hours directive, food regulations</li> <li>• Having to share resources may damage economic sectors, e.g. UK sharing traditional fishing grounds</li> <li>• Elites within a system can hold a disproportionate amount of power through the voting system</li> <li>• The drive towards federalism is opposed by many</li> <li>• Smaller regions within large countries demand a greater voice which has led to separatist movements.</li> </ul> <p><b>Mark scheme</b></p> <p><b>Level 1 (1-4 marks) (mid point 3)</b> Simple statements of consequence, which are generalised and non-specific to an identified area of grouping; or a good discussion of one consequence only.</p> <p><b>Level 2 (5-8 marks) (mid point 6)</b> Detailed statements of consequences with a clear sense of place being generated. The answer may also make sophisticated comments on consequences.</p> <p><b>Level 3 (9-10 marks) (mid point 9)</b> A fully developed answer examining a range of consequences, with good elaboration and clear and appropriate detail. Recognition of the complexity of the issue. Recognition of changing consequences over time.</p>	<p><b>(10 marks)</b></p>
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<p><b>16</b></p> <p><b>AO2 - 5</b> <b>AO3 - 2</b></p>	<p><b>Notes for answers</b></p> <p>In most areas the proportion of employed people living in poverty (less than \$1.25 a day) has fallen between 1997 and 2007. Western Asia has an increased proportion. Candidates may refer to this being one of the MDGs. However, the rate of decline varies significantly, and the situation in some parts of the world is still far from satisfactory. In sub-Saharan Africa, there are still over 50% of the working population on very low wages – this will have a major impact on the people who depend on their income – families and young children. The decline here has been minimal compared to that in south, south east and eastern Asia, the latter having a reduction by two thirds. Overall the developing world has seen an almost halving of this indicator of poverty. Success of the MDGs is uneven.</p> <p><b>Mark scheme</b></p> <p><b>Level 1 (1-4 marks) (mid point 3)</b> Simple statements of trends in the data; comments are simplistic, or absent.</p> <p><b>Level 2 (5-7 marks) (mid point 6)</b> Statements of commentary which are sophisticated (possibly linking to the MDGs), such as recognising consequences of varying levels of poverty.</p>	<p><b>(7 marks)</b></p>
<p><b>17</b></p> <p><b>AO1 - 8</b></p>	<p><b>Notes for answers</b></p> <p>The causes of poverty are complex and interrelated. Poverty is caused by a low level of income which contributes to low levels of nutrition and health. Education levels, including literacy, are key indicators of poverty and areas which have low levels of school enrolment tend to be poor. Such areas also have low levels of economic diversification – they are dependent on the export of commodities which are subject to price variations. As well as economic vulnerability, many poor areas are subject to natural hazards. Least Developed countries are very much dependent on external finance, and are subject to high levels of international debt.</p> <p>Much of the poverty in the developing world occurs in rural areas. In these areas there are long-term problems of malnourishment made worse by shorter-term disasters. Floods, drought, plagues of locusts and wars take place in many countries at different times and in different years. These add to the endemic problems arising from low economic development.</p> <p>Other factors include: the role of governments, corruption, nature of employment, etc.</p> <p><b>Mark scheme</b></p> <p><b>Level 1 (1-4 marks) (mid point 3)</b> Generalised statements of reasons which are either simplistic or lacking in a sense of place or exemplification; or one developed reason.</p> <p><b>Level 2 (5-8 marks) (mid point 6)</b> A greater range of reasons will move the answer into the level, as will recognition of the complexity of the topic. Detail must be evident for 8 marks.</p>	<p><b>(8 marks)</b></p>

<p><b>18</b></p> <p><b>AO2 - 8</b> <b>AO3 - 2</b></p>	<p><b>Notes for answers</b></p> <p>The Millennium Development Goals (MDGs) were originally developed by the OECD and emerged from the eight chapters of the United Nations Millennium Declaration, signed in September 2000. The UN Millennium Declaration established 2015 as the target date for achieving most of the MDGs, with 1990 generally used as a baseline. The eight goals are aimed at the global <b>causes</b> of poverty. They are to:</p> <ol style="list-style-type: none"> <li>1. eradicate extreme poverty and hunger</li> <li>2. achieve universal primary education</li> <li>3. promote gender equality and empower women</li> <li>4. reduce child mortality</li> <li>5. improve maternal health</li> <li>6. combat HIV/AIDS, malaria, and other diseases</li> <li>7. ensure environmental sustainability</li> <li>8. develop a global partnership for development.</li> </ol> <p>In 2007, the United Nations Secretary-General Ban Ki-moon launched the Millennium Development Goals Africa Steering Group with other major development partners. This was aimed at specifically targeting the goals at Africa and to boost Africa's failing efforts to meet the goals the world had set itself to cut poverty, hunger, maternal and infant mortality, and other social ills by 2015. One of the challenges the Group resolved to address is to identify effective mechanisms for implementing the MDGs for health, education, agriculture and food security, infrastructure and statistical systems.</p> <p>There has been criticism by many that international support had not been forthcoming as promised. The commitments of aid made in Monterrey in 2002, and the Gleneagles summit in 2005 have not reached Africa. At the 2005 Gleneagles G8 meeting it was agreed to increase overseas development aid (ODA) to 0.7% of GNP yet, in 2006 and 2007, it declined by 15%. The developed countries of the world committed solemnly to increase Overseas Development Aid (ODA), but they then reduced it. Critics have stressed that not only must donors fulfil their promises but African countries must be given every opportunity to reach the targets. Toward this end, they stress the importance of trade in supporting sustainable development. Restrictive practices by developed countries need to be removed to allow freer trade by developing countries.</p> <p><b>Mark scheme</b></p> <p><b>Level 1 (1-4 marks) (mid point 3)</b> Simple statements of policies to address poverty, which are generalised and non-specific to an identified area or issue; or a discussion of one policy only.</p> <p><b>Level 2 (5-8 marks) (mid point 6)</b> Detailed statements of policies with a clear sense of place (or targeted issue) being generated. The answer may also make sophisticated comments on those policies, such as chances of success.</p> <p><b>Level 3 (9-10 marks) (mid point 9)</b> A fully developed answer examining a range of policies, with good elaboration and clear and appropriate detail. Recognition of the complexity of the issue. Possible recognition of changing priorities over time.</p>	<p><b>(10 marks)</b></p>
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**Section C - Mark scheme for the essay questions**

<b>Assessment Criteria</b>	<b>Level 1 1-10 Mid 6</b>	<b>Level 2 11-20 Mid 16</b>	<b>Level 3 21-30 Mid 26</b>	<b>Level 4 31-40 Mid 36</b>
<b>Knowledge of content, ideas and concepts</b>	Basic grasp of concepts and ideas; points lack development or depth.	The answer is relevant and accurate. Reasonable knowledge. Imbalanced theories.	Sound and frequent evidence of thorough, detailed and accurate knowledge.	Strong evidence of thorough, detailed and accurate knowledge.
<b>Critical understanding of the above</b>	Incomplete, basic.	Reasonable critical understanding of concepts and principles with some use of specialist vocabulary.	Sound and frequent evidence of critical understanding of concepts and principles, and of specialist vocabulary.	Strong evidence of critical understanding of concepts and principles and of specialist vocabulary.
<b>Use of Examples/ Case Studies to support argument</b>	Superficial.	Examples show imbalances, and/or lack detail and depth.	Examples are developed, balanced and support the argument.	Examples are well developed and integrated.
<b>Maps/Diagrams</b>	None.	Ineffective.	Effective.	Fully integrated.
<b>Evidence of Synopticity:</b>	No evidence.	Limited.	Strong.	Full.
<b>Connections Between Different Aspects of the Subject</b>		Some ability to identify, interpret and synthesise some of the material.	Some ability to identify, interpret and synthesise a range of material.	There is a high level of insight, and an ability to identify, interpret and synthesise a wide range of material with creativity.
<b>'Thinking Like a Geographer'</b>		Limited ability to understand the roles of values, attitudes and decision-making processes.	Some ability to understand the roles of values, attitudes and decision-making processes.	Evidence of maturity in understanding the role of values, attitudes and decision-making processes.
<b>Quality of Argument – the degree to which an argument is constructed, developed and concluded</b>	Language is basic; arguments are partial, over simplified and lacking clarity. Little or no sense of focus of task.	Arguments are not fully developed nor expressed clearly, and the organisation of ideas shows imbalances. Some sense of focus of task.	Explanations, arguments and assessments or evaluations are accurate, direct, logical, purposeful, expressed with clarity and generally balanced. Clear sense of focus of task.	Explanations, arguments and assessments or evaluations are direct, focused, logical, perceptive, mature, purposeful, and are expressed coherently and confidently, and show both balance and flair.

The above will be put into practice following best-fit guidance discussed at the standardisation meeting. Once the level has been decided, the starting point mark is the mid of that range: 6, 16, 26, and 36. Then, fine-tune within the mark range taking into consideration the scripts used at the standardisation meeting.

<p><b>19</b></p> <p><b>AO1 - 14</b> <b>AO2 - 16</b> <b>AO3 - 10</b></p>	<p><b>Notes for answers</b></p> <p>Appropriate <b>content</b> for a response to this question might include:</p> <ul style="list-style-type: none"> <li>• the concept of a hazard</li> <li>• the distinction between physical and human factors.</li> <li>• an understanding of human factors: population density; urbanisation of the population; poverty; volcano mitigation e.g. evacuation, presence of monitoring systems, education, effectiveness of government, disaster planning.</li> <li>• an understanding of physical factors: tephra, pyroclastic flows, lava flows, volcanic gases, lahars</li> <li>• variations in the capacity to adapt to manage impacts</li> <li>• different impacts on different groups within the same population such as the vulnerability of informal settlements</li> <li>• use of case study material/exemplars.</li> </ul> <p><b>Synopticity</b> emerges with some of the following:</p> <ul style="list-style-type: none"> <li>• a critical understanding of the processes that produce volcanic hazard events and the context in which they are produced</li> <li>• understanding the context of varying timescales (frequency, etc)</li> <li>• an understanding of the impact of volcanic events</li> <li>• an understanding of the vulnerability of different populations to these hazards</li> <li>• a critical understanding of the vulnerability of different regions, particularly an understanding of the differences between richer and poorer areas and the contrast between urban, rural and remote environments</li> <li>• understanding the capacity and willingness of people to deal with these hazards.</li> </ul> <p>This question requires an overall judgement to be expressed and the response should come to a view. Any conclusion is creditable as long as it is reasonable and related to the preceding content and argument.</p>	<p><b>(40 marks)</b></p>
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<p><b>20</b></p> <p><b>AO1 - 14</b> <b>AO2 - 16</b> <b>AO3 - 10</b></p>	<p><b>Notes for answers</b></p> <p>Appropriate <b>content</b> for a response to this question might include:</p> <ul style="list-style-type: none"> <li>• the concept of a hazard</li> <li>• the distinction between physical and human factors.</li> <li>• an understanding of human factors: population density; urbanisation of the population; poverty; tropical storm mitigation e.g. ability to predict and warn, strength of infrastructure, education, effectiveness of government, disaster planning.</li> <li>• an understanding of physical factors: intensity of the storm, speed of movement, distance from the sea, physical geography of coastal impact zone</li> <li>• variations in the capacity to adapt to manage impacts</li> <li>• different impacts on different groups within the same population such as the vulnerability of informal settlements</li> <li>• use of case study material/exemplars.</li> </ul> <p><b>Synopticity</b> emerges with some of the following:</p> <ul style="list-style-type: none"> <li>• a critical understanding of the processes that produce tropical storm events and the context in which they are produced</li> <li>• understanding the context of varying timescales (frequency, etc)</li> <li>• an understanding of the impact of tropical storm events</li> <li>• an understanding of the vulnerability of different populations to these hazards</li> <li>• a critical understanding of the vulnerability of different regions, particularly an understanding of the differences between richer and poorer areas and the contrast between urban, rural and remote environments</li> <li>• understanding the capacity and willingness of people to deal with these hazards.</li> </ul> <p>This question requires an overall judgement to be expressed and the response should come to a view. Any conclusion is creditable as long as it is reasonable and related to the preceding content and argument.</p>	<p><b>(40 marks)</b></p>
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<p><b>21</b></p> <p><b>AO1 - 14</b> <b>AO2 - 16</b> <b>AO3 - 10</b></p>	<p><b>Notes for answers</b></p> <p>Appropriate <b>content</b> for a response to this question might include reference to the following:</p> <ul style="list-style-type: none"> <li>• an outline of the characteristics of the vegetation of the chosen tropical biome</li> <li>• an outline of the climatic conditions of the chosen biome</li> <li>• knowledge and understanding of the variations in both climate and vegetation characteristics that exist in the chosen biome</li> <li>• knowledge and understanding of how plants adapt to climatic conditions in the chosen biome</li> <li>• knowledge and understanding of the human activities that are taking place in the area covered by the chosen biome</li> <li>• knowledge and understanding of the effects of human activity on the vegetation of the chosen biome</li> <li>• use of case study material/exemplars.</li> </ul> <p><b>Synopticity</b> emerges with some of the following:</p> <ul style="list-style-type: none"> <li>• evidence in the breadth/depth of case-study material</li> <li>• clear critical understanding of the various processes involved</li> <li>• understanding the importance of time in shaping the characteristics of vegetation</li> <li>• understanding the importance and roles of economic development and levels of technology in terms of human activities</li> <li>• understanding the role of agricultural practices</li> <li>• understanding the concepts of biodiversity and sustainability in relation to the theme of this question.</li> </ul> <p>This question clearly requires a discussion and the response should try to come to a view with regard to the statement. Any conclusion is valid and can be credited as long as it is measured and reasonable, and related to the content of the answer.</p>	<p><b>(40 marks)</b></p>
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<p><b>22</b></p> <p><b>AO1 - 14</b> <b>AO2 - 16</b> <b>AO3 - 10</b></p>	<p><b>Notes for answers</b></p> <p>Appropriate <b>content</b> for a response to this question might include:</p> <ul style="list-style-type: none"> <li>• definition of the term 'sustainability'</li> <li>• knowledge and understanding of sustainability issues in urban areas such as waste management and transport management. (NB these are quoted in the specification, and these are likely to dominate answers, but we should be prepared to accept other issues such as pollution, water, energy)</li> <li>• outlines of the solutions/management strategies adopted by identified areas</li> <li>• a comparison between contrasting urban areas in countries along the development continuum, and within the same level of economic development</li> <li>• use of case studies/exemplars.</li> </ul> <p><b>Synopticity</b> emerges from some of the following:</p> <ul style="list-style-type: none"> <li>• evidence in the breadth/depth of case-study material</li> <li>• detailed critical understanding of the sustainability issues identified</li> <li>• detailed critical understanding of the responses to the issues above</li> <li>• detailed critical understanding of the management, where applicable, of the sustainability issues identified</li> <li>• a recognition of the importance of values and attitudes, and of the role of decision makers at a variety of levels</li> <li>• evaluative comments as to whether sustainability can be achieved.</li> </ul> <p>This question requires an overall judgement to be expressed and the response should come to a view. Any conclusion is creditable as long as it is reasonable and related to the preceding content and argument.</p>	<p><b>(40 marks)</b></p>
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<p><b>23</b></p> <p><b>AO1 - 14</b> <b>AO2 - 16</b> <b>AO3 - 10</b></p>	<p><b>Notes for answers</b></p> <p>Appropriate <b>content</b> for a response to this question might include:</p> <ul style="list-style-type: none"> <li>• definition of the term 'sustainability'</li> <li>• knowledge and understanding of sustainability issues in countries, such as trade versus aid, economic sustainability versus environmental sustainability, and tourism. (NB these are quoted in the specification, and these are likely to dominate answers, but we should be prepared to accept other issues such as food supply, energy supply, water supply)</li> <li>• outlines of the solutions/management strategies adopted by identified areas</li> <li>• a comparison between contrasting countries along the development continuum, and within the same level of economic development</li> <li>• use of case studies/exemplars.</li> </ul> <p><b>Synopticity</b> emerges from some of the following:</p> <ul style="list-style-type: none"> <li>• evidence in the breadth/depth of case-study material</li> <li>• detailed critical understanding of the sustainability issues identified</li> <li>• detailed critical understanding of the responses to the issues above</li> <li>• detailed critical understanding of the management, where applicable, of the sustainability issues identified</li> <li>• a recognition of the importance of values and attitudes, and of the role of decision makers at a variety of levels</li> <li>• evaluative comments as to whether sustainability can be achieved.</li> </ul> <p>This question requires an overall judgement to be expressed and the response should come to a view. Any conclusion is creditable as long as it is reasonable and related to the preceding content and argument.</p>	<p><b>(40 marks)</b></p>
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<p><b>24</b></p> <p><b>AO1 - 14</b> <b>AO2 - 16</b> <b>AO3 - 10</b></p>	<p><b>Notes for answers</b></p> <p>Appropriate <b>content</b> for a response to this question should include:</p> <ul style="list-style-type: none"> <li>• understanding of the basis and/or reasons for the conflict</li> <li>• understanding of the attitudes of different groups of people to the conflict</li> <li>• knowledge and understanding of the means by which the conflict can be resolved</li> <li>• discussion of the ‘winners’ and ‘losers’ when the conflict is resolved</li> <li>• detailed references to the chosen case study of a conflict over the use of a local resource.</li> </ul> <p><b>Synopticity</b> emerges from some of the following:</p> <ul style="list-style-type: none"> <li>• evidence in the depth of the chosen case study material</li> <li>• detailed critical understanding of the causes and consequences of human actions and proposals</li> <li>• recognition of variation in the basis of attitudes within groups who may perceive they will lose or benefit from the outcome of the conflict</li> <li>• recognition that these attitudes may change over time</li> <li>• recognition that the perception of ‘winners’ and ‘losers’ may change over time, or even space.</li> </ul> <p>This question clearly requires a discussion and the response should try to come to a view with regard to the statement. Any conclusion is valid and can be credited as long as it is measured and reasonable, and related to the content of the answer.</p>	<p><b>(40 marks)</b></p>
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