GCE A LEVEL MARKING SCHEME

SUMMER 2019

A LEVEL (NEW)
GEOGRAPHY - COMPONENT 2
A110U20-1

INTRODUCTION

This marking scheme was used by WJEC for the 2019 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.

GCE A LEVEL GEOGRAPHY

SUMMER 2019 MARK SCHEME

COMPONENT 2: GLOBAL SYSTEMS AND GLOBAL GOVERNANCE

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

Mark all questions in this section.

1. (a) Use **Figure 1a** to analyse the links between physical conditions and the formation or absence of peat.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
					5		**5**

Indicative content

Likely AO3 content includes an explicit analysis of the conditions **shown in Figure 1a** which are shown as being linked with peat formation or its absence.

- Sites A and E are places where peat has formed and they have the lowest gradients, whereas peat is not found where there is a medium or high gradient
- Peat had formed at the highest site (376m) and lowest site (233m) but nowhere in-between
- The presence of peat is linked with high soil moisture level / peat is not found where soil moisture is low- or medium-level
- There is no obvious link with temperature; peat has formed at the warmest and coolest sites but nowhere else.

Credit any other valid points. Do not credit any additional explanation of peat-forming processes.

Marking guidance

Near the upper end, answers that score well will analyse essential features of the data such as the strengths/weakness of relationships, possible correlations or any apparent lack of causality.

Answers near the lower end may provide a limited list of simplistic points only.

Award the marks as follows:

Band	Marks	
3	**4-5**	Well-developed analysis of links, including a clear overview of their relative importance. Wide use of the physical conditions shown in the resource.
2	**2-3**	Partial analysis of some links. Some use of the physical conditions shown in the resource.
1	**1**	Limited statements about links. Little or no use of the resource.
	0	Response not creditworthy or not attempted.

(b) Suggest how the human activities shown in **Figure 1b** might reduce local carbon storage.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
			5				**5**

Indicative content

Likely AO2 content includes suggesting why some or all of the activities may result in reduced carbon storage

- Sheep grazing may lead to the loss of vegetation cover (biomass carbon store); in turn this could promote soil erosion and loss of soil carbon storage
- Heather moorland may be burned which reduce carbon storage (perhaps only temporarily)
- Commercial forestry may be felled - which leads to a significant loss of carbon storage
- Drainage of peat on the valley floor (for agriculture) aerates the soil, allowing organic matter to decompose and reducing carbon storage
- Forestry may reduce runoff (affecting the water cycle) and have negative effects on valley floor peat carbon storage.

Credit any other valid points.

Marking guidance

Near the upper end, answers that score well may provide an explanation that includes details of the scale or permanence of any reduction in carbon storage - heather may quickly regenerate for instance. Another appraoch might be to make linkages or connections between different activiites e.g. impacts of forestry on peat further downslope.

Answers near the lower end may have very little knowledge and understanding of carbon storage, and suggest simplistic points only (e.g. ‘the sheep may eat all the grass’).

Award the marks as follows:

Band	**Marks**	
3	**4-5**	Two or more well-developed suggestions of human activity. Developed knowledge and understanding of carbon storage is applied to Figure 1b.
2	**2-3**	Two partial or one well-developed suggestion of human activity. Some knowledge and understanding of carbon storage is applied to Figure 1b.
1	**1**	Limited suggestions of one human activity. Fragmented or no applied knowledge and understanding of carbon storage.
	0	Response not creditworthy or not attempted.

2. (a) Use **Figure 2** to analyse the severity of the rainfall deficit in England and Wales in summer 1976.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
					5		**5**

Indicative content

Likely AO3 content includes an explicit geographic analysis of the severity of the rainfall deficit **shown in Figure 2**.

- Large areas of England and nearly all of Wales receive less than 20% of their average rainfall for this time of year have and thus a very severe deficit
- The deficit in northern England and southwest England is far more severe than the deficit in the Midlands and the southeast where they receive between 40% and 80% of average summer rainfall
- The lowest deficit / smallest reduction (receiving 80% of average rainfall or 'normal' conditions) is recorded for one area on the coast of East Anglia / East England
- Overall the deficit appears to become more severe towards the west coast
- Everywhere has been affected to some extent, receiving lower than average summer rainfall

Credit any other valid points. Do not credit any additional explanation of water deficit / drought.

Marking guidance

Near the upper end, answers that score well will analyse the variations in a coherent way and will clearly identify essential patterns and features including any overview.

Answers near the lower end may provide a limited list of descriptive or inaccurate points.

Award the marks as follows:

Band	**Marks**	
3	**4-5**	Well-developed analysis of the severity shown, including any patterns. Clear and coherent use of the rainfall deficit data.
2	**2-3**	Partial analysis of the severity shown. Some use of the rainfall deficit data but lacking in clarity or accuracy.
1	**1**	Limited statements about the severity shown. Little or no use of the rainfall deficit data.
	0	Response not creditworthy or not attempted.

(b) Explain the orographic and frontal causes of condensation.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
	5						**5**

Indicative content

Likely AO1 content will include an explanation of orographic (relief) condensation / precipitation, and also some explanation of the frontal causes

- Saturated / moist air rises when it encounters a relief barrier (e.g. Lake District); the air rises and cools below its dew point leading to condensation (providing nuclei are present), the process may be augmented by the feeder-seeder mechanism
- Moist warmer and less dense air (e.g. tropical maritime air mass) rises above colder denser air mass at the polar front; as the warm air rises it cools, *etc*.
- If a weather front passes over a relief barrier then the two causes become interrelated.

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 both causes.

Answers near the lower end may have very little knowledge and understanding of the causes of condensation, and suggest simplistic or inaccurate points only (e.g. 'cold and hot air mix at a front').

Award the marks as follows:

Band	Marks	
3	**4-5**	Developed, accurate explanation of both causes (orographic and frontal). Sustained focus on the physical processes which cause condensation.
2	**2-3**	Partial explanation of both causes **or** developed explanation of one. Partial focus on the physical processes which cause condensation/uplift.
1	**1**	Partial explanation of one cause. Limited or absent focus on the physical processes which cause condensation.
	0	Response not creditworthy or not attempted.

3. To what extent can mismanaged water and carbon stores ever be restored to their natural states?	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 ways/actions/strategies designed to restore/recharge/replant/repair mismanaged water and carbon stores. These may include:

- Artificial recharge of aquifers
- Afforestation (restoring both water and carbon storage)
- Peatland restoration e.g. removal of gullies/drainage ditches
- River restoration (meandering rather than channelized rivers can store more water)
- Larger-scale vision to return atmospheric carbon store to its natural size (carbon capture and storage).

Accept a wide interpretation of 'mismanaged' (e.g. credit material dealing with permafrost melting and carbon release attributed to the global 'mismanagement' of climate change issues).

AO2
Candidates demonstrate application of knowledge and understanding through synthesis and evaluation. This may include:

- Evaluation of the increasing pressures on aquifers and other water stores, and the extent to which depleted stores can be fully recharged without removing people from the equation
- Evaluation of the permanency of lost vegetation stores (e.g. because of urbanisation)
- Examples of successful restoration of peatlands e.g. Yorkshire moors
- Reflection on what is meant by 'natural' (e.g. consideration of geological time & the Anthropocene)
- Reflection on the way feedback processes may accelerate some losses uncontrollably.

Near the upper end, answers that score highly will show application of knowledge and understanding by explaining and discussing complex ideas, synthesising information, coming to rational conclusions and thinking critically about different scales, connections or perspectives (e.g. in relation to what 'natural state' means).

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 marks as follows:		
	AO1 (10 marks)	**AO2.1c (10 marks)**
Band	*Description and explanation of ways/actions/strategies to restore mismanaged water and carbon stores.*	*Evaluation of the extent to which water and carbon stores can ever be restored to their natural state.*
3	**7-10 marks** Demonstrates detailed and accurate knowledge and understanding of all elements of the question. Makes use of appropriate and well-developed examples and may include well-annotated diagram(s).	**7-10 marks** Applies knowledge and understanding to produce a coherent, thorough and sustained evaluation. Applies knowledge and understanding of water and carbon cycles in a well-balanced way.
2	**4-6 marks** Demonstrates accurate knowledge and understanding of most elements of the question. Makes some use of examples and may include simple diagram(s).	**4-6 marks** Applies knowledge and understanding to produce a coherent but partial evaluation. Applies knowledge and understanding of water and carbon cycles in a partially-balanced way.
1	**1-3 marks** Demonstrates limited knowledge and understanding of some element of the question. Makes limited or no use of examples and may include a simple diagram.	**1-3 marks** Applies knowledge and understanding to produce a limited evaluation. Applies knowledge and understanding of water and carbon cycles in an unbalanced way (one may be absent).
	0 marks Response not creditworthy or not attempted.	**0 marks** Response not creditworthy or not attempted.

4. To what extent does an increase in air temperature always result in faster water flows and carbon flows?	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 the way different water and carbon flows respond to a rise in air temperature. This may include:

- The impact of temperature on precipitation (humidity), evaporation, condensation
- The impact of temperature on water stores and thus flows (interception storage in different seasons; runoff because of snow melting)
- The impact of temperature on photosynthesis and respiration
- The impact of seasonal variations in temperature on ocean absorption or fossil fuel use
- The long-term impact of global warming on water and carbon cycle flows

Credit a wide interpretation of 'rise' (e.g. hourly, seasonally or longer-term rises).

AO2
Candidates demonstrate application of knowledge and understanding through synthesis and evaluation. This may include:

- Evaluation of the extent to which all system flows increase (e.g. reduced runoff if evapotranspiration increase due to high temperatures)
- Evaluation of other factors affecting system flows (e.g. high temperatures may also correspond with lower rainfall
- Examples of possible thresholds (e.g. very high temperatures may kill the vegetation)
- Reflection on what is meant by 'faster (e.g. incremental increases in photosynthesis compared with flash flooding due to a sudden snow melt)
- Reflection on the way feedback processes may accelerate system flows uncontrollably beyond a certain temperature threshold.

Near the upper end, answers that score highly will show application of knowledge and understanding by explaining and discussing complex ideas, synthesising information, coming to rational conclusions and thinking critically about different scales, connections or perspectives (e.g. application of the threshold concept).

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	*Description and explanation of how temperature affects water and carbon cycle flows.*	*Discussion of the extent to which a rise in air temperature always results in faster system flows.*
3	**7-10 marks** Demonstrates detailed and accurate knowledge and understanding of all elements of the question. Makes use of appropriate and well-developed examples and may include well-annotated diagram(s).	**7-10 marks** Applies knowledge and understanding to produce a coherent, thorough and sustained evaluation. Applies knowledge and understanding of water and carbon cycles in a well-balanced way.
2	**4-6 marks** Demonstrates accurate knowledge and understanding of most elements of the question. Makes some use of examples and may include simple diagram(s).	**4-6 marks** Applies knowledge and understanding to produce a coherent but partial evaluation. Applies knowledge and understanding of water and carbon cycles in a partially-balanced way.
1	**1-3 marks** Demonstrates limited knowledge and understanding of some element of the question. Makes limited or no use of examples and may include a simple diagram.	**1-3 marks** Applies knowledge and understanding to produce a limited evaluation. Applies knowledge and understanding of water and carbon cycles in an unbalanced way (one may be absent).
	0 marks Response not creditworthy or not attempted.	**0 marks** Response not creditworthy or not attempted.

Section B: Global Governance – Change and Challenges

Mark all questions in this section.

5. (a) (i) Use Figure 3 to calculate the value for X. Write the value for X in your answer booklet. 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

- Correct answer: 193.6 (1 mark)
- Working: f.e.160 + 16 + 17.6 **OR** 160 x 1.1^2 (1 mark for correct compund interest calculation)

Award 1 mark only for answer of 192 (correctly calculated simple interest answer).

(a) (ii) Use Figure 3 to describe employment inequalities in Bangladesh in 2018.	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

- Describes evidence for rural-urban inequality (1 mark)
- Describes evidence for growing rural-urban inequality i.e. it is increasing over time due to high 10% annual urban wage increase (1 mark)
- Describes evidence for unequal medical benefits (1 mark)
- Describes evidence for wage inequality within the EPZ worker hierarchy (1 mark)
- Manipulates data in a way which conveys the degree of inequality (1 mark).

Expect explicit mention of both rural-urban and urban hierarchical ineuqalities for full marks.

(b) Suggest how rural-urban migration flows are affected by urban employment opportunities such as those shown in **Figure 3**.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		Total
		5					**5**

Indicative content

Likely AO2 content includes a range of possible effects of EPZ/MNC employment on rural-urban migration in Bangladesh and/or other countries (e.g. China).

- Markedly higher urban wages will serve as a pull factor in countries whose rural areas are home to large numbers of younger people
- Urban areas / EPZs offer a range of employment possibilities in secondary / tertiary work
- There may be medical or educational benefits attached to the employment opportunity
- Urban areas/EPZs enjoy FDI from global MNCs and their supply chains, resulting in high demand for workers
- Urban areas offer potential for promotion and rising status, rural areas do not
- Suggestions about the gender of migrants
- Suggestions about the age of migrants.

Credit other valid approaches relating to employment opportunities / economic inequality. Do not credit other factors affecting migration e.g. disasters/conflict.

Marking guidance

Near the upper end, answers may include developed and detailed suggestions using own knowledge, including subject-specific terminology.

Answers in Bands 1 and 2 may have very little knowledge and understanding of urban employment, and suggest simplistic points only (e.g. 'more money and jobs in urban areas') or are over-reliant on Figure 3.

Award the marks as follows:

Band	Marks	
3	**4-5**	Well-developed suggestions of how urban employment opportunities may affect rural-urban migration. Applies developed knowledge and understanding of urban employment.
2	**2-3**	Partial suggestions of how urban employment opportunities may affect rural-urban migration. Some application of knowledge and understanding of urban employment.
1	**1**	Limited suggestions of how urban employment opportunities may affect rural-urban migration. Fragmented or no applied knowledge and understanding of urban employment.
	0	Response not creditworthy or not attempted.

6. (a) Use **Figure 4** to analyse the relationship between the level of economic development of countries and their level of commitment to the UN agreement.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		Total
					5		**5**

Indicative content

Likely AO3 content includes identifying variability in the level of economic development of countries/world regions and analysing how this may be related to their level of commitment.

- Generally positive relationship/correlation
- Overall strength of realtionship could be seen as weak, particularly for countries with lower levels of economic development
- Scandinavian / most EU / Australasian countries have highest development scores and highest level of UN commitment
- African countries have low / very low development scores and medium/low commitment
- Asian countries vary from low to high development and commitment, in line with general trend
- Possible anomalies include two African countries with higher commitment than development score.

Marking guidance

Near the upper end, answers that score well will make specific reference to the essential features of the resource (strength and direction of correlation); will provide a clear, coherent and structured analysis of the groupings.

Near the lower end, answers will display limited use of the resource; will provide a limited or simplistic assertion that there is a positive relationship.

Award the marks as follows:

Band	Marks	
3	**4-5**	Well-developed analysis of the relationship between commitment and development. Wide use of country and continent data to provide evidence.
2	**2-3**	Partial analysis of the relationship between commitment and development. Partial use of country and continent data to provide evidence.
1	**1**	Limited statements with little or no use of evidence.
	0	Response not creditworthy or not attempted.

(b) Outline reasons why it is sometimes necessary to restrict fishing in marine environments.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		Total
	5						**5**

Indicative content

Likely AO1 content dealing with the reasons why restrictions may be needed:

- The need for sustainable management to safeguard marine resources
- Consequences of over-exploitation for societies and economies
- Long-term consequences of fish stock collapse e.g. Newfoundland
- Impacts on multiple species within the food web/chains
- Impacts on human employment and community welfare (sustainability)
- May apply the Global Commons concept
- May apply the threshold concept to fish stock collapse
- May recognise the importance of the qualifier 'sometimes' i.e. limits may be temporary until stocks recover.
- Applies examples of strategies e.g. quotas in order to further illustrate the reasons why restrictions are needed.

Marking guidance

Near the upper end, answers may show knowledge and understanding of the scale, urgency or ethical dimensions of fishing restrictions/management. They may show awareness of linkages and connections e.g. food webs and social sustainability.

Answers near the lower end may have very little knowledge and understanding of reasons for fishing restrictions /management (beyond 'not enough fish' or generalised concerns concerning extinction).

Award the marks as follows:

Band	Marks	
3	**4-5**	Two or more well-developed reasons for fishing restrictions. Sustained focus on the necessity of imposing restrictions.
2	**2-3**	Two partial or one well-developed reason for fishing restrictions. Partial focus on the necessity of imposing restrictions.
1	**1**	Limited outlining of one reason for fishing restrictions. Limited focus on the necessity of imposing restrictions.
	0	Response not creditworthy or not attempted.

7. Evaluate strategies used by powerful countries to maintain their global advantage over time.	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
AO1 content encompasses knowledge and understanding of strategies pertaining to migration and ocean governance which powerful countries use to maintain advantage. Development of this may include:

- Colonial/post-colonial migration flows and accompanying legislation/policies
- The economic and cultural (soft power) pull factors associated with superpower cities e.g. London, New York, Los Angeles
- Links between western governments/TNCs and globalisation/internet/global media (soft power)
- Maritime (hard) power of the UK and other seafaring nations (e.g. in relation to South China Sea, or Arctic Ocean resources)
- Disproportionate involvement of superpowers in global governance /world affairs / UN, NATO etc.

AO2
Candidates demonstrate application of knowledge and understanding through evaluation of the strategies (e.g. which is most important, or ways strategies reinforce one another, or ways strategies change/evolve in order to *maintain* and not merely *establish* advantage). Responses may include:

- Evaluation of the relative importance of hard (maritime) and soft power (media) strategies
- Evaluation of the extent to which different power countries make use of same strategies (e.g. China may have more hard power and less soft power)
- Evaluation of the changing importance of different strategies over time (e.g. UK maritime power is more a thing of the past) in order to maintain advantage in the longer-term
- Reflection on how migration strategies change over time (e.g. in relation to maintaining advantage and power through cyclical 'boom and bust' periods)
- Reflection on de-globalisation/protectionism strategies deployed by UK and USA more recently.

Near the upper end, answers that score highly at will show application of knowledge and understanding by evaluating complex, interlinked strategies, synthesising information, and coming to rational conclusions (dependent on the examples of countries and strategies that are included).

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

Near the lower end, responses provide very limited application of knowledge and understanding of power strategies to provide little evaluation.

Award marks as follows:		
	AO1 (10 marks)	**AO2.1c (10 marks)**
Band	*Description and explanation of strategies used by powerful countries.*	*Evaluation of the strategies used to maintain advantage over time.*
3	**7-10 marks** Demonstrates detailed and accurate knowledge and understanding of all elements of the question. Makes use of appropriate and well-developed examples.	**7-10 marks** Applies knowledge and understanding to produce a coherent, thorough and sustained evaluation. Applies knowledge and understanding of migration and oceans governance in a well-balanced way.
2	**4-6 marks** Demonstrates accurate knowledge and understanding of most elements of the question. Makes some use of examples.	**4-6 marks** Applies knowledge and understanding to produce a coherent but partial evaluation. Applies knowledge and understanding of migration and oceans governance in a partially-balanced way.
1	**1-3 marks** Demonstrates limited knowledge and understanding of some element of the question. Makes limited or no use of examples.	**1-3 marks** Applies knowledge and understanding to produce a limited evaluation. Applies knowledge and understanding of migration and oceans governance in an unbalanced way (one may be absent).
	0 marks Response not creditworthy or not attempted.	**0 marks** Response not creditworthy or not attempted.

8. Evaluate the view that emigration creates greater economic challenges for some countries than a lack of coastline does for others.	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
AO1 content encompasses knowledge and understanding of emigration, including the brain drain of skilled workers, and also ocean resource and transport/trade issues for landlocked countries. Development of this may include:

- The brain drain of skilled IT or health workers (e.g. from India or Poland to the UK)
- The impact of the loss of youthful workers on a source country's economy and dependency ratio
- The implications of a lack of coastline for shipping trade and transport costs of goods
- Unequal access to ocean resources under UNCLOS and EEZ rules
- The lack of access to biotic and abiotic resources in territorial waters for landlocked states

AO2

Candidates demonstrate application of knowledge and understanding through an evaluation of the costs (for example, their relative severity, permanence or offsetting by any benefits). Responses may include:

- Evaluating the temporary nature of migration as opposed to the permanence of landlocked status in the absence of changing state boundaries or new canals
- Evaluating the benefits of migration e.g. remittances
- Evaluating the extent to which all landlocked states have been adversely affected
- Reflecting on the negative multiplier / positive feedback effect associated with widespread out-migration e.g. school closures
- Reflecting on technology / the shrinking world and the degree to which physical isolation matters as much as it used to

Near the upper end, answers that score highly at will show application of knowledge and understanding by evaluating detailed and possibly interlinked challenges, synthesising information, and arriving at a proper, substantiated judgement (dependent on the challenges and country contexts that are used).

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

Near the lower end, responses provide very limited application of knowledge and understanding and provide no or little evaluation of the issues.

Award marks as follows:		
	AO1 (10 marks)	**AO2.1c (10 marks)**
Band	*Description and explanation of challenges for landlocked countries and emigration source countries.*	*Evaluation of the view that emigration provides the greatest challenges.*
3	**7-10 marks** Demonstrates detailed and accurate knowledge and understanding of all elements of the question. Makes use of appropriate and well-developed examples.	**7-10 marks** Applies knowledge and understanding to produce a coherent, thorough and sustained evaluation. Applies knowledge and understanding of migration and oceans governance in a well-balanced way.
2	**4-6 marks** Demonstrates accurate knowledge and understanding of most elements of the question. Makes some use of examples.	**4-6 marks** Applies knowledge and understanding to produce a coherent but partial evaluation. Applies knowledge and understanding of migration and oceans governance in a partially-balanced way.
1	**1-3 marks** Demonstrates limited knowledge and understanding of some element of the question. Makes limited or no use of examples.	**1-3 marks** Applies knowledge and understanding to produce a limited evaluation. Applies knowledge and understanding of migration and oceans governance in an unbalanced way (one may be absent).
	0 marks Response not creditworthy or not attempted.	**0 marks** Response not creditworthy or not attempted.

Section C: Challenges of the 21st Century

9. 'The global increase in forced migration has mainly physical causes.' Discuss this statement.	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 the data showing a global rise in forced migration (Figure 5)
- Analysis of important source regions for refugees (Figure 6)
- Analysis of the push factors for refugees in Leicester (Figure 7)
- Analysis of the importance of human and physical factors for IDP movements (Figure 8)
- Synthesis of the Figures e.g. identifying causes of displacements in Figure 8 that may also apply to the refugee flows shown in Figures 6 and 7

AO1 content includes prior knowledge and understanding of migration causes and issues in Figures 5-8, or other relevant material studied as part of the course. This may include:

- The human causes of forced movements (e.g. in Syria, DRC or elsewhere)
- The possible effects of anthropogenic global warming on populations and migration
- Tectonic or other hazards and their impacts on populations
- Local physical causes such as desertification or coastal retreat
- Possible reasons why there is an especially steep rise in forced migration after 2005

AO2 requires candidates demonstrate application of knowledge and understanding through critical discussion of the extent to which human causes are most important. Responses may include:

- Discussion of whether the balance between physical and human causes of IDP movements shown in Figure 8 may also hold true for refugee flows / all forced migration
- Discussion of the extent to which human and physical causes may be interrelated (i.e. a conflict stems from resource insecurity and physical processes)
- Discussion of changing causality i.e. the changing balance between physical and human causes over time
- Reflection on the extent to which global warming has human and/or physical causes (e.g. natural feedback effects amplifying changes)
- Reflection on whether poverty constitutes a cause for 'forced' migration

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 *critically discussing causality*, 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	*Knowledge of the causes of the global rise in forced migration.*	*Critical discussion of causality.*	*Analysis of causes and issues in Figures 5-8; extended writing skills.*
3	**7-8 marks** Demonstrates detailed and accurate knowledge and understanding of all elements of the question. Makes use of appropriate and well-developed examples and may include well-annotated diagram(s).	**9-12 marks** Applies knowledge and understanding to produce a coherent, thorough and sustained evaluation. Applies knowledge and understanding of Specification themes in a broad and well-balanced way.	**8-10 marks** Well-developed analysis of Figures 5-8 with sustained detailed use of data. Well-constructed, coherent and logical arguments and conclusions.
2	**4-6 marks** Demonstrates accurate knowledge and understanding of most elements of the question. Makes some use of examples and may include simple diagram(s).	**5-8 marks** Applies knowledge and understanding to produce a coherent but partial evaluation. Applies knowledge and understanding of Specification themes in a narrower and partially-balanced way.	**4-7 marks** Partial analysis of Figures 5-8 with some detailed use of data. Partial arguments and conclusions have been attempted.
1	**1-3 marks** Demonstrates limited knowledge and understanding of some element of the question. Makes limited or no use of examples and may include a simple diagram.	**1-4 marks** Applies knowledge and understanding to produce a limited evaluation. Applies limited knowledge and understanding of Specification themes in an unbalanced way.	**1-3 marks** Limited analysis of Figures 5-8 with some limited use of data. Limited arguments and conclusions, if any.
	0 marks Response not creditworthy or not attempted.	**0 marks** Response not creditworthy or not attempted.	**0 marks** Response not creditworthy or not attempted.

10. Discuss the interrelationships between forced migration and place identity.	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 the data showing a global rise in forced migration (Figure 5)
- Analysis of which countries and places are important source regions for refugees (Figure 6)
- Analysis of place identity changes and refugee movements into Leicester (Figure 7)
- Analysis of possible place identity issues (e.g. religion) linked with IDP movements (Figure 8)
- Synthesis of the Figures e.g. identifying place identity issues in Figure 8 that may also apply to the refugee flows shown in Figures 6 and 7

AO1 content includes prior knowledge and understanding of place identity issues and migrations shown in Figures 5-8, or other relevant material studied as part of the course. This may include:

- The impact of migration on different aspects of host country place identity (cultural landscape)
- The impact of migration on the social and cultural diversity of places at varying scales
- Source region cultural and political (place identity) causes of refugee and IDP movements
- Source region physical and landscape (place identity) causes of refugee and IDP movements
- The possible correlation between accelerating globalisation and heightened place identity issues (e.g. growth of extremist / fascist movements / conflicts)

AO2 requires candidates demonstrate application of knowledge and understanding through critical discussion of possible interrelationships between place identity and forced migration. Responses may include:

- Discussion of the importance/role of source region place identity issues as a cause of IDP movements and refugee flows
- Discussion of the extent to which (forced) migration always results in place identity changes for the host region
- Discussion of the significance/scale of place identity changes caused by migration
- Reflection on whether the interrelationship is strengthening over time (i.e. place identity becoming a more pressing issue in a globalising / changing world
- Reflection on complex/dynamic interrelationships (e.g. large refugee flows may bring place changes which in turn foster reactionary migration policies that restrict further in-migration)

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 *critically discussing interrelationships*, 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 marks as follows:			
	AO1 [8 marks]	**AO2.1c [12 marks]**	**AO3 [10 marks]**
Band	*Knowledge of forced migration and place identity.*	*Critical discussion of the interrelationships.*	*Analysis of migration and place identity in Figures 5-8; extended writing skills.*
3	**7-8 marks** Demonstrates detailed and accurate knowledge and understanding of all elements of the question. Makes use of appropriate and well-developed examples and may include well-annotated diagram(s).	**9-12 marks** Applies knowledge and understanding to produce a coherent, thorough and sustained evaluation. Applies knowledge and understanding of Specification themes in a broad and well-balanced way.	**8-10 marks** Well-developed analysis of Figures 5-8 with sustained detailed use of data. Well-constructed, coherent and logical arguments and conclusions
2	**4-6 marks** Demonstrates accurate knowledge and understanding of most elements of the question. Makes some use of examples and may include simple diagram(s).	**5-8 marks** Applies knowledge and understanding to produce a coherent but partial evaluation. Applies knowledge and understanding of Specification themes in a narrower and partially-balanced way.	**4-7 marks** Partial analysis of Figures 5-8 with some detailed use of data. Partial arguments and conclusions have been attempted.
1	**1-3 marks** Demonstrates limited knowledge and understanding of some element of the question. Makes limited or no use of examples and may include a simple diagram.	**1-4 marks** Applies knowledge and understanding to produce a limited evaluation. Applies limited knowledge and understanding of Specification themes in an unbalanced way.	**1-3 marks** Limited analysis of Figures 5-8 with some limited use of data. Limited arguments and conclusions, if any.
	0 marks Response not creditworthy or not attempted.	**0 marks** Response not creditworthy or not attempted.	**0 marks** Response not creditworthy or not attempted.