Oxford Cambridge and RSA

A Level Geography

H481/02 Human interactions

Sample Question Paper

Date – Morning/Afternoon

Time allowed: 1 hour 45 minutes

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

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

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

INFORMATION
- The total mark for this paper is **72**.
- The marks for each question are shown in brackets **[ ]**.
- Quality of extended response will be assessed in questions marked with an (*).
- This document consists of **4** pages.

Section A – Changing Spaces, Making Places

Answer **all** questions

1.

(a) Study **Fig.1**, which shows socio-economic characteristics of two contrasting areas in London.

(i) Using evidence from **Fig.1**, describe the differences between the two areas.

[4]

(ii) Suggest **two** reasons for these differences.

[6]

(b) Explain how structural economic change can benefit local residents.

[8]

(c)* 'Community groups are the most important players in the placemaking process'. To what extent do you agree with this statement?

[18]

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Section B – Global Connections

Choose **either** option A or option B and answer **all** parts of the question in the chosen option.
Choose **either** option C or option D and answer **all** parts of the question in the chosen option.

Either

Option A – Trade in the contemporary world

2.

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

(i) Using evidence from **Fig.2**, describe the global pattern of the share of world merchandise exports.

[4]

(ii) Suggest **two** reasons for this pattern.

[6]

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

[8]

Or

Option B – Global Migration

3.

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

(i) Using evidence from **Fig.3**, describe the global pattern of the number of migrants living in the USA by country of origin.

[4]

(ii) Suggest **two** reasons for this pattern.

[6]

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

[8]

Either

Option C – Human Rights

4.* Evaluate the influence of social factors in causing gender inequalities.

[18]

Or

Option D – Power and borders

5.* 'For local communities in areas of conflict, intervention can create more problems than it solves.' How far do you agree?

[18]

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OCR
Oxford Cambridge and RSA

…day June 20XX – Morning/Afternoon

A Level Geography

H481/02 Human interactions

SAMPLE MARK SCHEME

Duration: 1 hour 45 minutes

MAXIMUM MARK 72

DRAFT

This document consists of 28 pages

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MARKING INSTRUCTIONS

PREPARATION FOR MARKING

SCORIS

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

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

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

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

TRADITIONAL

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

MARKING

1. Mark strictly to the mark scheme.

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

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

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

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

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

7. There is a NR (No Response) option. Award NR (No Response)
   - if there is nothing written at all in the answer space
   - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
   - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question.

   Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

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

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

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10. **Annotations**

Annotation	Meaning

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11. Subject-specific Marking Instructions

INTRODUCTION

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

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

You should ensure that you have copies of these materials.

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

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

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USING THE MARK SCHEME

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

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

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

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

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

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

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LEVELS OF RESPONSE QUESTIONS:

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

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

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

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

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

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

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	AO1	AO2	AO3
Comprehensive	A wide range of detailed and accurate knowledge that demonstrates fully developed understanding that shows full relevance to the demands of the question. Precision in the use of question terminology.	Knowledge and understanding shown is consistently applied to the context of the question, in order to form a: clear, developed and convincing analysis that is fully accurate. clear, developed and convincing interpretation that is fully accurate. detailed and substantiated evaluation that offers secure judgements leading to rational conclusions that are evidence based.	Quantitative, qualitative and/or fieldwork skills are used in a consistently appropriate and effective way and with a high degree of competence and precision.
Thorough	A range of detailed and accurate knowledge that demonstrates well developed understanding that is relevant to the demands of the question. Generally precise in the use of question terminology.	Knowledge and understanding shown is mainly applied to the context of the question, in order to form a : clear and developed analysis that shows accuracy. clear and developed interpretation that shows	Quantitative, qualitative and/or fieldwork skills are used in a suitable way and with a good level of competence and precision.

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		accuracy. detailed evaluation that offers generally secure judgements, with some link between rational conclusions and evidence.	
Reasonable	Some sound knowledge that demonstrates partially developed understanding that is relevant to the demands of the question. Awareness of the meaning of the terms in the question.	Knowledge and understanding shown is partially applied to the context of the question, in order to form a: sound analysis that shows some accuracy. sound interpretation that shows some accuracy. sound evaluation that offers generalised judgements and conclusions, with limited use of evidence.	Quantitative, qualitative and/or fieldwork skills are used in a mostly suitable way with a sound level of competence but may lack precision.
Basic	Limited knowledge that is relevant to the topic or question with little or no development. Confusion and inability to deconstruct terminology as used in the question.	Knowledge and understanding shows limited or no application to the context of the question in order to form a: simple analysis that	Quantitative, qualitative and/or fieldwork skills are used inappropriately with limited competence and precision.

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		shows limited accuracy. simple interpretation that shows limited accuracy. Un-supported evaluation that offers simple conclusions.	

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Question			Answer	Marks	Guidance
1	a	i	Differences in areas may include: • There is a clear difference in housing as there is a detached, gated property with a garden in Hampstead Garden Suburb but terraced housing in Shadwell (✓) • The percentage of over 65 year olds in Hampstead Garden Suburb (19.0%) is almost five times higher than that of Shadwell at only 3.9% (✓) • There is a significantly greater overcrowding problem in Shadwell as nearly of quarter (24.5%) of the households have an average of more than one person per room when only 0.6% of the households in Hampstead Garden Suburbs have this issue (✓) • Nearly half the residents of Hampstead Garden Suburbs have outright ownsership of housing (48.4) when only 3.6% of Shadwell does (✓) • Hampstead Garden Suburb has 57.8% of households with 2 or more cars or vans, whilst only 3.8% of Shadwell does, showing the difference in affluence (✓) • Shadwell has a population density of 399 which is almost twenty times larger than that of Hampstead Garden Suburb at only 11.9 (✓)	4	4 x 1 mark (✓) for valid difference given with evidence from the resource.

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Question			Answer	Marks	Guidance
		ii	**Level 2 (4–6 marks)** Demonstrates **thorough** interpretation (AO2) of reasons for the differences between the two areas. There is **reasonable** evidence provided from the figure (AO3). This will be shown by including **developed** ideas about the reasons for the inequalities and may develop one reason more than the other. **Level 1 (1–3 marks)** Demonstrates **reasonable** interpretation (AO2) of reasons for the differences between the two areas. There is **basic** evidence provided from the figure (AO3). This will be shown by including **simple** ideas about the reasons for the inequalities and may develop one reason more than the other. **0 marks** No response or no response worthy of credit.	6	**Indicative content** Possible reasons for the differences include: • economic factors e.g. land / property values, proximity to work / cost of transport; employment opportunities • social factors e.g. stage in life cycle; ethnic status; birth rates; access to public services • factors linked to government schemes e.g. urban planning, social housing, urban regeneration • environmental factors such as quality of urban environment including references to air pollution, noise, open space. Information from the figure should be explicitly used as evidence to support the explanation such as residents of Hampstead Garden are wealthier as can be seen by almost half (48.4%) owning their own houses outright and 57.8% owning 2 or more cars compared to under 4% of Shadwell residents for both of these aspects.
	b		**Level 3 (6–8 marks)** Demonstrates **thorough** knowledge and understanding of how structural change can benefit local residents (AO1). There must be **well-developed** explanations of how structural economic change can benefit local residents. **Level 2 (3–5 marks)** Demonstrates **reasonable** knowledge and understanding of how structural change can benefit local residents (AO1). There must be **developed** explanations of how structural economic change can benefit local residents.	8	**Indicative content** Knowledge and understanding of the benefits of structural economic change for local residents, potentially can include: • stimulate the multiplier effect leading to opportunities • population growth could mean more potential customers so businesses meet threshold more easily • higher/greater disposable income • increased local demand e.g. for farm or fish produce • new business investment increases range of retail and service provision

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Question			Answer	Marks	Guidance
			Level 1 (1–2 marks) Demonstrates **basic** knowledge and understanding of how structural change can benefit local residents (AO1). There must be **simple** explanations of how structural economic change can benefit local residents. **0 marks** No response or no response worthy of credit.		• employment opportunities • in-migration brings youthful element • investment in social services e.g. education, health • housing construction and infrastructure development • investment in environmental enhancement.
	c*		**AO1** **Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change at a variety of scales.** **Level 3 (8–10 marks)** Demonstrates **comprehensive** knowledge and understanding of the players who influence the placemaking process and the effect they have on the process. **Level 2 (4–7 marks)** Demonstrates **thorough** knowledge and understanding of the players who influence the placemaking process and the effect they have on the process. **Level 1 (1–3 marks)** Demonstrates **basic** knowledge and understanding of the players who influence the placemaking process and the effect they have on the process. **0 marks** No response or no response worthy of credit.	**18**	**Indicative content** Knowledge and understanding of the roles and importance of players in the placemaking process, with community groups a focus, potentially can include: • community groups e.g. local resident associations, schools, churches, councils and 'friends of' groups • governments, potentially at various scales from local councils to international like the EU • corporate or private companies • environmental organisations. Analysis and evaluation, potentially can include: • their involvement in consultation, planning, design and management. • the most effective and/or sustainable player to meet the place needs, requests and aspirations • evidence of players working in partnership successfully • the importance of cooperation in the placemaking process • the coordination of placemaking • protection or management of an area • the importance of different players in the place making process.

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Question			Answer	Marks	Guidance
			AO2 **Apply knowledge and understanding in different contexts to analyse, interpret and evaluate geographical information and issues.** **Level 3 (6–8 marks)** Demonstrates **comprehensive** analysis and evaluation of the importance of players in the placemaking process. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. **Level 2 (3–5 marks)** Demonstrates **thorough** analysis and evaluation of the importance of players in the placemaking process. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. **Level 1 (1–2 marks)** Demonstrates **basic** analysis and evaluation of the importance of players in the placemaking process. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. **0 marks** No response or no response worthy of credit.		

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Question			Answer	Marks	Guidance
2	a	i	Descriptions of the global pattern of world merchandise exports can include: • The USA, Western Europe and China have the highest percentages of world merchandise by value with over 10% (✓) • The majority of African countries have less than 0.5% share of world merchandise exports by value (✓) • South American countries have a low percentage of world merchandise exports by value, with no country having more than 3% (✓) • Mongolia has a very low share of the world merchandise exports by value compared to the countries surrounding it (✓) • The EU countries have a high share of world merchandise exports by value but some countries in Eastern Europe have a significantly smaller share (✓) • All of the countries with more than 10% of world merchandise exports by value are in the Northern Hemisphere (✓)	4	1 mark (✓) for each general pattern point. More than one descriptive point may be provided for an identified pattern. No credit for just stating individual country trends without context.
		ii	**Level 2 (4–6 marks)** Demonstrates **thorough** interpretation (AO2) of reasons for the global patterns of the world merchandise exports. There is **reasonable** evidence provided from the figure (AO3). This will be shown by including **developed** ideas about the reasons for the patterns and may develop one reason more than the other.	6	**Indicative content** Possible reasons for the differences can include: • composition of exports (goods and services), their type and value • level of productivity • access to global markets and supply chains • international demand for product • access to international transport systems

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Question			Answer	Marks	Guidance
			Level 1 (1–3 marks) Demonstrates **reasonable** interpretation (AO2) of reasons for the global patterns of the world merchandise exports. There is **basic** evidence provided from the figure (AO3). This will be shown by including **simple** ideas about the reasons for the patterns and may develop one reason more than the other. **0 marks** No response or no response worthy of credit.		• global price for the product and service • trade agreement / embargo.
	b		**Level 3 (6–8 marks)** Demonstrates **thorough** knowledge and understanding of how limited access to global markets is an obstacle to the growth and development for LIDCs (AO1). The answer must also include **place-specific** detail for the case study. Amount of relevant place-specific detail determines credit within the level. This will be shown by including **well-developed** explanations about how limited access to global markets is an obstacle to the growth and development for LIDCs. **Level 2 (3–5 marks)** Demonstrates **reasonable** knowledge and understanding of how limited access to global markets is an obstacle to the growth and development for LIDCs (AO1). No place-specific detail to be credited at the **bottom** of the level. This will be shown by including **developed** explanations about about how limited access to global markets is an obstacle to the growth and development for LIDCs.	**8**	**Indicative content** Knowledge and understanding of how having limited access to global markets can be an obstacle to the growth and development for LIDCs, potentially can including how: • GDP remains low which limits funds available for investment (in transport infrastructure, education, health) • manufacturing output of domestic industry is not encouraged / fewer employment opportunities • diversification of industry is not encouraged; high proportion of primary product industries remains • less likely to attract foreign direct investment • reinforces poverty and spatial and socio-economic inequalities.

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Question			Answer	Marks	Guidance
			Level 1 (1–2 marks) Demonstrates **basic** knowledge and understanding of how limited access to global markets is an obstacle to the growth and development for LIDCs (AO1). There is **no** or **inaccurate** place-specific detail. This will be shown by including **simple** explanations about how limited access to global markets is an obstacle to the growth and development for LIDCs. **0 marks** No response or no response worthy of credit.		

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Question			Answer	Marks	Guidance
3	a	i	Descriptions of the pattern of the number of migrants living in the USA by country of origin can include: • Areas which have supplied over 500,000 immigrants to the USA are Western Europe, South and East Asia and Central America (✓) • The borders countries of Canada and Mexico have provided over 500,000 immigrants to the USA (✓) • South America has supplied a significant number of immigrants to the USA with a the majority of the continent having supplied at least 100,000 immigrant to the USA (✓) • The majority of Africa have a comparatively low number of migrants living in the USA, although there are a few anomalous countries such as Nigeria and South Africa (✓) • Central Africa has a smaller number of migrants living in the USA than East Africa, which has some countries with over 100,000 immigrants living in the USA (✓) • Areas with a comparatively low number of migrants living in the USA include Sub-Saharan Africa, North Africa, Australasia and Scandinavia, with countries in these areas having less than 100,000 immigrants living in the USA (✓)	4	1 mark (✓) for each general pattern point. More than one descriptive point may be provided for an identified pattern. No credit for just stating individual country trends without context.

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Question			Answer	Marks	Guidance
		ii	**Level 2 (4–6 marks)** Demonstrates **thorough** interpretation (AO2) of reasons for the global patterns of the number of migrants living in the USA by country of origin. There is **reasonable** evidence provided from the figure (AO3). This will be shown by including **developed** ideas about the reasons for the patterns and may develop one reason more than the other. **Level 1 (1–3 marks)** Demonstrates **reasonable** interpretation (AO2) of reasons for the global patterns of the number of migrants living in the USA by country of origin. There is **basic** evidence provided from the figure (AO3). This will be shown by including **simple** ideas about the reasons for the patterns and may develop one reason more than the other. **0 marks** No response or no response worthy of credit.	6	**Indicative content** Possible reasons for the differences can include: • accessibility and transport connectivity • cost of travel • language can allow for similarities or barriers • established diasporic communities • family reunification • poor countries do not provide many migrants • migrants from countries with growing wealth have greater freedom to choose destination • effects of immigration policies which reflect greater liberalism, labour force needs or refugee resettlements.
	b		**Level 3 (6–8 marks)** Demonstrates **thorough** knowledge and understanding of how emigration from an LIDC can provide opportunities for that country (AO1). The answer must also include **place-specific** detail for the case study. Amount of relevant place-specific detail determines credit within the level. This will be shown by including **well-developed** explanations about how emigration from an LIDC can provide opportunities	8	**Indicative content** Knowledge and understanding of how emigration from an LIDC can provide opportunities for that country, potentially can include: • migrant remittances, important in terms of not only family benefits but also the multiplier effect on development • relieves pressure on resources, including supply of water and food • relieves pressure on supply of services such as education and health

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Question			Answer	Marks	Guidance
			for that country. **Level 2 (3–5 marks)** Demonstrates **reasonable** knowledge and understanding of how emigration from an LIDC can provide opportunities for that country (AO1). No place-specific detail to be credited at the **bottom** of the level. This will be shown by including **developed** explanations about about how emigration from an LIDC can provide opportunities for that country. **Level 1 (1–2 marks)** Demonstrates **basic** knowledge and understanding of how emigration from an LIDC can provide opportunities for that country (AO1). There is **no** or **inaccurate** place-specific detail. This will be shown by including **simple** explanations about how emigration from an LIDC can provide opportunities for that country. **0 marks** No response or no response worthy of credit.		• reduces unemployment • emigrants may return with new skills and new ideas which contribute to the economy • returning migrants may bring influence e.g. new ideals (smaller family size, gender equality, pro-democracy) or business contacts • other economic, social, political or environmental opportunities.

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Question			Answer	Marks	Guidance
4*			**AO1** **Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change at a variety of scales.** **Level 3 (8–10 marks)** Demonstrates **comprehensive** knowledge and understanding of social, and other, factors causing gender inequalities. **Level 2 (4–7 marks)** Demonstrates **thorough** knowledge and understanding of social, and other, factors causing gender inequalities. **Level 1 (1–3 marks)** Demonstrates **basic** knowledge and understanding of social, and other, factors causing gender inequalities. **0 marks** No response or no response worthy of credit. **AO2** **Apply knowledge and understanding in different contexts to analyse, interpret and evaluate geographical information and issues.** **Level 3 (6–8 marks)** Demonstrates **comprehensive** analysis and evaluation of the influence of factors in causing gender inequalities. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.	18	**Indicative content** Knowledge and understanding of factors which cause gender inequalities, with a focus on social factors but considering the influence of other factors, potentially can include: • social factors such as lack of access to education, literacy rates, discrimination in access to health care, rates of maternal mortality, sex-selective abortion, forced marriage, FGM, violence or patriarchy • economic factors such as discrimination in labour or participation, the wages gap, property rights, inheritance or dowry • political influences such as limited political empowerment through lack of participation in councils or government institutions • environmental factors such as air and water pollutants which place women and their unborn children at risk. Analysis and evaluation, potentially can include: • influence of social factors compared to other factors in causing gender inequality • gender inequalities by reference to social norms entrenched in culture • variations in enforcement of laws regarding, for example, age of marriage, property rights, equal inheritance, or abortion • cause and effect links between factors causing gender inequalities • the relative importance of those factors that are selected, but including social factors.

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Question			Answer	Marks	Guidance
			Level 2 (3–5 marks) Demonstrates **thorough** analysis and evaluation of the influence of factors in causing gender inequalities. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. **Level 1 (1–2 marks)** Demonstrates **basic** analysis and evaluation of the influence of factors in causing gender inequalities. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. **0 marks** No response or no response worthy of credit.		

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Question			Indicative content	Marks	Levels of Response
5*			**AO1** **Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change at a variety of scales.** **Level 3 (8–10 marks)** Demonstrates **comprehensive** knowledge and understanding of intervention in areas of conflict and the issues within local communities. **Level 2 (4–7 marks)** Demonstrates **thorough** knowledge and understanding of intervention in areas of conflict and the issues within local communities. **Level 1 (1–3 marks)** Demonstrates **basic** knowledge and understanding of intervention in areas of conflict and the issues within local communities. **0 marks** No response or no response worthy of credit. **AO2** **Apply knowledge and understanding in different contexts to analyse, interpret and evaluate geographical information and issues.** **Level 3 (6–8 marks)** Demonstrates **comprehensive** analysis and evaluation of whether intervention creates problems or solves them in local communities in areas of conflict and how of far this statement is agreed with.	18	**Indicative content** Knowledge and understanding of intervention in areas of conflict and the effect it has on local communities, potentially can include: • military action or humanitarian aid via the work of international institutions • problems for local inhabitants such as internal and external displacement of refugees, food insecurity (e.g. farmers unable to grow crops), access to safe drinking water, damage to housing and infrastructure, access to health care and medicine, escalation of violence and issues of personal security (e.g. ethnically targeted attacks or outbreaks of disease) • problems are alleviated such as protection of civilians (e.g. in UN compounds), providing safe havens for refugees and returnees, training local people for police and military service, supplying medicines, food and clean water, establishing new norms and laws, strengthening rule of law, provision of education opportunities and improving food security. Analysis and evaluation, potentially can include: • consideration of the scale, significance and/or scope of the intervention • some balance as to if the assertion can be supported • short and long term efforts of intervention and the differences between the two • the success of UN peacekeeping forces and other international and national institutions, e.g. NGOs 'in the field', often in partnership at a local community scale

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Question			Indicative content	Marks	Levels of Response
			There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. **Level 2 (3–5 marks)** Demonstrates **thorough** analysis and evaluation of whether intervention creates problems or solves them in local communities in areas of conflict and how of far this statement is agreed with. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. **Level 1 (1–2 marks)** Demonstrates **basic** analysis and evaluation of whether intervention creates problems or solves them in local communities in areas of conflict and how of far this statement is agreed with. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. **0 marks** No response or no response worthy of credit.		• pre-existing problems may be exacerbated by intervention.

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Assessment Objectives (AO) grid

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

This has been considered in the totals indicated below.

Question	AO1	AO2	AO3	Marks
1(a)(i)			4	4
1(a)(ii)		4	2	6
1(b)	8			8
1(c)	10	8		18
2(a)(i)			4	4
2(a)(ii)		4	2	6
2(b)	8			8
3(a)(i)			4	4
3(a)(ii)		4	2	6
3(b)	8			8
4	10	8		18
5	10	8		18
Total	36	24	12	72

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