

GCE

Geography

H481/02: Human interactions

A Level

Mark Scheme for June 2023

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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MARKING INSTRUCTIONS**PREPARATION FOR MARKING**

1. Before the Examiners meeting:
 - examiners familiarise themselves with the QP, RB and Admin Powerpoint.
 - examiners login to RM Assessor3 at <https://ca.assessor.rm.com/> and access 'Familiarisation' and 'Marking'.
2. During the meeting:
 - Assistant Examiners discuss, with their Team Leader, the application of the Mark Scheme in the marking of five Practice Scripts.
 - it is important that the Mark Scheme, Question Paper and Resource Booklet for this unit are read and understood.
3. After the meeting, all Examiners login to RM Assessor3 and mark the **required number** of standardisation scripts.
 - 10 STANDARDISATION SCRIPTS MUST BE MARKED BEFORE EXAMINERS CAN BE APPROVED TO MARK LIVE SCRIPTS.

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 50% and 100% deadlines. If you experience problems, you must contact your Team Leader without delay.
4. If you are in any doubt about applying the Mark Scheme, consult your Team Leader by telephone, email, or via RM Assessor3 messaging system.

5. Work crossed out:
 - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
 - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there.
 - if the candidate has continued an answer there then add SEEN or appropriate annotations to confirm that the work has been seen.
 - if the page is blank add the BP annotation.
7. There is an 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 RM Assessor3 **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments and / or your own notes made at the Examiners meeting 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 RM Assessor3 messaging system.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

10. Annotations

Annotation	Meaning
	Used to denote that points had been seen and noted but mostly where credit was given
	Development of a point
	Evaluation
	Level 1
	Level 2
	Level 3
	Blank page
	Unclear or Indicates material for which there is no credit
	Significant amount of material which doesn't answer the question
	Omission
	Highlighting an issue e.g. irrelevant paragraph. Use in conjunction with another stamp e.g.  or 
	No place-specific detail
	Rubric error placed at start of response not being counted

11. Subject-specific Marking Instructions

INTRODUCTION

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

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

You should ensure that you have copies of these materials.

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

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

USING THE MARK SCHEME

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

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

The Examiners' 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.

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

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

LEVELS OF RESPONSE QUESTIONS:

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

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

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

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

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

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

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

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

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

Question		Answer	Marks	Guidance
1	(a)	<p>Study Fig.1, the TV set for ‘Coronation Street’, a British soap opera based on life in a fictional inner city area. Use one piece of evidence from Fig.1 to explain how this informal representation of place represents an inner city area.</p> <ul style="list-style-type: none"> • Terraced housing (✓); small / high density (DEV); inner city high land value (DEV) low cost / rent (DEV); • Small / no front gardens / limited open space (✓) high land value (DEV); original planning of high density housing for low income families close to work (DEV) • New housing / buildings (✓); regeneration or infill (DEV); older housing in state of disrepair (DEV); development of brownfield site (DEV) possible gentrification (DEV) • Public house / corner shop / newsagent / cafe (✓); serve a local community / meet needs of local resident population with basic services / convenience goods (DEV); corner sites provide access / help meet service thresholds (DEV); use of space in viaduct arches (DEV) • Road / rail viaduct (✓); elevated, saving space or reducing need for demolition of earlier housing (DEV); provides access from suburbs to city centre (DEV); space available in arches for local business (DEV) • Old housing / cobbled street (✓); legacy of original development of housing / streets (DEV); suggests inner city as towns grow outwards over time (DEV) 	<p>3 AO2 x2 AO3 x1</p>	<p>AO2 – 2 marks AO3 – 1 mark</p> <p>1 x 1 (✓) for specific evidence interpreted from the resource.</p> <p>2 x 1 (DEV) for drawing conclusions from the specific resource evidence to explain how the informal representation of a place represents an inner city area.</p>

Question		Answer	Marks	Guidance
1	(b)	<p>Study Fig. 2, which shows rural settlements in Niger, an LIDC, and the Netherlands, an AC. Using evidence from Fig. 2, suggest how social inequalities can affect people's daily lives in different ways.</p> <p>Level 3 (6-8 marks) Application of knowledge and understanding is thorough. Analysis of how social inequalities can affect people's daily lives in different ways is clear, developed and accurate (AO2). Demonstrates thorough investigation of the photographs to fully evidence how social inequalities can affect people's daily lives in different ways. Ideas about the effects of social inequality are good (AO3).</p> <p>Level 2 (3-5 marks) Application of knowledge and understanding is reasonable. Analysis of how social inequalities can affect people's daily lives in different ways is sound and shows some accuracy (AO2). Demonstrates reasonable investigation of the photographs to fully evidence social inequalities can affect people's daily lives in different ways. Ideas about the effects of social inequality are sound (AO3).</p> <p>Level 1 (1-2 marks) Application of knowledge and understanding is basic. Analysis of how social inequalities can affect people's daily lives in different ways is simple and shows limited accuracy (AO2). Demonstrates basic investigation of the photographs</p>	8 AO2 x4 AO3 x4	<p>Indicative content AO2 – 4 marks Application of knowledge and understanding to analyse how social inequalities can affect people's daily lives in different ways could potentially include:</p> <ul style="list-style-type: none"> • inequality in housing <ul style="list-style-type: none"> ○ housing type / size – differences in personal space, related to family size / household structure ○ housing quality – differences in facilities such as sanitation and clean water supply, related to health and life expectancy ○ housing type / quality – indicates inequality in household income, wealth and ability to access services, domestic appliances, security system • inequality in personal mobility / accessibility <ul style="list-style-type: none"> ○ faster and easier access to the wider area for services such as schools, health care, retail, markets in the AC • inequality in way of life of the community / farming type <ul style="list-style-type: none"> ○ subsistence livestock rearing, LIDC / large scale commercial agriculture, AC – contrasts in daily routine and cultural factors such as traditions, food supply • inequality in energy supply <ul style="list-style-type: none"> ○ electricity provision in AC / fuelwood collection LIDC affects cooking, washing, lighting, heating ○ link to digital divide and use of internet, smart phones <p>AO3 - 4 marks Evidence from investigation and interpretation of the photographs could potentially include: A: Niger</p> <ul style="list-style-type: none"> • rudimentary village huts • footpaths / tracks

Question		Answer	Marks	Guidance
		<p>providing limited evidence of how social inequalities can affect people's daily lives in different ways. Ideas about the effects of social inequality are limited, with limited or no link to resource evidence (AO3).</p> <p>0 marks No response worthy of credit.</p>		<ul style="list-style-type: none"> • livestock / stockades • no sign of nearby access to water • dry climate / soil conditions • trees in the landscape / fuelwood potential <p>B: Netherlands</p> <ul style="list-style-type: none"> • large, modern, detached housing • tarmac road • cars / other vehicles • wind powered electricity • large, modern farm buildings • irrigated land
1	(c)	<p>Explain how flows of money and investment into an area can help to shape its place profile over time.</p> <p>Level 3 (5-6 marks) Demonstrates thorough knowledge and understanding of how flows of money and investment into an area can help to shape its place profile over time. This will be shown by including well-developed ideas about the influence of flows of money and investment on place profile.</p> <p>Level 2 (3-4 marks) Demonstrates reasonable knowledge and understanding of how flows of money and investment into an area can help to shape its place profile over time. This will be shown by including developed ideas about the influence of flows of money and investment on place profile.</p> <p>Level 1 (1-2 marks) Demonstrates basic knowledge and understanding of how flows of money and investment into an area can help to shape its place profile over time. There may be simple ideas about the influence of flows of money and investment on place profile.</p>	6 AO1 x6	<p>Indicative content AO1 – 6 marks Knowledge and understanding of how flows of money and investment into an area can help to shape its place profile over time could potentially include:</p> <ul style="list-style-type: none"> • public investment such as government funding at different scales from local council to national and transnational governments; money could shape place profile in its use for housing development, service provision, education, health, transport, infrastructure, improving environmental quality, regeneration, redevelopment, • private investment such as TNCs and other large companies that provide employment opportunities, regular income, social benefits under their corporate social responsibilities; and smaller businesses which can influence local areas, such as the opening of a shop office or factory; and property developers such as house building companies • migrant remittances can be used to improve household economic status, local investment in places in receipt of these benefits <p>These flows can influence demographic, socio-economic and cultural characteristics of an area through migration, employment, improved standard of living and quality of life of populations.</p>

Question		Answer	Marks	Guidance
		0 marks No response worthy of credit.		Exemplification not essential but may be creditworthy where reinforces knowledge and understanding of the influence of flows of money and investment on place profile.
1	(d)*	<p>With reference to <u>one</u> place that has undergone rebranding, assess the role of a range of players involved in the place-making process.</p> <p>AO1 Level 3 (6–8 marks) Demonstrates thorough knowledge and understanding of the role of a range of players involved in the place-making process of one place that has undergone rebranding. The answer should include accurate place-specific detail.</p> <p>Level 2 (3–5 marks) Demonstrates reasonable knowledge and understanding of the role of a range of players involved in the place-making process of one place that has undergone rebranding. The answer should include some place-specific detail which is partially accurate.</p> <p>Level 1 (1–2 marks) Demonstrates basic knowledge and understanding of the role of a range of players involved in the place-making process of one place that has undergone rebranding. There is an attempt to include place-specific detail but it is inaccurate.</p> <p>0 marks No response worthy of credit.</p>	<p>16 AO1 x8 AO2 x8</p>	<p>Indicative content</p> <p>AO1 – 8 marks Knowledge and understanding of the role of a range of players involved in the place-making process of one place that has undergone rebranding could potentially include:</p> <ul style="list-style-type: none"> • Governments at different scales, such as: <ul style="list-style-type: none"> ○ local – housing, services, environment ○ national – regeneration / redevelopment ○ transnational – funding infrastructure projects • Local community groups, such as: <ul style="list-style-type: none"> ○ residents’ associations ○ heritage associations • Commercial enterprises, such as: <ul style="list-style-type: none"> ○ local businesses ○ transnational corporations • Conservation / environmental groups, such as: <ul style="list-style-type: none"> ○ NGOs e.g. National Trust ○ County Wildlife Trusts • Planners: <ul style="list-style-type: none"> ○ rural / urban • Architects: <ul style="list-style-type: none"> ○ design of individual buildings / public spaces • Property developers: <ul style="list-style-type: none"> ○ market-led private investors • Corporate bodies, such as: <ul style="list-style-type: none"> ○ banks, insurance companies, pension funds, development companies

Question	Answer	Marks	Guidance
	<p>AO2</p> <p>Level 3 (6–8 marks) Application of knowledge and understanding is thorough. Analysis is clear, developed and accurate. Evaluation the role of a range of players involved in the place-making process of one place that has undergone rebranding is detailed. Judgements are secure and evidence based leading to rational conclusions.</p> <p>Level 2 (3–5 marks) Application of knowledge and understanding is reasonable. Analysis is sound and shows some accuracy. Evaluation of the role of a range of players involved in the place-making process of one place that has undergone rebranding is sound. Judgements and conclusions are generalised, with limited use of evidence.</p> <p>Level 1 (1–2 marks) Application of knowledge and understanding is basic. Analysis is simple and limited in accuracy. Evaluation of the role of a range of players involved in the place-making process of one place that has undergone rebranding is unsupported and conclusions are simple.</p> <p>0 marks No response worthy of credit.</p> <p>Quality of extended response</p> <p>Level 3 There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p>Level 2 There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p>		<p>AO2 – 8 marks Application of knowledge and understanding to analyse and evaluate the role of a range of players involved in the place-making process of one place that has undergone rebranding could potentially include:</p> <ul style="list-style-type: none"> • the players are likely to have different types of role within the place-making project such as planning, finance, building construction, provision of infrastructure, amenities or environmental enhancement • the roles of the range of players might interact - possibly coordinated within the development plan • the influence / relative importance of each player might be viewed / assessed in terms of the economic, environmental, social / demographic or socio-economic contributions to the place-making • the idea that the roles of the players assume differing importance / influence at different stages of the place-making process • some players might have longer term influence such as creating multiplier effects that attracting further investment and economic activity, and some players might be involved in meeting more immediate shorter term needs such provision of housing and local amenities • the idea that the effectiveness of the rebranding strategies and influence of some players might have been perceived in different ways – positively and negatively; rebranding can be a contested process <p>The case study applied to answer this question could be at any</p>

Question			Answer	Marks	Guidance
			Level 1 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.		appropriate scale.

2	(a)	(i)	<p>Study Fig.3, which shows the relationship between export of commercial services and HDI for selected countries, 2019. Suggest <u>two</u> limitations of Fig. 3 for showing the relationship between international trade and socio-economic development.</p> <ul style="list-style-type: none"> • Shows only one index of international trade (✓); and does not incorporate for example imports of commercial services, trade in capital, or trade (imports / exports) in merchandise (DEV) • Shows only a small selection of countries (25) (✓); a much larger number of countries / greater amount of data would provide a more accurate or reliable picture of the relationship (DEV) • There is a wide scatter of points / large number of anomalies (✓); Fig. 3 does not show the precise strength of the relationship (DEV) • No line of best-fit is provided (✓); this would help to clarify / confirm the direction of the relationship (DEV) • There is no clear relationship shown by this pattern of points (✓); there are a number of countries with a low share of global exports of commercial services, but these same countries display a wide range of HDI values (DEV) • All countries are represented only by a point / diamond shape (✓); there is no indication which specific countries have been included (DEV) • Use of linear scales (✓) which test only for linear correlation (DEV) • Only one year, 2019 (✓) which does not show change over time (DEV) 	4 AO3 x4	<p>AO3 – 4 marks</p> <p>2 x 1 (✓) for identifying appropriate limitations of the scatter graph used in Fig.3 for showing the relationship between international trade and socio-economic development for selected countries, 2019.</p> <p>2 x 1 (DEV) for explaining the limitations, with appropriate reference to Fig.3.</p> <p>.</p>
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2	(a)	(ii)	<p>Explain <u>two</u> factors that might account for the variation in export of commercial services shown in <u>Fig. 3</u>.</p> <p>Level 2 (3-5 marks) Application of knowledge and understanding is thorough. Analysis of factors accounting for the variation in export of commercial services shown in Fig. 3 is sound and shows accuracy.</p> <p>Level 1 (1-2 marks) Application of knowledge and understanding is basic. Analysis of factors accounting for the variation in export of commercial services shown in Fig. 3 is simple and there is limited accuracy.</p> <p>0 marks No response worthy of credit.</p>	5 AO2 x5	<p>Indicative content</p> <p>AO2 – 5 marks</p> <p>Application of knowledge and understanding to analyse factors accounting for the variation in export of commercial services shown in Fig. 3 could potentially include:</p> <ul style="list-style-type: none"> • level of investment in service industries in a country (✓); variation between countries, at different levels of development, in government and / or private investment in commercial services, such as transport, communications, insurance, finance and other government services • skills and education levels of workforce (✓); variation between countries at different levels of development in ability to supply commercial services because of level of training of workforce • economic / employment structure (✓); differences in economic structure of countries, such as LIDCs with lower percentage employment in tertiary activity (services) relative to ACs with economic structure orientated more to service activity • strength and reliability of financial / legal services (✓); ability of countries at different levels of development in ability to supply these services, which are closely linked to their merchandise and capital trade, varies considerably • outsourcing of services (✓); many large companies such as MNCs outsource services to some countries in order to reduce their costs • investment in communications / technology (✓); investment in ICT and transport for example can vary significantly depending on level of development • trade in merchandise and capital (✓); commercial services such as financial and transport services are essential for trade in other products, reflecting variation in this other trade
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<p>2</p>	<p>(b)</p>	<p>With reference to a <u>case study</u>, examine the interdependence between <u>one EDC</u> and its trading partners.</p> <p>Level 3 (6–8 marks) Demonstrates thorough knowledge and understanding of the interdependence between one EDC and its trading partners. This will be shown by including well-developed explanations. The answer should include accurate place-specific detail.</p> <p>Level 2 (3–5 marks) Demonstrates reasonable knowledge and understanding of the interdependence between one EDC and its trading partners. This will be shown by including developed explanations. The answer should include some place-specific detail which is partially accurate.</p> <p>Level 1 (1–2 marks) Demonstrates basic knowledge and understanding of the interdependence between one EDC and its trading partners. This will be shown by including simple explanations. There is an attempt to include place-specific detail but it is inaccurate.</p> <p>0 marks No response worthy of credit.</p>	<p>8 AO1 x8</p>	<p>Indicative content</p> <p>AO1 – 8 marks</p> <p>Knowledge and understanding of the interdependence between one EDC and its trading partners could potentially include:</p> <ul style="list-style-type: none"> • economic dependency / reciprocal trade as a result of specialisation or division of labour in production of goods and / or services • economic links such as bilateral or multinational trade relationships / agreements • political co-operation regarding trade negotiation • political collaboration over issues such as terrorism / security • strengthening of political ties helping to stabilise any conflict for example between neighbouring countries • social links with a diaspora population; sometimes based on former colonial ties where a migrant population contributes to a country’s workforce and in return the country of origin benefits from financial remittances • environmental interdependence where natural ecosystems that straddle political boundaries are managed jointly, for example river catchment management / flood control or pollution concerns <p>Possible case material could be drawn from a country such as India and its trading partners which include China and the UK, for example.</p>
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3	(a)	(i)	<p>Study Fig. 4, which shows the relationship between international migration and HDI for selected countries, 2019. Suggest <u>two</u> limitations of Fig. 4 for showing the relationship between international migration and socio-economic development.</p> <ul style="list-style-type: none"> • Shows only one index of international migration (✓); and does not incorporate for example migrant loss from these countries, net migration or the differing origins of the migrants (DEV) • Shows only a small selection of countries (25) (✓); a much larger number of countries / greater amount of data would provide a more accurate or reliable picture of the relationship (DEV) • There is a wide scatter of points / large number of anomalies (✓); Fig. 4 does not show the precise strength of the relationship (DEV) • No line of best-fit is provided (✓); this would help to clarify / confirm the direction of the relationship (DEV) • There is no clear relationship shown by this pattern of points (✓); there are a number of countries with high HDI values, yet these same countries display a wide range of migrant percentages (DEV) • All countries are represented only by a point / diamond shape (✓); there is no indication which specific countries have been included (DEV) • Use of linear scales (✓) which test only for linear correlation (DEV) • Only one year, 2019 (✓) which does not show change over time (DEV) 	4 AO3 x4	<p>AO3 – 4 marks</p> <p>2 x 1 (✓) for identifying appropriate limitations of the scatter graph used in Fig.4 for showing the relationship between international migration and socio-economic development for selected countries, 2019.</p> <p>2 x 1 (DEV) for explaining the limitations, with appropriate reference to Fig.4.</p>
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3	(a)	(ii)	<p>Explain <u>two</u> factors that might account for the variation in international migration shown in Fig. 4.</p> <p>Level 2 (3-5 marks) Application of knowledge and understanding is thorough. Analysis of factors accounting for the variation in international migration shown in Fig. 4 is sound and shows accuracy.</p> <p>Level 1 (1-2 marks) Application of knowledge and understanding is basic. Analysis of factors accounting for the variation in international migration shown in Fig. 4 is simple and there is limited accuracy.</p> <p>0 marks No response worthy of credit.</p>	5 AO2 x5	<p>Indicative content</p> <p>AO2 – 5 marks</p> <p>Application of knowledge and understanding to analyse factors accounting for the variation in international migration shown in Fig. 4 could potentially include:</p> <ul style="list-style-type: none"> • connections / networks with an established diaspora group in a country (✓); provides security within the host society and helps in preservation of customs, religion and use of language / family reunification • employment opportunities (✓); some countries offer significant employment opportunities, such as in construction in the Middle East, with the prospect of higher wages and the chance to accumulate savings / send financial remittances • real and perceived socio-economic benefits of living in more developed countries, or in another AC (✓); such as opportunities for education, health care, housing, overall better standard of living, family reunification • perception of some countries being more politically stable (✓); this might offer escape from conflict / persecution and possibility of asylum for refugees • immigration policy (✓); political factor used by some countries to address job shortages in certain sectors of the economy • ease of return to country of origin (✓); this may be a factor within trade blocs such as the EU where there is free movement within the Schengen Area • ease of sending financial remittances (✓); money transfer of money using service providers may be easier and more secure from some parts of the world such as more developed countries
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					<ul style="list-style-type: none"> • use of % figures (✓) population size of destination country relative to number of migrants
3	(b)	<p>With reference to a <u>case study</u>, examine the interdependence between <u>one EDC</u> and countries connected to it by migrant flows.</p> <p>Level 3 (6–8 marks) Demonstrates thorough knowledge and understanding of the interdependence between one EDC and countries connected to it by migrant flows. This will be shown by including well-developed explanations. The answer should include accurate place-specific detail.</p> <p>Level 2 (3–5 marks) Demonstrates reasonable knowledge and understanding of the interdependence between one EDC and countries connected to it by migrant flows. This will be shown by including developed explanations. The answer should include some place-specific detail which is partially accurate.</p> <p>Level 1 (1–2 marks) Demonstrates basic knowledge and understanding of the interdependence between one EDC and countries connected to it by migrant flows. This will be shown by including simple explanations. There is an attempt to include place-specific detail but it is inaccurate.</p> <p>0 marks No response worthy of credit.</p>	8 AO1 x8	<p>Indicative content</p> <p>Indicative content AO1 – 8 marks</p> <p>Knowledge and understanding of the interdependence between one EDC and countries connected to it by migrant flows could potentially include:</p> <ul style="list-style-type: none"> • economic linkage where migrant populations contribute to employment shortages in a host country and in return send financial remittances to the country of origin, which can help in the development process • economic co-operation between countries linked by migrant populations, perhaps originating from former colonial ties, where bi-lateral trade negotiations can be developed • political links can prosper, for example helping to develop trade relationships / agreements more easily • political agreements can be negotiated regarding defence and security such as illicit trafficking of people / goods • political collaboration might develop in order to establish humanitarian links providing aid / financial assistance • social networks develop where diaspora groups contribute to many aspects of society in the host country, and social remittances are returned to the country of origin • environmental co-operation over management of ecosystems such as rainforest, or helping indigenous populations, including for example scientific advice and legal frameworks <p>Possible case material could be drawn from a country such as Brazil and the countries it is connected to by migrant flows such as Portugal, USA and Haiti, for example.</p>	

4*	<p>‘National government is the organisation that has the most significant role in global governance of human rights.’ Discuss in the context of <u>one</u> area of conflict.</p> <p>AO1 Level 3 (6–8 marks) Demonstrates thorough knowledge and understanding of the role of national government and other organisations in global governance of human rights. The answer should include accurate place-specific detail.</p> <p>Level 2 (3–5 marks) Demonstrates reasonable knowledge and understanding of the role of national government and other organisations in global governance of human rights. The answer should include some place-specific detail which is partially accurate.</p> <p>Level 1 (1–2 marks) Demonstrates basic knowledge and understanding of the role of national government and other organisations in global governance of human rights. There is an attempt to include place-specific detail but it is inaccurate.</p> <p>0 marks No response worthy of credit.</p> <p>AO2 Level 3 (6–8 marks) Application of knowledge and understanding is thorough. Analysis is clear, developed, convincing and accurate. Evaluation of the role of national government and other organisations in global governance of human rights is detailed and substantiated. Judgements are secure and evidence based leading to rational conclusions.</p>	<p>16 AO1 x8 AO2 x8</p>	<p>Indicative content</p> <p>AO1 – 8 marks Knowledge and understanding of the role of national government and other organisations in global governance of human rights, could potentially include:</p> <p><i>Role of an effective national government includes:</i></p> <ul style="list-style-type: none"> • co-operation with other organisations such as UN, NGOs and regional organisations • developing a strong state apparatus with government departments specifically to address issues such as refugees • protection of its own population in terms of security, gender inequality • signing, ratifying and implementing treaties • creation of appropriate national laws / acts of parliament • ensuring democratic elections <p><i>A non-effective national government might:</i></p> <ul style="list-style-type: none"> • actually perpetrate human rights violations • be obstructive to the global governance work / interventions of UN, NGOs and other organisations • have limited ability to enforce rule of law • lack strength / organisation of state apparatus such as police <p><i>The role of the UN:</i></p> <ul style="list-style-type: none"> • authorise military intervention where thought necessary • organise peace-keeping missions to protect civilians • organise humanitarian aid through various UN agencies such as WHO, UNHCR, UNICEF • co-ordinate input of other organisations such as NGOs • involve the national government in signing treaties <p><i>Role of NGOs:</i></p> <ul style="list-style-type: none"> • work with local communities in the field to provide education, food and water, medical aid, shelter • reinforce norms / human rights including rights of women, children and refugees • monitor / ensure local elections are more democratic
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	<p>Level 2 (3–5 marks) Application of knowledge and understanding is reasonable. Analysis is clear, developed and shows accuracy. Evaluation of the role of national government and other organisations in global governance of human rights is detailed. Judgements are generally secure with some link between rational conclusions and evidence.</p> <p>Level 1 (1–2 marks) Application of knowledge and understanding is basic. Analysis is simple and shows limited accuracy. Evaluation of the role of national government and other organisations in global governance of human rights is un-supported and offers simple conclusions.</p> <p>0 marks No response worthy of credit.</p> <p>Quality of extended response</p> <p>Level 3 There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p>Level 2 There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p> <p>Level 1 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.</p>	<p>AO2 – 8 marks Application of knowledge and understanding to analyse and evaluate the role of national government and other organisations in global governance of human rights, could potentially include:</p> <ul style="list-style-type: none"> • evaluate the strengths and weaknesses of a national government’s ability to promote and protect human rights • an understanding of the ability of the national government to co-operate and work within a co-ordinated framework of a range of organisations from global to local • evaluate role of UN / UN agencies, an NGO and / or other organisations to promote and protect human rights • understand that the national government may be the cause of human rights perpetrations and may have a significantly negative impact on human rights • understand that attitude, approach, strength of the national government may change over time, not least if there has been a military coup <p>Place-specific detail could be drawn from any instances of human rights violation in <i>one</i> area of conflict such as: Mali, South Sudan, Ukraine, Afghanistan, Yemen, DRC</p>
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5*	<p>‘National government is the organisation that has the most significant role in global governance of conflict.’ Discuss in the context of <u>one</u> area of conflict.</p> <p>AO1 Level 3 (6–8 marks) Demonstrates thorough knowledge and understanding of the role of national government and other organisations in global governance of conflict. The answer should include accurate place-specific detail.</p> <p>Level 2 (3–5 marks) Demonstrates reasonable knowledge and understanding of the role of national government and other organisations in global governance of conflict. The answer should include some place-specific detail which is partially accurate.</p> <p>Level 1 (1–2 marks) Demonstrates basic knowledge and understanding of the role of national government and other organisations in global governance of conflict. There is an attempt to include place-specific detail but it is inaccurate.</p> <p>0 marks No response worthy of credit.</p> <p>AO2 Level 3 (6–8 marks) Application of knowledge and understanding is thorough. Analysis is clear, developed, convincing and accurate. Evaluation of the role of national government and other organisations in global governance of conflict is detailed and substantiated. Judgements are secure and evidence based leading to rational conclusions.</p>	<p>16 AO1 x8 AO2 x8</p>	<p>Indicative content</p> <p>AO1 – 8 marks Knowledge and understanding of the role of national government and other organisations in global governance of conflict, could potentially include:</p> <p><i>Role of an effective national government includes:</i></p> <ul style="list-style-type: none"> • co-operation with other organisations such as UN, NGOs and regional organisations • developing a strong state apparatus with government departments specifically to address issues such as IDPs • protection of its own population in terms of security, food supply, health • signing, ratifying and implementing treaties • creation of appropriate national laws / acts of parliament • ensuring democratic elections <p><i>A non-effective national government might:</i></p> <ul style="list-style-type: none"> • actually perpetrate human rights violations • be obstructive to the global governance work / interventions of UN, NGOs and other organisations • have limited ability to enforce rule of law • lack strength / organisation of state apparatus such as police <p><i>The role of the UN:</i></p> <ul style="list-style-type: none"> • authorise military intervention where thought necessary • organise peace-keeping missions to protect civilians • organise humanitarian aid through various UN agencies such as WHO, UNHCR, UNICEF • co-ordinate input of other organisations such as NGOs • involve the national government in signing treaties <p><i>Role of NGOs:</i></p> <ul style="list-style-type: none"> • work with local communities in the field to provide education, food and water, medical aid, shelter • reinforce norms / human rights including rights of women, children and refugees • monitor / ensure local elections are more democratic
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	<p>Level 2 (3–5 marks) Application of knowledge and understanding is reasonable. Analysis is clear, developed and shows accuracy. Evaluation of the role of national government and other organisations in global governance of conflict is detailed. Judgements are generally secure with some link between rational conclusions and evidence.</p> <p>Level 1 (1–2 marks) Application of knowledge and understanding is basic. Analysis is simple and shows limited accuracy. Evaluation of the role of national government and other organisations in global governance of conflict is un-supported and offers simple conclusions.</p> <p>0 marks No response worthy of credit.</p> <p>Quality of extended response</p> <p>Level 3 There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p>Level 2 There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p> <p>Level 1 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.</p>	<p>AO2 – 8 marks Application of knowledge and understanding to analyse and evaluate the role of national government and other organisations in global governance of human rights, could potentially include:</p> <ul style="list-style-type: none"> • evaluate the strengths and weaknesses of a national government’s ability to ensure its sovereign status and / or to protect its territorial integrity • an understanding of the ability of the national government to co-operate and work within a co-ordinated framework of a range of organisations from global to local • evaluate role of UN / UN agencies, an NGO and / or other organisations to protect sovereignty / territorial integrity • understand that the national government may be the cause of threats to sovereignty such as civil unrest / civil war and may have a significantly negative impact on the potential for further conflict • understand that attitude, approach, strength of the national government may change over time, not least if there has been a military coup <p>Place-specific detail could be drawn from any <i>one</i> area of conflict: Threats to sovereignty e.g. Mali or Yemen Ethnic conflict e.g. South Sudan Acts of aggression / threats to territorial integrity e.g. Ukraine National government failing to protect its citizens e.g. South Sudan Civil war /insurgency e.g. Afghanistan</p>
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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
1a		2	1	3
1b		4	4	8
1c	6			6
1d*	8	8		16
Either 2ai			4	4
2aii		5		5
2b	8			8
Or 3ai			4	4
3aii		5		5
3b	8			8
Either 4*	8	8		16
Or 5*	8	8		16
Total	30	27	9	66

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