



**GCE**

**Geography**

**H481/02: Human interactions**

Advanced GCE

**Mark Scheme for June 2019**

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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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## 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

**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.

	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>Quality of extended response</b>
<b>Comprehensive</b>	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.	<p>Knowledge and understanding shown is consistently applied to the context of the question, in order to form a:</p> <p>clear, developed and convincing analysis that is fully accurate.</p> <p>clear, developed and convincing interpretation that is fully accurate.</p> <p>detailed and substantiated evaluation that offers secure judgements leading to rational conclusions that are evidence based.</p>	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.
<b>Thorough</b>	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.	<p>Knowledge and understanding shown is mainly applied to the context of the question, in order to form a:</p> <p>clear and developed analysis that shows accuracy.</p> <p>clear and developed interpretation that shows accuracy.</p> <p>detailed evaluation that offers generally secure judgements, with some link between rational conclusions and evidence.</p>	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.

<b>Reasonable</b>	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.
<b>Basic</b>	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 <b>Fig.1</b>, a photograph to represent Shadwell, an inner city area in east London.</p> <p>Use <b>one</b> piece of evidence from <b>Fig.1</b> to explain why local residents might contest efforts to rebrand their neighbourhood.</p> <ul style="list-style-type: none"> <li>• High density, low cost housing (✓) or luxury apartments for sale (✓); rebranding might bring socio-economic change (DEV); leading to rising property prices and higher rents which local residents could not afford (DEV)</li> <li>• Money transfer advertisements (✓) suggests migrant population sending money 'home' (DEV); rebranding might limit employment opportunities for resident migrant population (DEV)</li> <li>• Small local shops and businesses (✓); rebranding might have an impact on types of shops and services (DEV); residents can feel alienated by change and excluded from new shops, wine bars, restaurants (DEV); loss of community attachment to place (DEV)</li> <li>• Mixed land use / amenities – services, employment, transport, shops (✓); rebranding might construct a different place meaning e.g. a large-scale development (DEV); local residents' priorities might be different e.g. improving the local amenities (DEV).</li> </ul>	<p><b>3</b></p> <p>AO2 x2 AO3 x1</p>	<p><b>AO2 – 2 marks</b> <b>AO3 – 1 mark</b></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 why local residents might contest efforts to rebrand their neighbourhood.</p>
1	(b)	<p>Study <b>Fig. 2</b>, which shows a formal statistical representation of Shadwell from the 2011 Census, and <b>Fig.1</b>.</p> <p>Using evidence from <b>Fig. 1</b> and <b>Fig.2</b>, contrast the formal and informal representations of place.</p> <p><b>Level 3 (6-8 marks)</b> Application of knowledge and understanding is <b>thorough</b>.</p>	<p><b>8</b></p> <p>AO2 x4 AO3 x4</p>	<p><b>Indicative content</b> <b>AO2 – 4 marks</b></p> <p>Application of knowledge and understanding to analyse the contrasts in formal and informal representations of place could potentially include:</p> <ul style="list-style-type: none"> <li>• formal census gives precise, accurate, reliable quantitative data whereas informal photograph gives a general qualitative view of the area</li> </ul>

Question	Answer	Marks	Guidance
	<p>Analysis of the contrasts in formal and informal representations of place is clear, developed and accurate (AO2).</p> <p>Demonstrates <b>thorough</b> investigation of the census data and the photograph to fully evidence the contrasts in formal and informal representations of place. Ideas about contrasts in representation of place are good (AO3).</p> <p><b>Level 2 (3-5 marks)</b> Application of knowledge and understanding is <b>reasonable</b>. Analysis of the contrasts in formal and informal representations of place is sound and accurate (AO2).</p> <p>Demonstrates <b>reasonable</b> investigation of the census data and the photograph to fully evidence the contrasts in formal and informal representations of place. Ideas about contrasts in representation of place are sound (AO3).</p> <p><b>Level 1 (1-2 marks)</b> Application of knowledge and understanding is <b>basic</b>. Analysis of the contrasts in formal and informal representations of place is basic and accurate (AO2).</p> <p>Demonstrates <b>basic</b> investigation of the census data and the photograph providing limited evidence of the contrasts in formal and informal representations of place. Ideas about contrasts in representation of place are limited, with limited or no link to resource evidence (AO3).</p> <p><b>0 marks</b> No response worthy of credit.</p>		<ul style="list-style-type: none"> <li>• census data is for an entire political unit whereas, the photograph is more limited showing just part of the area</li> <li>• chosen area photographed is subjective, influenced by perceptions of photographer whereas census data is objective, carefully planned providing a rational place profile</li> <li>• census provides data which cannot be observed whereas the photograph gives visual impression of the built environment</li> <li>• census provides specific socio-economic data whereas photograph shows broad characteristics of housing types, shops and services</li> <li>• census data is formally collected by law every 10 years whereas photograph informally produced at any time</li> <li>• photograph shows transport services whereas, this is not recorded in this census data</li> </ul> <p><b>AO3 - 4 marks</b> Evidence from investigation and interpretation of the contrasts between the Census and the photograph could potentially include:</p> <p><i>Census</i></p> <ul style="list-style-type: none"> <li>• type of political unit – Lower Layer Super Output Area</li> <li>• specific date – 2011</li> <li>• demographic data - age structure / population density</li> <li>• housing data – overcrowding / tenure</li> <li>• vehicle ownership</li> </ul> <p><i>Photograph</i></p> <ul style="list-style-type: none"> <li>• residential – high-rise flats / older dwellings above shops</li> <li>• small shops – local services</li> <li>• transport – rail (DLR)</li> <li>• various safety measures for pedestrians</li> <li>• overall view / impression of the built environment</li> <li>• advertisements – luxury flats, money transfers</li> </ul>

Question		Answer	Marks	Guidance
1	(c)	<p><b>Explain how people's perception of place can vary according to their age.</b></p> <p><b>Level 3 (5-6 marks)</b> Demonstrates <b>thorough</b> knowledge and understanding of how people's age can influence their perception of place. This will be shown by including <b>well-developed</b> ideas about the links between age and perception of place.</p> <p><b>Level 2 (3-4 marks)</b> Demonstrates <b>reasonable</b> knowledge and understanding of how people's age can influence their perception of place. This will be shown by including <b>developed</b> ideas about the links between age and perception of place.</p> <p><b>Level 1 (1-2 marks)</b> Demonstrates <b>basic</b> knowledge and understanding of how people's age can influence their perception of place. There may be <b>simple</b> ideas about the links between age and perception of place.</p> <p><b>0 marks</b> No response worthy of credit.</p>	6 AO1 x6	<p><b>Indicative content</b></p> <p><b>AO1 – 6 marks</b> Knowledge and understanding of ways in which people's age influences perception of place could potentially include:</p> <ul style="list-style-type: none"> <li>• perceptions about places where people might live as they move through the life cycle – to meet their differing needs. For example, younger people might perceive the inner city as a first place to live independently requiring less space, small or no garden to maintain, access to services and work. Older retired people might prefer the perceived peace and quiet of outer leafy suburbs.</li> <li>• perceptions of a place may change between positive and negative as people age. Young might perceive place amenity values of a recreational place positively; elderly might have a negative perception, for example the value of an urban park or the natural environment in a rural area such as a national park.</li> <li>• perceptions of place may depend on different priorities as people age, such as risk in suburban / urban areas. Children may be concerned about traffic safety, places to play or places to avoid because of fear, whereas older people see suburbs as residential places and neighbourhood communities; the pubs and clubs of town centres may be less attractive to the elderly than young adults.</li> <li>• perceptions of a holiday venue may change over time as people age. For example the positive memory or recall of coastal geographic features such as a sandy beach visited when very young may be viewed differently as a teenager or in retirement.</li> </ul>

Question		Answer	Marks	Guidance
1	(d)*	<p><b>‘The impact of structural economic change on people and place is mainly socio-economic.’ Evaluate this statement in the context of <u>one</u> country or region.</b></p> <p><b>AO1</b>  <b>Level 3 (6–8 marks)</b>            Demonstrates <b>thorough</b> knowledge and understanding of socio-economic and other impacts of structural economic change on people and place. The answer should include <b>accurate place-specific</b> detail.</p> <p><b>Level 2 (3–5 marks)</b>            Demonstrates <b>reasonable</b> knowledge and understanding of socio-economic and other impacts of structural economic change on people and place. The answer should include some <b>place-specific</b> detail which is <b>partially accurate</b>.</p> <p><b>Level 1 (1–2 marks)</b>            Demonstrates <b>basic</b> knowledge and understanding of socio-economic and other impacts of structural economic change on people and place. There is an attempt to include <b>place-specific</b> detail but it is <b>inaccurate</b>.</p> <p><b>0 marks</b> No response worthy of credit.</p> <p><b>AO2</b>  <b>Level 3 (6–8 marks)</b>            Application of knowledge and understanding is <b>thorough</b>. Analysis is clear, developed and accurate. Evaluation of socio-economic and other impacts of structural economic change on people and place is detailed. Judgements are</p>	<p><b>16</b>            AO1 x8            AO2 x8</p>	<p><b>Indicative content</b></p> <p><b>AO1 – 8 marks</b>            Knowledge and understanding of socio-economic and other impacts of structural economic change on people and place could potentially include:</p> <ul style="list-style-type: none"> <li>• socio-economic impacts               <ul style="list-style-type: none"> <li>○ social inequality</li> <li>○ employment structure and opportunities</li> <li>○ housing type and availability</li> <li>○ service provision, including access to health, education, community services</li> <li>○ incomes, unemployment and housing benefit</li> <li>○ infrastructure</li> </ul> </li> <li>• demographic impacts               <ul style="list-style-type: none"> <li>○ total population</li> <li>○ age structure</li> <li>○ ethnic structure</li> <li>○ migration</li> </ul> </li> <li>• cultural impacts               <ul style="list-style-type: none"> <li>○ diversity in types of religions and places of worship</li> <li>○ traditions / festivals</li> </ul> </li> <li>• environmental impacts               <ul style="list-style-type: none"> <li>○ health</li> <li>○ dereliction</li> <li>○ built environment</li> <li>○ pollution of air, land and waterways</li> <li>○ planning responses</li> </ul> </li> </ul> <p><b>AO2 – 8 marks</b>            Application of knowledge and understanding to analyse and</p>

Question	Answer	Marks	Guidance
	<p>secure and evidence based leading to rational conclusions.</p> <p><b>Level 2 (3–5 marks)</b> Application of knowledge and understanding is <b>reasonable</b>. Analysis is sound and shows some accuracy. Evaluation of socio-economic and other impacts of structural economic change on people and place is sound. Judgements and conclusions are generalised, with limited use of evidence.</p> <p><b>Level 1 (1–2 marks)</b> Application of knowledge and understanding is <b>basic</b>. Analysis is simple and limited in accuracy. Evaluation of socio-economic and other impacts of structural economic change on people and place is un-supported and conclusions are simple.</p> <p><b>0 marks</b> No response worthy of credit.</p> <p><b>Quality of extended response</b></p> <p><b>Level 3</b> There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p><b>Level 2</b> 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><b>Level 1</b> 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>evaluate socio-economic and other types of impact of structural economic change could potentially include:</p> <ul style="list-style-type: none"> <li>• significance of the various socio-economic impacts as a result of structural economic change in a country or region</li> <li>• significance of other types of impact as a result of structural economic change in a country or region, such as demographic, cultural and environmental impacts</li> <li>• the idea that all impacts are interrelated and that structural economic change does not have one type of impact but many in combination</li> <li>• the idea that the impacts of structural economic change on a country or region can be positive and / or negative</li> <li>• the idea that a particular country or region may have experienced different impacts at different periods of its history such as during industrialisation, deindustrialisation and regeneration</li> <li>• impacts of structural economic change may vary spatially within the country or region</li> </ul> <p>Place-specific detail should be related to one case study of a country, or a region, such as the Birmingham Metropolitan Region.</p>

## SECTION B – GLOBAL CONNECTIONS

2	(a)	<p>(i) Study <b>Fig. 3</b>, which shows India's exports of commercial services, 2000-2016.</p> <p><b>Suggest one advantage and one disadvantage of the data presentation technique in Fig.3 for showing India's exports of commercial services.</b></p> <p>Advantages:</p> <ul style="list-style-type: none"> <li>the line is effective in showing trends in data over time (✓) overall growth in exports of commercial services is immediately clear as the line rises between 2000 and 2016 (DEV)</li> <li>the gradient of the lines clearly shows variation in rates of change (✓) for example the period of rapid growth between 2009 and 2011 contrasts with the slower rate of growth between 2000 and 2003 (DEV)</li> <li>the line shows exceptions to overall growth / anomalies (✓) for example, fall in exports of commercial services 2008-9 is clearly shown (DEV)</li> <li>the line graph is a simple and familiar presentation technique (✓) with rise and fall of specific export values on the y-axis and time, from left to right, on the x-axis (DEV)</li> </ul> <p>Disadvantages:</p> <ul style="list-style-type: none"> <li>the scale used for exports of commercial services on the y-axis, in millions of US\$, makes it difficult to identify precise figures for each year (✓) for example the distinction between the figures for 2000 and 2001, 15/16/17m US\$ is not clear (DEV)</li> <li>the straight lines joining the dots give the impression of regular change over the course of a year (✓) this</li> </ul>	<p><b>4</b> AO3 x4</p>	<p><b>AO3 – 4 marks</b></p> <p>1 x 1 (✓) for identifying an appropriate advantage of the line graph used in Fig.3 for showing India's exports of commercial services.</p> <p>1 x 1 (DEV) for explaining the advantage.</p> <p>1 x 1 (✓) for identifying an appropriate disadvantage of the line graph used in Fig.3 for showing India's exports of commercial services.</p> <p>1 x 1 (DEV) for explaining the disadvantage.</p>
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			<p>is false; these are annual totals, 2000, 2001 etc which are discrete, not continuous, data (DEV)</p> <ul style="list-style-type: none"> <li>the graph shows only absolute values for India's exports of commercial services (✓) and not percentage change (DEV)</li> <li>the line shows only total exports of commercial services (✓) and not the components such as transport, financial, ICT (DEV)</li> </ul>		
2	(a)	(ii)	<p><b>Give <u>two</u> reasons for the growth of commercial services globally in the 21<sup>st</sup> century.</b></p> <p><b>Level 2 (3-5 marks)</b> Application of knowledge and understanding is <b>thorough</b>. Analysis of reasons that explain growth of commercial services globally in the 21<sup>st</sup> century is sound and shows accuracy.</p> <p><b>Level 1 (1-2 marks)</b> Application of knowledge and understanding is <b>basic</b>. Analysis of reasons that explain growth of commercial services globally in the 21<sup>st</sup> century is simple and there is limited accuracy.</p> <p><b>0 marks</b> No response worthy of credit.</p>	5 AO2 x5	<p><b>AO2 – 5 marks</b> Application of knowledge and understanding to analyse reasons for growth in commercial services globally in the 21<sup>st</sup> century could potentially include:</p> <ul style="list-style-type: none"> <li>rapid economic growth of EDCs e.g. BRICS plus some LIDCs (✓); where growth in commercial services has accompanied growth in merchandise and capital exports; growth in financial, communications, transport and ICT sectors has become essential for trade</li> <li>continued growth of AC economies (✓); increase in number of MNCs which depend on a wide range of commercial services such as financial, legal and ICT services; many large companies now outsourcing services to reduce costs</li> <li>emergence and development of ICT services (✓); linked to geographical spread of internet use; and interconnectivity of global communications, especially in developing countries, EDCs and LIDCs, of south and east Asia</li> <li>growth in travel services (✓) related to new tourist destinations; and to increasing disposable income / wealth of growing middle classes in EDCs.</li> <li>government investment in commercial service sectors (✓); investment in education providing skilled workforce for the tertiary sector; essential for sustained economic development especially in EDCs and LIDCs.</li> </ul>

2	(b)	<p><b>With reference to an AC <u>case study</u>, examine the political factors that explain its advantages for international trade.</b></p> <p><b>Level 3 (6–8 marks)</b> Demonstrates <b>thorough</b> knowledge and understanding of political factors that explain the advantages of an AC for international trade. This will be shown by including <b>well-developed</b> explanations. The answer should include <b>accurate place-specific detail</b>.</p> <p><b>Level 2 (3–5 marks)</b> Demonstrates <b>reasonable</b> knowledge and understanding of political factors that explain the advantages of an AC for international trade. This will be shown by including <b>developed</b> explanations. The answer should include <b>some place-specific detail</b> which is partially accurate.</p> <p><b>Level 1 (1–2 marks)</b> Demonstrates <b>basic</b> knowledge and understanding of political factors that explain the advantages of an AC for international trade. This will be shown by including <b>simple</b> explanations. There is an attempt to include <b>place-specific detail</b> but it is <b>inaccurate</b>.</p> <p><b>0 marks</b> No response worthy of credit.</p>	8 AO1 x8	<p><b>Indicative content</b> <b>AO1 – 8 marks</b></p> <p>Knowledge and understanding of political factors that explain the advantages of an AC for international trade could potentially include:</p> <ul style="list-style-type: none"> <li>• stable, democratic government which has secure international relations with other national governments</li> <li>• government ability to negotiate trade agreements which provide access to a range of global markets</li> <li>• development of strong bi-lateral and / or multi-lateral trade relationships with its trading partners</li> <li>• membership of transnational organisations which promote trade liberalisation such as WTO and trading blocs such as NAFTA or EU</li> <li>• legacy of trade links established in former colonial times</li> <li>• possible imposition of tariffs to protect domestic industry</li> <li>• political decisions to invest in transport and technology which provide advantages for international trade</li> </ul>
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3	(a)	<p>(i) <b>Study Fig. 4, which shows in-migration of Indian-born females to Australia, 2000-2015.</b></p> <p><b>Suggest <u>one</u> advantage and <u>one</u> disadvantage of the data presentation technique in Fig.4 for showing in-migration of Indian-born females to Australia.</b></p> <p>Advantages:</p> <ul style="list-style-type: none"> <li>the line is effective in showing trends in data over time (✓) overall growth in Indian-born female migrants is immediately clear as the line rises from the year 2000 (DEV)</li> <li>the gradient of the lines clearly shows variation in rates of change (✓) for example the period of rapid growth between 2011 and 2013 contrasts with the slower rate of growth between 2000 and 2003 (DEV)</li> <li>the line shows exceptions to overall growth / anomalies (✓) fall in number of Indian-born female migrants is clearly shown, 2009-11 and 2014-15</li> <li>the line graph is a simple and visually familiar presentation technique (✓) with rise and fall of Indian-born female migrants on the y-axis over time, from left to right, on the x-axis (DEV)</li> </ul> <p>Disadvantages:</p> <ul style="list-style-type: none"> <li>the scale used for number of Indian-born female migrants on the y-axis makes it difficult to identify precise figures for each year (✓) for example the distinction between numbers for 2001 and 2002 is not clear (DEV)</li> <li>the straight lines joining the dots give the impression of regular change over the course of a year (✓) this is false; these are annual totals, 2000, 2001 etc which are discrete, not continuous, data (DEV)</li> </ul>	<p><b>4</b> AO3 x4</p>	<p><b>AO3 – 4 marks</b></p> <p>1 x 1 (✓) for identifying an appropriate advantage of the line graph used in Fig.4 for showing in-migration of Indian-born females to Australia.</p> <p>1 x 1 (DEV) for explaining the advantage.</p> <p>1 x 1 (✓) for identifying an appropriate disadvantage of the line graph used in Fig.4 for showing in-migration of Indian-born females to Australia.</p> <p>1 x 1 (DEV) for explaining the disadvantage.</p>
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			<ul style="list-style-type: none"> <li>graph shows only absolute values for number of Indian-born female migrants (✓) and not percentage change (DEV)</li> <li>graph shows only Indian-born female migrants(✓) and not total female migrants which would provide context (DEV)</li> </ul>		
3	(a)	(ii)	<p><b>Give <u>two</u> reasons for the growth in number of female migrants globally in the 21<sup>st</sup> century.</b></p> <p><b>Level 2 (3-5 marks)</b> Application of knowledge and understanding is <b>thorough</b>. Analysis of reasons for growth in number of female migrants globally in the 21<sup>st</sup> century is sound and shows accuracy.</p> <p><b>Level 1 (1-2 marks)</b> Application of knowledge and understanding is <b>basic</b>. Analysis of reasons for growth in number of female migrants globally in the 21<sup>st</sup> century is simple and there is limited accuracy.</p> <p><b>0 marks</b> No response worthy of credit.</p>	5 AO2 x5	<p><b>AO2 – 5 marks</b> Application of knowledge and understanding to analyse reasons for growth in number of female migrants globally in the 21<sup>st</sup> century could potentially include:</p> <ul style="list-style-type: none"> <li>greater independence / freedom of women (✓); less discrimination in the labour market in some countries; women’s rights better respected in some countries such as USA and UK; more applications for student visas</li> <li>family reunification (✓); where women and their children join earlier male migrants after they have become established in the host country, perhaps now with accommodation and possible employment in a family run business</li> <li>improved status of women in some countries (✓); less expectation to stay at home and raise children; increasing importance of women as main income earners; access to employment opportunities</li> <li>improved global governance of migration (✓); through work of international organisations such as UNHCR and IOM; involved in wellbeing of female migrants</li> <li>increase in highly-skilled / graduate female migrants (✓); improved opportunities for female education in some countries; tertiary educated and highly-skilled women fill skills gaps in countries requiring employees in science, engineering and maths</li> <li>increase in number of refugees fleeing conflict (✓) many refugee migrations involve entire families including women and girls</li> </ul>

					<ul style="list-style-type: none"> <li>government policy (✓); emigration policy might positively encourage female participation in overseas employment, this helps to increase benefits for development through migrant remittances for a developing country Pakistan</li> </ul>
3	(b)	<p><b>With reference to an EDC <u>case study</u>, examine the impact of migration on its economic development.</b></p> <p><b>Level 3 (6–8 marks)</b> Demonstrates <b>thorough</b> knowledge and understanding of the impact of migration on the economic development of an EDC. This will be shown by including <b>well-developed</b> explanations. The answer should include <b>accurate place-specific detail</b>.</p> <p><b>Level 2 (3–5 marks)</b> Demonstrates <b>reasonable</b> knowledge and understanding of the impact of migration on the economic development of an EDC. This will be shown by including <b>developed</b> explanations. The answer should include <b>some place-specific detail</b> which is partially accurate.</p> <p><b>Level 1 (1–2 marks)</b> Demonstrates <b>basic</b> knowledge and understanding of the impact of migration on the economic development of an EDC This will be shown by including <b>simple</b> explanations. There is an attempt to include <b>place-specific detail</b> but it is <b>inaccurate</b>.</p> <p><b>0 marks</b> No response worthy of credit.</p>	8 AO1 x8	<p><b>Indicative content</b> <b>AO1 – 8 marks</b></p> <p>Knowledge and understanding of the impact of migration on the economic development of an EDC could potentially include:</p> <ul style="list-style-type: none"> <li>immigration in the past, for example as a result of colonial links, may have increased labour supply and contributed to economic growth and development of agricultural and manufacturing sectors</li> <li>more recent immigration of highly skilled and educated professionals may contribute to entrepreneurship and / or reduce gaps in the labour market</li> <li>emigration which can result in migrant remittances (financial) used by families to improve housing, invest in local business or spend on education contributing to economic development</li> <li>returning migrants may have acquired ideas and business contacts which bring socio-economic benefits to an area</li> <li>'brain drain' may have negative impact on development</li> <li>internal migration, for example from rural to urban areas, can bring opportunities and challenges for development such as: <ul style="list-style-type: none"> <li>slum dwellers living in urban areas, although very poor, may just earn enough to lift their families above levels of absolute poverty</li> <li>the poverty concentrated in many slum areas has become problematic and expensive for urban and national authorities; in many EDCs the inequalities are widened by continual inflow of poor rural migrants</li> </ul> </li> </ul> <p>Possible exemplar EDCs could include Brazil or India.</p>	

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4*		<p><b>‘Global governance of human rights issues is of greater consequence for citizens and places in the short term rather than the longer term.’ Discuss.</b></p> <p><b>AO1</b>  <b>Level 3 (6–8 marks)</b>          Demonstrates <b>thorough</b> knowledge and understanding of short-term and longer-term consequences of global governance of human rights. The answer should include <b>accurate place-specific</b> detail.</p> <p><b>Level 2 (3–5 marks)</b>          Demonstrates <b>reasonable</b> knowledge and understanding of short-term and longer-term consequences of global governance of human rights. The answer should include some <b>place-specific</b> detail which is <b>partially accurate</b>.</p> <p><b>Level 1 (1–2 marks)</b>          Demonstrates <b>basic</b> knowledge and understanding of short-term and longer-term consequences of global governance of human rights. There is an attempt to include <b>place-specific</b> detail but it is <b>inaccurate</b>.</p> <p><b>0 marks</b> No response worthy of credit.</p> <p><b>AO2</b>  <b>Level 3 (6–8 marks)</b>          Application of knowledge and understanding is <b>thorough</b>. Analysis is clear, developed, convincing and accurate. Evaluation of short-term and longer-term consequences of global governance of human rights is detailed and substantiated. Judgements are secure and evidence based leading to rational conclusions.</p>	<p><b>16</b>          AO1 x8          AO2 x8</p>	<p><b>Indicative content</b></p> <p><b>AO1 – 8 marks</b>          Knowledge and understanding of short-term and longer-term consequences of global governance of human rights, could potentially include:</p> <p><i>Short-term consequences (positive and negative)</i></p> <ul style="list-style-type: none"> <li>• protection of civilians in areas of conflict by the actions of various peace-keeping missions</li> <li>• provision of medical assistance / medicines, shelter, sanitation, food and water as humanitarian aid in areas of conflict</li> <li>• negative impacts of military intervention include damage to property and infrastructure, population displacement, civilian casualties, disruption of education and further disrespect for human rights</li> <li>• undermining of the local agricultural economy as a result of dependence on aid</li> <li>• protection of rights of women and children in terms of personal safety in traditionally patriarchal societies through the work of NGOs in local communities and neighbourhoods</li> </ul> <p><i>Longer-term consequences (positive impacts for development)</i></p> <ul style="list-style-type: none"> <li>• improvement in health, life expectancy, including reduction of MMR and IMR through implementation of MDGs and SDGs under the UN Development Programme</li> <li>• education equality, increased enrolment for girls and boys</li> <li>• development of infrastructure, including transport which improves access to services</li> <li>• freedom from abuse of women and children through the longer term work of NGOs in reinforcing accepted norms</li> <li>• creation of anti-discrimination laws, strengthening rule of law and ratification of treaties / conventions by governments</li> </ul>
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	<p><b>Level 2 (3–5 marks)</b>                  Application of knowledge and understanding is <b>reasonable</b>. Analysis is clear, developed and shows accuracy. Evaluation of short-term and longer-term consequences of global governance of human rights is detailed. Judgements are generally secure with some link between rational conclusions and evidence.</p> <p><b>Level 1 (1–2 marks)</b>                  Application of knowledge and understanding is <b>basic</b>. Analysis is simple and shows limited accuracy. Evaluation of short-term and longer-term consequences of global governance of human rights is un-supported and offers simple conclusions.</p> <p><b>0 marks</b> No response worthy of credit.</p> <p><b>Quality of extended response</b></p> <p><b>Level 3</b>                  There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p><b>Level 2</b>                  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><b>Level 1</b>                  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>	<ul style="list-style-type: none"> <li>• ensuring that elections are democratic and that political stability is achieved</li> <li>• skills training and education programmes to ensure local agriculture is more sustainable in the long term</li> </ul> <p><b>AO2 – 8 marks</b>                  Application of knowledge and understanding to analyse and evaluate short-term and longer-term consequences of global governance of human rights, could potentially include:</p> <ul style="list-style-type: none"> <li>• understanding that short-term effects may be positive, and an important prerequisite of longer-term policies, - or negative</li> <li>• understanding that the longer-term effects are intended to contribute to the economic, social and political development of a country, region or local area</li> <li>• relative significance of short-term (immediate relief) effects and longer-term effects (sustainable development)</li> <li>• the effects of global governance might be viewed in a range of contexts e.g. in areas of conflict, or in patriarchal societies where women are denied basic rights, or where a country is not meeting its legal and moral obligations to reduce IMR (possibly indicative of top L3)</li> <li>• links to different global governance strategies and their effects in either the short or the longer term e.g. military intervention, implementation of SDGs, signing of treaties (indicative of L3).</li> </ul> <p>Place-specific detail could be drawn from any instances of human rights violation, such as India, South Sudan, Afghanistan</p>
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5*		<p><b>‘Global governance of sovereignty issues is of greater consequence for citizens and places in the short term rather than the longer term.’ Discuss.</b></p> <p><b>AO1</b>  <b>Level 3 (6–8 marks)</b>          Demonstrates <b>thorough</b> knowledge and understanding of short-term and longer-term consequences of global governance of sovereignty. The answer should include <b>accurate place-specific</b> detail.</p> <p><b>Level 2 (3–5 marks)</b>          Demonstrates <b>reasonable</b> knowledge and understanding of short-term and longer-term consequences of global governance of sovereignty. The answer should include some <b>place-specific</b> detail which is <b>partially accurate</b>.</p> <p><b>Level 1 (1–2 marks)</b>          Demonstrates <b>basic</b> knowledge and understanding of short-term and longer-term consequences of global governance of sovereignty. There is an attempt to include <b>place-specific</b> detail but it is <b>inaccurate</b>.</p> <p><b>0 marks</b> No response worthy of credit.</p> <p><b>AO2</b>  <b>Level 3 (6–8 marks)</b>          Application of knowledge and understanding is <b>thorough</b>. Analysis is clear, developed and convincing and accurate. Evaluation of short-term and longer-term consequences of global governance of sovereignty is detailed and substantiated. Judgements are secure and evidence based leading to rational conclusions.</p>	<p><b>16</b>          AO1 x8          AO2 x8</p>	<p><b>Indicative content</b></p> <p><b>AO1 – 8 marks</b>          Knowledge and understanding of short-term and longer-term consequences of global governance of sovereignty, could potentially include:</p> <p><i>Short-term consequences (positive and negative)</i></p> <ul style="list-style-type: none"> <li>• humanitarian aid, including supply of food, access to clean water, provision of medicines and medical treatment through international agencies such as UNHCR (refugees), UNICEF (children), and WHO (health)</li> <li>• provision of shelter for local citizens and safe havens for IDPs and refugees camps</li> <li>• maintaining peace, protection of civilians and strengthening rule of law by establishing UN peacekeeping missions</li> <li>• protection of human rights and early warning of potential new conflict by NGOs working in local communities</li> <li>• diplomatic, monitoring, and rapid response in urgent humanitarian crises by NATO or OSCE for example</li> <li>• intervention may have the effect of causing further atrocities and injustices</li> </ul> <p><i>Longer-term consequences (opportunities for stability and development)</i></p> <ul style="list-style-type: none"> <li>• training in agricultural practices to ensure food security</li> <li>• education programmes to help reduce risk of further conflict</li> <li>• upholding human rights, reinforcing accepted norms, establishing treaties and laws</li> <li>• changes in political regime, involving building of democratic institutions and supporting fair and democratic elections</li> <li>• improvements in legislative and administrative frameworks</li> <li>• development of education and training of police and military</li> <li>• integration of gender equality in policies and daily practices in the home and workplaces</li> </ul>
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