GCE A LEVEL MARKING SCHEME

SUMMER 2023

A LEVEL
GEOGRAPHY – COMPONENT 2
A110U20-1

INTRODUCTION

This marking scheme was used by WJEC for the 2023 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

GCE A LEVEL GEOGRAPHY

COMPONENT 2: GLOBAL SYSTEMS AND GLOBAL GOVERNANCE

SUMMER 2023 MARK SCHEME

Guidance for Examiners

Positive marking

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, as opposed to adopting an approach of penalising him / her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

The mark scheme for this component includes both point-based mark schemes and banded mark schemes.

Point-based mark schemes

For questions that are objective or points-based the mark scheme should be applied precisely. Marks should be awarded as indicated and no further subdivision should be made. Each creditworthy response should be in red ink. Annotations must reflect the mark awarded for the question. The targeted assessment objective (AO) is also indicated.

Banded mark schemes

For questions with mark bands the mark scheme is in two parts.

The first part is advice on the indicative content that suggests the range of concepts, processes, scales and environments that may be included in the learner's answers. These can be used to assess the quality of the learner's response. This is followed by an assessment grid advising on bands and the associated marks that should be given in responses that demonstrate the qualities needed in the three AOs; AO1, AO2 and AO3, relevant to this component. The targeted AO(s) are also indicated, for example AO2.1c.

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks. Examiners should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied. This is done as a two-stage process.

Banded mark schemes Stage 1 – Deciding on the band

Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. Examiners should look at the descriptor for that band and see if it matches the qualities shown in the learner's answer. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a ‘best fit’ approach should be adopted to decide on the band and then the learner’s response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content.

Examiners should not seek to mark candidates down as a result of small omissions in minor areas of an answer.

Banded mark schemes Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a learner’s response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band. Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

Where the specialised concepts are integral to knowledge and understanding, they are underlined in the indicative content.

The mark scheme reflects the layout of the examination paper. Mark questions 1, 2 and, either 3 or 4 in Section A. Mark questions 5, 6 and, either 7 or 8 in Section B. Mark one question in Section C.

Be prepared to reward answers that give **valid and creditworthy** responses, especially if these do not fully reflect the 'indicative content' of the mark scheme.

Section A: Global Systems – Water and Carbon Cycles

1. (a) (i) Use **Figure 1** to state the water surplus in millimetres for October.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
Award 1 mark for the correct answer.					1		**1**
6							

1. (a) (ii) Use **Figure 1** to identify the month with the greatest water deficit.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
Award 1 mark for the correct answer.					1		**1**
May							

1. (a) (iii) Use **Figure 1** to describe the annual pattern of precipitation (PP).	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
Award the marks as follows:					3		**3**

- 1 mark for an explicit overview of the broad annual/seasonal pattern.
- 1 mark for supporting details – low levels from November to March; rising and falling from early April until end of October.
- 1 mark for sustained use of data to support points e.g. accurately identifies both the maximum of 58 mm and the minimum of 18 mm, or provides the range (40 mm).

For example: Precipitation stays low through the winter but rises from March onwards to a peak of 58mm in June before falling steadily until the start of November [1 mark]. The lowest point is reached in March at 18 mm [1 mark]. Overall, this is a strongly seasonal pattern [1 mark].

1. (a) (iv) Suggest reasons why evaporation and transpiration (ET) exceeds precipitation (PP) for part of the year in **Figure 1**.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
		5					**5**

Indicative content

Likely AO2 applied knowledge and understanding content should focus on the marked differences in times of year when PP and ET are relatively high or low. Credit logical connections established between the water cycle elements shown and other possible elements such as soil and groundwater stores or human use or recharge of water resources.

- Higher evaporation rates in the summer months in the northern hemisphere is caused by increased temperatures and longer hours of sunshine.
- Vegetation growth in forest and grassland biomes means higher rates of transpiration during summer months also.
- Even though precipitation is higher in the summer months, ET is even higher. This indicates that stored water (soil and groundwater) is also evaporating.
- The water surplus which is created in the winter months when PP exceeds ET, and soils are recharged, is drawn on by plants during the summer months.
- There could be evaporation from reservoirs or other water stores created by humans.
- Irrigation could introduce other inputs of water which then evaporate.

Credit any other valid points.

Marking guidance

Near the upper end, answers that score highly will provide increased depth and/or range of explanations using appropriate water cycle terminology and concepts.

Award the marks as follows:

Band	**Marks**	**AO2.1a**
3	**4-5**	Two or more developed reasons why evapotranspiration exceeds precipitation. Applies developed knowledge and understanding of different water cycle elements (inputs, stores and/or processes).
2	**2-3**	One or two partially developed reasons why evapotranspiration exceeds precipitation. Some application of knowledge and understanding of different water cycle elements.
1	**1**	Limited statement of one of two reasons why evapotranspiration exceeds precipitation. Fragmented or no applied knowledge and understanding.
	0	Response not creditworthy or not attempted.

2. (a) Use **Figure 2a** and **Figure 2b** to analyse the relationship between local climate and peatlands distribution in Great Britain.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
					5		**5**

Indicative content

AO3 content includes analysing the data shown in **Figure 2a** and **Figure 2b** which show two linked distributions which can be compared and contrasted.

- Overall, there is a strong relationship between relatively cold and wet conditions and the presence of peatlands.
- Colder and wetter regions where peatland is also present include most of northern Scotland, central and west Wales and parts of northern England, usually in more westerly areas.
- Peatland is not always present in cold and wet areas, however. It is sporadic in areas of northwest England with a colder and wetter climate.
- There are anomalies – small peatlands areas (no more than a few km wide) can be found in parts of eastern England / East Anglia, despite its relatively warm and dry climate.

Marking guidance

Near the upper end, answers that score well will make sustained and specific reference to both Figures. Supporting evidence is used and/or manipulated in aid of the analysis.

Near the lower end, answers will display limited use of the resource with simple comparisons only.

Award the marks as follows:

Band	**Marks**	**AO3**
3	**4-5**	Well-developed analysis of the relationship between the two distributions. Sustained use/manipulation of evidence to support the analysis.
2	**2-3**	Partial analysis of the relationship between the two distributions. Some use of evidence to support the partial analysis.
1	**1**	Limited statement(s) about the distributions. Little or no use of evidence.
	0	Response not creditworthy or not attempted.

2. (b) Explain how peat formation is influenced by physical factors other than climate.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
	5						**5**

Indicative content

Likely AO1 content includes outlining of:

- The role of altitude (which in turn influences local climate).
- The role of geology (impermeable rocks with poor drainage).
- The role of relief (free movement of water on steeper slopes).
- The role of poor drainage (upland and/or lowland sites).
- The accumulation of dead organic matter.
- How peat forming processes operate (anaerobic conditions).

Credit any other valid physical factors which help explain peat formation in local contexts.

Marking guidance

Near the upper end, answers that score well will focus the explanation clearly on physical factors. They will show detailed and accurate understanding of peat forming processes.

Near the lower end, answers will show limited or inaccurate knowledge and understanding of peat formation and the physical factors which influence it.

Award the marks as follows:

Band	**Marks**	**AO1**
3	**4-5**	Developed explanation involving two or more physical factors. Applies developed knowledge and understanding of peat formation processes.
2	**2-3**	Partial explanation involving one or two physical factors. Partial / partially accurate knowledge and understanding of peat formation processes.
1	**1**	Limited statement involving one or two physical factors. Limited or no knowledge and understanding of peat formation processes.
	0	Response not creditworthy or not attempted.

3. ‘The water and carbon that are stored in rocks only play very minor roles in supporting human life.’ Discuss.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
	10			10			**20**

Indicative content

This is not prescriptive and candidates are not expected to cover all points for full marks. Credit other valid points not contained in the indicative content.

AO1
Candidates will provide a description and explanation of relevant water and carbon stores and their human uses. Details of other stores may also be credited. Content could include:

- groundwater stores (2.1.2)
- porosity and permeability of rock types (2.1.3)
- natural recharge of aquifers (2.1.5)
- fossil fuel combustion and carbon sequestration in sediments (2.1.6)
- system concepts including stores, mass balance and feedback (2.1.1 & 2.1.9).

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

- Discussion of the extent to which different people and places depend directly on groundwater and aquifers for vital water supplies.
- Discussion of the extent to which fossil fuels have a vital or minor role in supporting national or local economies and global economic growth.
- Discussion of the extent to which other carbon stores have a more important direct role in supporting some societies, for example biomass.
- Reflection on the role of carbon sequestration in rocks in relation to climate change.
- Reflection on the vital role which all stores play as part of complex systems on which all life ultimately depends.

Near the upper end, answers that score highly will show application of knowledge and understanding by explaining and discussing complex ideas, synthesising information, and coming to rational conclusions which discuss the role of rock/geological stores using varying criteria and perspectives.

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

Near the lower end, responses provide very limited application of knowledge and understanding of physical systems to provide little or no discussion of the statement.

Award the marks as follows:		
	AO1 (10 marks)	**AO2.1c (10 marks)**
Band	*Description and explanation of relevant water and carbon stores and their uses*	*Discussion of the roles (direct and indirect) these stores play supporting human life*
3	**7-10 marks** Demonstrates detailed and accurate knowledge and understanding of all elements of the question. Makes use of appropriate and well-developed examples and may include well-annotated diagram(s).	**7-10 marks** Applies knowledge and understanding of water and carbon cycles in order to thoroughly and coherently discuss the role of water and carbon stored in rocks. Balanced coverage of the main issues leading to substantiated conclusions.
2	**4-6 marks** Demonstrates accurate knowledge and understanding of most elements of the question. Makes some use of examples and may include simple diagram(s).	**4-6 marks** Applies knowledge and understanding to produce a coherent but partial discussion. Applies knowledge and understanding of water and carbon cycles in a partially-balanced way.
1	**1-3 marks** Demonstrates limited knowledge and understanding of some elements of the question. Makes limited or no use of examples and may include a simple diagram.	**1-3 marks** Applies knowledge and understanding to produce a limited discussion. Applies knowledge and understanding of water and carbon cycles in an unbalanced way (one may be absent).
	0 marks Response not creditworthy or not attempted.	**0 marks** Response not creditworthy or not attempted.

4. ‘Land-use changes always affect local water and carbon cycles in highly negative ways.’ Discuss.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
	10			10			**20**

Indicative content

This is not prescriptive and candidates are not expected to cover all points for full marks. Credit other valid points not contained in the indicative content.

AO1
Candidates will provide a description and explanation of land-use changes, and the effects of change on local water and carbon cycles (credit local, regional and national-scale ideas and examples). This may include:

- vegetation and land-use changes affecting catchment hydrology (2.1.2)
- land-use changes and excess run-off generation (2.1.4)
- deforestation and local / biome carbon storage (2.1.7)
- peat extraction, peat restoration and local carbon storage (2.1.7)
- system concepts including stores, mass balance and feedback (2.1.1 & 2.1.9).

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

- Discussion of the severity of hydrological changes resulting from land-use change.
- Discussion of positive influences on system elements, such as afforestation and peat restoration (view these as land use changes)
- Discussion of the timescale and permanence of the chosen system modifications and changes.
- Reflection on the extent to which changes are highly negative, and possible varying perspectives on the costs and benefits of land-use changes.
- Reflection on the way local changes feed into global-scale processes and system changes - which trigger further negative local-scale system changes.

Near the upper end, answers that score highly will show application of knowledge and understanding by discussing complex ideas, synthesising information, and coming to rational conclusions about the effects of land-use changes, perhaps using varying timescales and perspectives.

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

Near the lower end, responses provide very limited application of knowledge and understanding of physical systems to provide little or no discussion of the statement.

Award marks as follows:		
	AO1 (10 marks)	**AO2.1c (10 marks)**
Band	*Description and explanation of land-use changes affecting water and carbon cycles.*	*Discussion of the extent which all changes are highly negative.*
3	**7-10 marks** Demonstrates detailed and accurate knowledge and understanding of all elements of the question. Makes use of appropriate and well-developed examples and may include well-annotated diagram(s).	**7-10 marks** Applies knowledge and understanding of water and carbon cycles to thoroughly and coherently discuss the varied effects of land-use changes. Balanced coverage of the main issues leading to substantiated conclusions.
2	**4-6 marks** Demonstrates accurate knowledge and understanding of most elements of the question. Makes some use of examples and may include simple diagram(s).	**4-6 marks** Applies knowledge and understanding to produce a coherent but partial discussion. Applies knowledge and understanding of water and carbon cycles in a partially-balanced way.
1	**1-3 marks** Demonstrates limited knowledge and understanding of some element of the question. Makes limited or no use of examples and may include a simple diagram.	**1-3 marks** Applies knowledge and understanding to produce a limited discussion. Applies knowledge and understanding of water and carbon cycles in an unbalanced way (one may be absent).
	0 marks Response not creditworthy or not attempted.	**0 marks** Response not creditworthy or not attempted.

Section B: Global Governance – Change and Challenges

5. (a) (i) Use **Figure 3** to state the percentage value of **urban-urban** migration for Egypt.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
Award 1 mark.					1		**1**
44							

5. (a) (ii) Describe variations in the relative importance of **rural-rural** migration for the countries shown in **Figure 3**.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
					4		**4**

Indicative content

Likely AO3 analysis content will include the identification and manipulation of key evidence in order to describe variations in the relative importance of rural-rural migration for the countries shown.

- There are significant differences overall, ranging from over 50% in Eswatini to less than 10% in New Zealand.
- Overall, the more urbanised/developed a country is, the lower the proportion of rural-rural migration.
- For example, countries in the middle of the range (Egypt, Indonesia) have around 15-20% rural-rural migration.
- Egypt’s percentage of rural-rural migration is slightly lower than Indonesia’s, despite Egypt being less urbanised/developed overall.

Marking guidance

Near the upper end, answers that score well will analyse the resource thoroughly, paying attention both to variations in percentage scores and the overall level of urbanisation/development.

Near the lower end, answers will display limited engagement with the data in Figure 6, for example by unselectively listing the percentage values without reference to the level of urbanisation.

Award the marks as follows:

Band	Marks	AO3
3	4	A well-developed analysis of variations in the percentage of rural-rural migration. Wide use of the resource, including urbanisation/development levels.
2	2-3	A partial analysis of variations in the percentage of rural-rural migration. Only partial use of the resource as evidence.
1	1	One or two limited statements about Figure 3. Little or no use of evidence.
	0	Response not creditworthy or not attempted.

5. (a) (iii) Suggest why the relative importance of **rural-urban** migration varies for the countries shown in **Figure 3**.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
		5					**5**

Indicative content

Likely AO2 applied knowledge and understanding content should focus on the economic development or characteristics of different countries. Credit logical connections established between the level of urbanisation and internal migration patterns.

- The relative importance of rural-urban migration is low in countries that are more urbanised and economically developed, where rural-urban migration occurred in the past but has long since passed its peak.
- The relative importance of rural-urban migration may also be lower in countries that have yet to experience widespread urbanisation and where urban pull factors may yet strengthen further.
- The highest rates are in countries where active transition is occurring e.g. emerging economies in Asia and North Africa, where cities are growing rapidly while rural areas are still home to many people.
- Levels of urbanisation may reflect economic development and other processes of change. Modernisation of agriculture and changes in ownership / land grabs can help explain why large numbers of dispossessed people drift toward cities in countries where significant urbanisation has already taken place.

Credit any other valid points and relationships or patterns. Credit material dealing with the absence or presence of generic push and pull factors e.g. “some countries have more TNCs, so there is more of an urban pull”. Answers that only make use of a list of generic push and pull factors (and neglect the spectrum or urbanisation/development shown by the arrows) are unlikely to reach the upper band of 4-5 marks.

Marking guidance

Near the upper end, answers that score highly will provide more complex suggestions which show a deeper understanding of urbanisation processes and changes in the land economy of rural areas.

Near the lower end, answers will show little understanding of migration processes other than the simple binary view that rural-urban migration occurs in poor countries, not rich ones.

Award the marks as follows:

Band	Marks	AO2.1a
3	**4-5**	Well-developed suggestions of two or more reasons why the importance of rural-urban migration varies for countries with different levels of urbanisation. Applies developed knowledge and understanding of push and pull factors.
2	**2-3**	Partial suggestions of one or two reasons why the importance of rural-urban migration varies for different countries (most likely linked with presence or absence of push-pull factors but neglecting levels of urbanisation). Some application of knowledge and understanding of push and pull factors.
1	**1**	One limited suggestion of a reason for rural-urban migration. Fragmented or no applied knowledge and understanding.
	0	Response not creditworthy or not attempted.

6. (a) Use **Figure 4** to analyse the changing size and importance of Asian container ports.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
					5		**5**

Indicative content

AO3 content includes analysing the data shown in **Figure 4**, which shows shipping volumes (in million twenty-foot-long containers) for the top ten hubs in 2005 and 2019. The focus should be the changing size and importance of Asian shipping hubs.

- Overall, the importance of Asia has grown. 6 top-ten hubs were Asian in 2005; in 2019, the figure was 9.
- Asia is now the most important continent by far, having pushed the Middle East and North America out of the table completely.
- The size of the largest hubs has grown too. Shanghai has more than doubled its capacity from 18 to 43 m TEU. Singapore, Shenzhen and Busan have grown too.
- The changes are not all positive. Some ports have declined in size and importance, e.g. Hong Kong. Kaohsiung has disappeared from the list, overtaken by newcomers.
- Busan has grown in size yet declined in importance – due to the relative growth of other hubs.

Marking guidance

Near the upper end, answers that score well will make sustained use of the Figure. Supporting data will be used selectively and/or manipulated in aid of an analysis that is, in part, nuanced or more complex (e.g. includes an analysis of Hong Kong and/or Busan). At the top end, changes are communicated clearly and effectively using comparative language.

Near the lower end, answers will show limited use of the resource with only limited or simple trends described (e.g. makes the simple case that Asian cities are now larger and there are more of them)

Award the marks as follows:

Band	**Marks**	**AO3**
3	**4-5**	Well-developed analysis of the changes in size and importance. Sustained use/manipulation of data to support the analysis.
2	**2-3**	Partial or over-simplified analysis of the changes in size and/or importance. Sustained use of data to support the partial analysis.
1	**1**	Limited statement(s) of change. Little or no use of data from the resource.
	0	Response not creditworthy or not attempted.

6. (b) Outline **two** ways in which shipping movements are regulated by global agreements.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
	5						**5**

Indicative content

Likely AO2 analysis content will include:

- UNCLOS provides provision for the right of innocent passage through territorial waters. This treaty was adopted in 1982.
- Specific UNCLOS rules also help regulate the conduct of shipping while in transit e.g. enforcing rules stating that oil tankers cannot clean their tanks while at sea.
- EEZ rules do not prohibit foreign shipping from moving through territorial waters but do prohibit the extraction of resources by those vessels.
- Controls on shipping routes around oil chokepoints
- Controls on vessels that use heavy fuels entering Antarctica
- EU Common Fisheries Policy imposing quotas and controlling access
- Marine Protected Areas are tightly controlled in terms of access to shipping
- UNESCO control movement of ships within protected zones to protect cultural heritage.

Marking guidance

Credit other valid responses. Band 2 marks can be awarded to answers that focus on aspects of global systems or global governance involving maritime issues or trade. Band 3 answers must be focused on the regulation related to the movement of vessels. Near the upper end, answers may show developed knowledge and understanding of the global governance of shipping, supported with detailed and sustained evidence.

Answers near the lower end may have very little detailed or accurate knowledge and understanding of the global governance of shipping.

Award the marks as follows:

Band	Marks	AO1
3	4-5	Developed outlining of two global agreements/ways of regulating shipping. Sustained focus on shipping movements.
2	2-3	Partial outlining of two global agreements/ways of regulating shipping, or one done well. Partial focus on shipping movements.
1	1	Limited/no outlining of one global agreement/way of regulating shipping. Limited /no focus on shipping movements.
	0	Response not creditworthy or not attempted.

7. Evaluate the severity of different risks created by the growth of international shipping and communications networks. Refer to both ocean governance and migration in your answer.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
	10			10			**20**

Indicative content

This is not prescriptive and candidates are not expected to cover all points for full marks. Credit other valid points not contained in the indicative content.

AO1
Candidates will provide a description and explanation of international shipping and commuications networks, and relevent types of risk. This may include:

- Legal and illegal shipping networks and issues (2.2.6 & 2.2.7)
- Growth of seafloor cable data networks (2.2.7)
- Risks to seafloor cable data networks (2.2.7)
- Different shrinking world technologies and the global flows they help facilitate (2.2.1)
- Links between technology, transport and international migration, and the real or perceived risks/costs/issues of international migration (2.2.3)

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

- Evaluation of the severity/importance of the different chosen risks for global systems.
- Evaluation of the way risks are unevenly distributed between different people and places (e.g. source and destination countries for migration, and the migrants themselves).
- Evaluation of the extent to which some risks can be mitigated
- Reflection on ways in which some risks are partially or fully off-set by benefits, and thus more easily accepted.
- Reflection on the way risks are changing over time as new technology develops.

Near the upper end, answers that score highly will show application of knowledge and understanding by explaining complex ideas, synthesising and evaluating information about the risks created by international shipping and communications networks.

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

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

Award the marks as follows:		
	AO1 (10 marks)	**AO2.1c (10 marks)**
Band	*Description and explanation of risks created by the growth of international shipping and communications networks*	*Evaluation of the severity of the risks created.*
3	**7-10 marks** Demonstrates detailed and accurate knowledge and understanding of all elements of the question. Makes use of appropriate and well-developed examples and may include well-annotated diagram(s).	**7-10 marks** Applies knowledge and understanding of ocean governance and migration to thoroughly and coherently evaluate the severity of different risks. Balanced coverage of the main issues leading to substantiated conclusions.
2	**4-6 marks** Demonstrates accurate knowledge and understanding of most elements of the question. Makes some use of examples and may include simple diagram(s).	**4-6 marks** Applies knowledge and understanding to produce a coherent but partial evaluation of the severity of different risks. Applies knowledge and understanding of migration and ocean governance in a partially-balanced way.
1	**1-3 marks** Demonstrates limited knowledge and understanding of some element of the question. Makes limited or no use of examples and may include a simple diagram.	**1-3 marks** Applies knowledge and understanding to produce a limited evaluation of the severity of different risks. Applies knowledge and understanding of migration and ocean governance in an unbalanced way (one may be absent).
	0 marks Response not creditworthy or not attempted.	**0 marks** Response not creditworthy or not attempted.

8. Evaluate ways in which the UK’s present-day international relationships are influenced by Commonwealth and former colonial links. Refer to both migration and ocean governance in your answer.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
	10			10			**20**

Indicative content

This is not prescriptive and candidates are not expected to cover all points for full marks. Credit other valid points not contained in the indicative content.

AO1
Candidates will provide a description and explanation of the UK’s past role as a colonial power, and relevant present-day international relationships - such as migration flows or membership of international organisations. This may include:

- Former colonial and Commonwealth links between the UK and other countries (2.2.2).
- Economic migration flows and the ‘brain drain’ of skilled workers (2.2.3).
- The UK’s present-day role in global governance (2.2.6).
- The UK’s past role as a maritime colonial power (2.2.6).
- Other factors and global flows which link the UK with different countries (2.2.1 & 2.2.2).

AO2
Candidates demonstrate application of knowledge and understanding through synthesis and evaluation. This may include an evaluation of positive and/or negative views about the chosen relationships, or their relative importance. For example:

- Evaluation of the UK’s present-day level of influence within international and global systems.
- Evaluation of present-day international migration flows rooted in the colonial past, and the benefits the UK has gained from these relationships.
- Evaluation of the UK’s involvement in actions to tackle refugee crises (including countries that were once British colonies).
- Reflection on the overall benefits the UK continues to gain from connections established when it was a major maritime and colonial power.
- Reflection on relevant concepts and issues of power, justice and inequality.

Near the upper end, answers that score highly will show application of knowledge and understanding by explaining complex ideas, synthesising and evaluating information about global systems/flows, and coming to rational conclusions about the impact of the UK’s past role as a colonial power on its present-day international relationships.

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

Near the lower end, responses provide very limited application of knowledge and understanding of global systems/flows to provide little or no evaluation of the statement.

Award the marks as follows:		
	AO1 (10 marks)	**AO2.1c (10 marks)**
Band	*Description and explanation of the UK's maritime/colonial past and its present-day international relationships.*	*Evaluation of different ways in which the colonial past impacts on present-day relationships.*
3	**7-10 marks** Demonstrates detailed and accurate knowledge and understanding of all elements of the question. Makes use of appropriate and well-developed examples and may include well-annotated diagram(s).	**7-10 marks** Applies knowledge and understanding of migration and ocean governance to thoroughly and coherently evaluate the links between past and present. Balanced coverage of the main issues leading to substantiated conclusions.
2	**4-6 marks** Demonstrates accurate knowledge and understanding of most elements of the question. Makes some use of examples and may include simple diagram(s).	**4-6 marks** Applies knowledge and understanding to produce a coherent but partial evaluation of the links between past and present. Applies knowledge and understanding of migration and ocean governance in a partially-balanced way.
1	**1-3 marks** Demonstrates limited knowledge and understanding of some element of the question. Makes limited or no use of examples and may include a simple diagram.	**1-3 marks** Applies knowledge and understanding to produce a limited evaluation of the links between past and present. Applies knowledge and understanding of migration and ocean governance in an unbalanced way (one may be absent).
	0 marks Response not creditworthy or not attempted.	**0 marks** Response not creditworthy or not attempted.

Section C: 21st Century Challenges

9. 'Climate change will soon become the main driver of all international migration.' Discuss.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
	8			12	10		**30**

Within the answer to question 9, candidates should use the resources in Figures 5, 6, 7 and 8 and apply their knowledge and understanding from across the whole specification in order to develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

The indicative content is not prescriptive and candidates are not expected to cover all points for full marks. Credit other valid points not contained in the indicative content.

AO3 may include:

- Analysis and interpretation of possible links between migration and landscape impacts in Figure 5.
- Analysis and interpretation of the different types of push factor shown in Figure 6.
- Analysis and interpretation of Figure 7 and its possible implications for climate change mitigation.
- Analysis and interpretation of Figure 8 and its possible implications for climate change mitigation.
- Synthesis of Figures e.g. ways in which different factors in Figures 6 and 7 might reinforce or amplify one another / create feedback loops which result in even greater numbers of refugees.

AO1 content includes knowledge and understanding of migration drivers shown or implied in Figures 5-8 studied as part of the course, including C1 and C3 options. This may include:

- Additional or developed examples of quaternary clusters and their importance (C1 – changing places)
- Additional or developed examples of coastal or glacial landscape changes affecting people and places (C1 – landscape systems)
- Alternative causes of international migration (C2 – global governance)
- Additional or developed impacts of increasing atmospheric carbon storage e.g. permafrost melting / cryosphere loss (C2 – water and carbon cycles)

AO2 requires candidates demonstrate application of knowledge and understanding through an evaluation of climate change as a driver of migration. Responses may include:

- Evaluation of the extent to which climate change is likely to become the main driver of migration as opposed to voluntary economic migration.
- Evaluation of the size and timing of climate change impacts at varying scales, and the extent to which migration is a likely outcome.
- Evaluation of the likely importance of other drivers of migration over varying timescales.
- Evaluation of the likely level of success of climate change mitigation and net-zero strategies.
- Reflecting critically on whether it is possible to make a clear causal link between climate change and refugee movements given the multiple variables often at play, as Figure 6 has shown.
- Reflecting critically using other specialised geographic concepts such as sustainability and resilience.

The question requires that candidates progress beyond describing climate change as a driver of migration. At the upper end, answers that score highly will show application of knowledge and understanding by critically discussing the different migration drivers and /or mitigation mechanism they have chosen to write about, synthesising information, and coming to rational conclusions which draw across the Specification.

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

Lower end responses provide very limited application of knowledge and understanding of possible impacts/risks to provide little evaluation.

Award the marks as follows:

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

10. ‘We can still stop climate change from causing permanent harm to societies and environments.’ Discuss.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
	8			12	10		**30**

Indicative content

Within the answer to question 9, candidates should use the resources in Figures 5, 6, 7 and 8 and apply their knowledge and understanding from across the whole specification in order to develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

The indicative content is not prescriptive and candidates are not expected to cover all points for full marks. Credit other valid points not contained in the indicative content.

AO3 may include:
- Analysis and interpretation of links between climate change and environmental harm in Figure 5.
- Analysis and interpretation of the role of climate change in Figure 6.
- Analysis and interpretation of Figure 7 and its possible implications for climate change mitigation.
- Analysis and interpretation of Figure 8 and its possible implications for climate change mitigation.
- Synthesis of Figures e.g. ways in which different factors in Figures 6 and 7 might reinforce or amplify one another / create feedback loops which make it more or less likely that harm is prevented.

AO1 content includes knowledge and understanding of climate change impacts and mitigation efforts shown or implied in Figures 5-8 studied as part of the course, including C1 and C3 options. This may include:
- Additional or developed examples of coastal or glacial landscape changes harming people and environments (C1 – landscape systems).
- Additional or developed examples of quaternary clusters and their possible role in climate change mitigation (C1 – changing places).
- Global governance of the global commons and international agreements (C2 – global governance).
- Additional or developed impacts of increasing atmospheric carbon storage e.g. permafrost melting / cryosphere loss (C2 – water and carbon cycles).

AO2 requires candidates demonstrate application of knowledge and understanding through an evaluation of the extent to which permanent harm can be prevented. Responses may include:
- Evaluation of the size and timing of climate change impacts at varying scales, and the severity of the resulting harm.
- Evaluation of the likely importance of other drivers of migration over varying timescales.
- Evaluation of the likely level of success of climate change mitigation and net-zero strategies.
- Evaluation of global inequalities and injustices in terms of which societies suffer harm and which have the capital required to adapt and protect.
- Reflecting critically on whether it is too late to prevent harm from occurring even if net-zero is achieved in the future, due to changes already underway.
- Reflecting critically using other specialised geographic concepts such as feedback and resilience.

The question requires that candidates progress beyond describing examples of climate change impacts and/or mitigation efforts. At the upper end, answers that score highly will show application of knowledge and understanding by critically discussing the complexity of the issues they have chosen to write about, synthesising information, and coming to rational conclusions which draw across the Specification.

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

Lower end responses provide very limited application of knowledge and understanding of possible ways/strategies to provide little evaluation.

Award the marks as follows:

	AO1 [8 marks]	**AO2.1c [12 marks]**	**AO3 [10 marks]**
Band	*Knowledge and understanding of climate change impacts.*	*Evaluation of the extent to which harm to societies and environments can be prevented.*	*Use of Figures 5-8; extended writing skills.*
3	**7-8 marks** Demonstrates detailed and accurate knowledge and understanding of all elements of the question. Makes use of appropriate and well-developed examples and may include well-annotated diagram(s).	**9-12 marks** Applies knowledge and understanding to produce a coherent, thorough and sustained evaluation. Applies knowledge and understanding of Specification themes in a broad and well-balanced way.	**8-10 marks** Well-developed analysis of Figures 5-8 with sustained detailed use of data. Well-constructed, coherent and logical arguments and substantiated conclusions.
2	**4-6 marks** Demonstrates accurate knowledge and understanding of most elements of the question. Makes some use of examples and may include simple diagram(s).	**5-8 marks** Applies knowledge and understanding to produce a coherent but partial evaluation. Applies knowledge and understanding of Specification themes in a narrower and partially-balanced way.	**4-7 marks** Partial analysis of Figures 5-8 with some detailed use of data. Partial arguments and conclusions have been attempted.
1	**1-3 marks** Demonstrates limited knowledge and understanding of some element of the question. Makes limited or no use of examples and may include a simple diagram.	**1-4 marks** Applies knowledge and understanding to produce a limited evaluation. Applies limited knowledge and understanding of Specification themes in an unbalanced way.	**1-3 marks** Limited analysis of Figures 5-8 with some limited use of data. Limited arguments and conclusions, if any.
	0 marks Response not creditworthy or not attempted.	**0 marks** Response not creditworthy or not attempted.	**0 marks** Response not creditworthy or not attempted.