



Oxford Cambridge and RSA

**GCE**

**Geography**

**H481/02: Human interactions**

A Level

**Mark Scheme for June 2022**

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

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

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

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**MARKING INSTRUCTIONS****PREPARATION FOR MARKING**
















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

**MARKING**

1. Mark strictly to the Mark Scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the 50% and 100% deadlines. If you experience problems, you must contact your Team Leader without delay.
4. If you are in any doubt about applying the Mark Scheme, consult your Team Leader by telephone, email, or via RM Assessor3 messaging system.

5. Work crossed out:
- where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
  - if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there.
- if the candidate has continued an answer there then add SEEN or appropriate annotations to confirm that the work has been seen.
  - if the page is blank add the BP annotation.
7. There is an NR (No Response) option. Award NR (No Response)
- if there is nothing written at all in the answer space
  - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
  - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question.
- Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).
8. The RM Assessor3 **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments and / or your own notes made at the Examiners meeting when checking your practice responses. **Do not use the comments box for any other reason.**  
If you have any questions or comments for your Team Leader, use telephone, email or the RM Assessor3 messaging system.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

## 10. Annotations

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

## 11. Subject-specific Marking Instructions

### INTRODUCTION

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

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

You should ensure that you have copies of these materials.

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

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

**USING THE MARK SCHEME**

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

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

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

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

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

**LEVELS OF RESPONSE QUESTIONS:**

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

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

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

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

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

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

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



	<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.	Knowledge and understanding shown is consistently applied to the context of the question, in order to form a:  clear, developed and convincing analysis that is fully accurate.  clear, developed and convincing interpretation that is fully accurate.  detailed and substantiated evaluation that offers secure judgements leading to rational conclusions that are evidence based.	Quantitative, qualitative and/or fieldwork skills are used in a consistently appropriate and effective way and with a high degree of competence and precision.	There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.
<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.	Knowledge and understanding shown is mainly applied to the context of the question, in order to form a:  clear and developed analysis that shows accuracy.  clear and developed interpretation that shows accuracy.  detailed evaluation that offers generally secure judgements, with some link between rational conclusions and evidence.	Quantitative, qualitative and/or fieldwork skills are used in a suitable way and with a good level of competence and precision.	There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
<b>Reasonable</b>	Some sound knowledge	Knowledge and understanding	Quantitative, qualitative	The information has some

	<p>that demonstrates partially developed understanding that is relevant to the demands of the question.</p> <p>Awareness of the meaning of the terms in the question.</p>	<p>shown is partially applied to the context of the question, in order to form a:</p> <p>sound analysis that shows some accuracy.</p> <p>sound interpretation that shows some accuracy.</p> <p>sound evaluation that offers generalised judgements and conclusions, with limited use of evidence.</p>	<p>and/or fieldwork skills are used in a mostly suitable way with a sound level of competence but may lack precision.</p>	<p>relevance and is presented with limited structure. The information is supported by limited evidence.</p>
<b>Basic</b>	<p>Limited knowledge that is relevant to the topic or question with little or no development.</p> <p>Confusion and inability to deconstruct terminology as used in the question.</p>	<p>Knowledge and understanding shows limited application to the context of the question in order to form a:</p> <p>simple analysis that shows limited accuracy.</p> <p>simple interpretation that shows limited accuracy.</p> <p>Un-supported evaluation that offers simple conclusions.</p>	<p>Quantitative, qualitative and/or fieldwork skills are used inappropriately with limited competence and precision.</p>	<p>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.</p>

Question		Answer	Marks	Guidance
1	(a)	<p><b>Study Fig.1, an advertisement for the Lincolnshire Co-op Community Champions scheme.</b>  <b>Use <u>one</u> piece of evidence from Fig.1 to explain how local community groups can shape the place in which they live.</b></p> <ul style="list-style-type: none"> <li>• Clearing litter / recycling plastic (✓); formation of local environmental protection groups (DEV); maintenance of public open spaces such as for cleanliness / safety (DEV); sustainability/education involving young members of community (DEV)</li> <li>• Children's play area (✓) use of social media to encourage public participation / collaboration re amenity provision (DEV); generate support and help lobby decision makers such as planners / local councils (DEV)</li> <li>• Provision of footpaths / lighting (✓); formation of residents' associations (DEV); meet local community needs re environment / housing (DEV)</li> <li>• Jogging group / supporting elderly (✓); creation of local support groups (DEV) engender community activities (DEV); helps shape communal living in the place (DEV)</li> <li>• Co-op Community Champions scheme itself as advertised in the banner (✓) application by local community groups for funding (DEV); role of local councils and other local organisations in supporting community projects / fund raising such as work of heritage associations (DEV)</li> </ul>	<p><b>3</b>  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 how local community groups can shape the place in which they live.</p>
1	(b)	<p><b>Study Fig. 2, which shows OS 1:50 000 map extracts of a dockland area in east London for 1974 and 2016.</b>  <b>Using evidence from Fig. 2, examine the impacts of economic change in the area shown.</b></p> <p><b>Level 3 (6-8 marks)</b></p>	<p><b>8</b>  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 impacts of economic change in the area shown could potentially include:</p> <ul style="list-style-type: none"> <li>• socio-economic <ul style="list-style-type: none"> <li>○ structural economic change, from commercial docks</li> </ul> </li> </ul>

Question	Answer	Marks	Guidance
	<p>Application of knowledge and understanding is <b>thorough</b>. Analysis of the impacts of economic change is clear, developed and accurate (AO2).</p> <p>Demonstrates <b>thorough</b> investigation of the OS map extracts to fully evidence the impacts of economic change in the area shown. Ideas about the impact of economic change are good (AO3).</p> <p><b>Level 2 (3-5 marks)</b> Application of knowledge and understanding is <b>reasonable</b>. Analysis of the impacts of economic change is sound and accurate (AO2).</p> <p>Demonstrates <b>reasonable</b> investigation of the OS map extracts to fully evidence the impacts of economic change in the area shown. Ideas about the impact of economic change are sound (AO3).</p> <p><b>Level 1 (1-2 marks)</b> Application of knowledge and understanding is <b>basic</b>. Analysis of the impacts of economic change is basic and accurate (AO2).</p> <p>Demonstrates <b>basic</b> investigation of the OS map extracts providing limited evidence of the impacts of economic change in the area shown. Ideas about the impact of economic change are limited, with limited or no link to resource evidence (AO3).</p> <p><b>0 marks</b> No response worthy of credit.</p>		<p>to recreation / education. Result of dock closure and regeneration of the area</p> <ul style="list-style-type: none"> <li>○ transport infrastructure, from shipping, road, rail to dual carriageways, urban rapid transit, airport. Flows of people to and from the regenerated area, to work, for recreation</li> <li>○ service provision, sports centre, school, university, frequent rail stops, to meet needs of current resident population</li> <li>○ expansion of built up area, population growth, displacement, housing improvements, increased housing stock</li> <li>○ flagship development / rebranding strategies, attracting investment</li> </ul> <ul style="list-style-type: none"> <li>● environmental <ul style="list-style-type: none"> <li>○ use of docks for recreation, clearance of large dock side buildings / warehouses for alternative use</li> <li>○ creation of open space, footpaths for recreation, sport</li> <li>○ flood control, Thames Barrier</li> </ul> </li> </ul> <p><b>AO3 - 4 marks</b> Evidence from investigation and interpretation of the OS 1:50 000 map extracts could potentially include:</p> <ul style="list-style-type: none"> <li>● large dockside buildings replaced by university 434807, City airport runway</li> <li>● development of A1020, north of Royal Albert Dock</li> <li>● rapid transit rail links as far as Becton</li> <li>● school in Becton</li> <li>● City Farm</li> <li>● leisure centre</li> <li>● London Regatta Centre</li> <li>● Thames Barrier</li> <li>● Terraced housing south of King George and Queen Victoria Docks, redesigned / realigned street pattern</li> <li>● Exhibition Centre</li> </ul>

Question		Answer	Marks	Guidance
1	(c)	<p><b>Explain how cultural characteristics might shape place identity at local scale.</b></p> <p><b>Level 3 (5-6 marks)</b> Demonstrates <b>thorough</b> knowledge and understanding of how cultural characteristics might shape place identity at local scale. This will be shown by including <b>well-developed</b> ideas about the influence of cultural characteristics on place identity.</p> <p><b>Level 2 (3-4 marks)</b> Demonstrates <b>reasonable</b> knowledge and understanding of how cultural characteristics might shape place identity at local scale. This will be shown by including <b>developed</b> ideas about the influence of cultural characteristics on place identity.</p> <p><b>Level 1 (1-2 marks)</b> Demonstrates <b>basic</b> knowledge and understanding of how cultural characteristics might shape place identity at local scale. There may be <b>simple</b> ideas about the influence of cultural characteristics on place identity.</p> <p><b>0 marks</b> No response worthy of credit.</p>	<p><b>6</b> AO1 x6</p>	<p><b>Indicative content</b></p> <p><b>AO1 – 6 marks</b> Knowledge and understanding of how cultural characteristics might shape place identity at local scale could potentially include:</p> <ul style="list-style-type: none"> <li>religious groups – which may be closely related to communities such as Muslim, Hindu, Christian, Jewish, and links to their various religious festivals.</li> <li>ethnic groups – may be geographically concentrated with preservation of language and other cultural elements such as food, clothing, music, - or dispersed</li> <li>architectural styles – built environment may include various places of worship such as mosques, temples, churches, synagogues</li> <li>cultural diversity may be reflected in past connections, including the influence of invading groups such as Roman, Anglo-Saxon such as buildings</li> <li>local traditions, types of clubs and societies might shape the identity of a place such as leisure amenities / sport facilities</li> </ul>

Question		Answer	Marks	Guidance
1	(d)*	<p><b>How far do you agree that education is the main influence on social inequality?</b></p> <p><b>AO1</b>  <b>Level 3 (6–8 marks)</b>            Demonstrates <b>thorough</b> knowledge and understanding of the influence of education and other factors on social inequality. 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 the influence of education and other factors on social inequality. 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 the influence of education and other factors on social inequality. 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 the influence of education and other factors on social inequality is detailed. 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 the influence of education and other factors on social inequality could potentially include:</p> <ul style="list-style-type: none"> <li>• education               <ul style="list-style-type: none"> <li>○ contributes to important indices of social inequality e.g. at global scale, HDI, re adult literacy rate and average number of years spent at school</li> <li>○ differing degree of access to educational opportunity is significant in creating and maintaining social inequalities</li> <li>○ governments invest in education to help raise skill levels and qualifications, improve employment prospects, incomes, access to housing, standard of living and quality of life</li> <li>○ government education programmes designed to improve personal health, often targeted at poorest groups in society</li> <li>○ limited access to education / illiteracy is an integral part of cycle of deprivation</li> <li>○ education can influence ability to improve health, affecting attitudes towards vaccination for example, and have access to health care</li> <li>○ education is key to empowering women and reducing gender inequality e.g. influences female access to labour market and family health / child nutrition</li> </ul> </li> <li>• other factors that contribute to social inequality include:               <ul style="list-style-type: none"> <li>○ income</li> <li>○ gender</li> <li>○ age</li> <li>○ health</li> <li>○ personal mobility</li> </ul> </li> </ul>

Question	Answer	Marks	Guidance
	<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 the influence of education and other factors on social inequality 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 the influence of education and other factors on social inequality 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>		<ul style="list-style-type: none"> <li>○ ethnicity</li> <li>○ housing quality</li> <li>○ access to services</li> </ul> <p><b>AO2 – 8 marks</b> Application of knowledge and understanding to analyse and evaluate the influence of education and other factors on social inequality could potentially include:</p> <ul style="list-style-type: none"> <li>• importance of education relative to other factors influencing social inequality; education has a significant role but is only part of the story</li> <li>• all factors influencing social inequality are interrelated – education, income, housing, health – concept of multiple deprivation</li> <li>• importance of education in reducing social inequalities is demonstrated by UN’s MDGs and SDGs re female enrolment and achieving universal primary education, and by the work of NGOs and MNCs in developing countries</li> <li>• access to education varies at different scales from global to local – within and between countries, between rural and urban areas, within urban areas</li> <li>• access to education is strongly influenced by income: in poor families, children have to contribute to household income with limited prospect of education; wealthy families can purchase a house in the catchment area of a particular school</li> <li>• social inequality can be reduced or reinforced depending on access to education</li> </ul>

## SECTION B – GLOBAL CONNECTIONS

Question	Answer	Marks	Guidance
2*	<p><b>‘The impacts of international trade are always beneficial.’ Assess this statement with reference to a case study of one EDC.</b></p> <p><b>AO1</b>  <b>Level 3 (6–8 marks)</b>            Demonstrates <b>thorough</b> knowledge and understanding of impacts of international trade. 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 impacts of international trade. 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 impacts of international trade. 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>16</b>            AO1 x8            AO2 x8</p>	<p><b>Indicative content</b></p> <p><b>AO1 – 8 marks</b>            Knowledge and understanding of impacts of international trade, could potentially include:</p> <p><i>Beneficial</i></p> <ul style="list-style-type: none"> <li>• generates foreign exchange and foreign investment which can help in reduction of internal inequalities through investment in health, education, transport infrastructure</li> <li>• initiates economic multiplier effect, creating employment opportunities and possible raising of incomes, reduction in poverty</li> <li>• encourages co-operation between countries through bi-lateral, multi-lateral trade agreements, creating benefits of interdependence such as political stability and international peace</li> <li>• encourages spread of democracy and human rights norms initiated by content of trade agreements such non-use of child labour in a supply chain</li> <li>• influx of high skilled migrant labour can be innovative</li> </ul> <p><i>Disadvantageous</i></p> <ul style="list-style-type: none"> <li>• can lead to increase in inequalities, spatial and social, such as port development</li> <li>• possible trade disputes over tariffs</li> <li>• possible corruption at international borders</li> <li>• environmental conflicts such as port / urban expansion</li> <li>• injustices such as land grabbing, use of child labour, effects of free trade</li> </ul>



	<p><b>AO2</b></p> <p><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 impacts of international trade is detailed and substantiated. Judgements are 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 clear, developed and shows accuracy. Evaluation of impacts of international trade 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 impacts of international trade 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>	<p><b>AO2 – 8 marks</b></p> <p>Application of knowledge and understanding to analyse and evaluate impacts of international trade, could potentially include:</p> <ul style="list-style-type: none"> <li>• understanding that impacts could be economic, social, political, environmental</li> <li>• both positive and negative impacts</li> <li>• evaluation of the significance of the benefits and the disadvantages</li> <li>• discussion of the scale of impacts from local to national</li> <li>• understanding that impacts can result from international trade in merchandise, services and capital</li> <li>• shorter- or longer-term impacts</li> <li>• variation from time to time, including possibly a historical perspective</li> </ul>
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Question	Answer	Marks	Guidance
3*	<p><b>'The impacts of international migration are always beneficial.'</b> Assess this statement with reference to a <b>case study of one EDC.</b></p> <p><b>AO1</b>  <b>Level 3 (6–8 marks)</b>            Demonstrates <b>thorough</b> knowledge and understanding of impacts of international migration. 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 impacts of international migration. 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 impacts of international migration. 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>16</b>            AO1 x8            AO2 x8</p>	<p><b>Indicative content</b></p> <p><b>AO1 – 8 marks</b>            Knowledge and understanding of impacts of international migration , could potentially include:</p> <p><i>Beneficial</i></p> <ul style="list-style-type: none"> <li>• migrant remittances – financial, are a source of foreign exchange and can contribute to economic growth and development at local to national scale</li> <li>• migrant remittances – social, contribute ideas, information and values of benefit to the EDC country of origin</li> <li>• immigrant populations often contribute to growth in agricultural and manufacturing sectors taking low skilled jobs</li> <li>• highly skilled professional immigrants contribute to innovation, entrepreneurship, reducing gaps in the labour market</li> <li>• migration can contribute to more stable political relationships with countries with which the EDC has significant bilateral migrant flows or if in a trading bloc where there is free flow of labour</li> </ul> <p><i>Disadvantageous</i></p> <ul style="list-style-type: none"> <li>• economic impacts of loss of young vibrant workforce / 'brain drain' effect</li> <li>• social impacts such as effects of emigration on population structure / birth rate</li> <li>• inequalities develop between those families receiving financial remittances and those who do not</li> <li>• prejudice and discrimination against immigrant / ethnic groups can develop in the labour market and socially, impeding development</li> </ul>

Question	Answer	Marks	Guidance
	<p><b>AO2</b></p> <p><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 impacts of international migration is detailed and substantiated. Judgements are 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 clear, developed and shows accuracy. Evaluation of impacts of international migration 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 impacts of international migration 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>		<p><b>AO2 – 8 marks</b> Application of knowledge and understanding to analyse and evaluate impacts of international migration could potentially include:</p> <ul style="list-style-type: none"> <li>• understanding that impacts could be economic, social, political, environmental</li> <li>• positive and negative impacts</li> <li>• impacts may relate to effects of both immigration and emigration</li> <li>• evaluation of the significance of the benefits and the disadvantages</li> <li>• impacts vary with scale from local to national</li> <li>• international migration is a key factor in the development process</li> <li>• variation from time to time, including possibly a historical perspective</li> <li>• acceptance of political / environmental refugees can have both positive and negative impacts on the EDC economy</li> </ul>

Question		Answer	Marks	Guidance
4	(a)	<p>Study <b>Fig. 3</b>, which shows villagers in Jharkhand, India being addressed by NGO workers about their land rights.</p> <p>Suggest <b>two</b> limitations of the photograph as a source of information about NGO assistance in areas of human rights violation.</p> <ul style="list-style-type: none"> <li>• shows only one group of villagers (✓) but does not indicate the wider geographical scale of the NGO work in terms of number involved (DEV)</li> <li>• the problem of land rights is likely to be more extensive than this one area (✓); the photograph does not indicate if work of this NGO is more widespread possibly covering the entire state or even nationwide (DEV)</li> <li>• shows only one stage of the process i.e. addressing the villagers (✓) does not indicate the degree of success of the NGO in resolving the land rights issue later in the process (DEV)</li> <li>• shows only one role of the NGO i.e. education (✓) does not indicate other roles of the NGO such as practical help in farming the land (DEV)</li> <li>• shows only work with a group of villagers collectively (✓) and not of any work with individuals / families (DEV)</li> <li>• the photograph shows the situation / work / meeting at only one time (✓) and not the frequency of visits and total support given by this NGO (DEV)</li> <li>• only shows the work of one NGO (✓) there may be other NGOs working co-operatively in this area (DEV)</li> </ul>	<p><b>4</b> AO3 x4</p>	<p><b>AO3 – 4 marks</b></p> <p>2 x 1 (✓) for identifying appropriate limitations of the photograph used in Fig.3 for showing NGO assistance in areas of human rights violation.</p> <p>2 x 1 (DEV) for explaining the limitations, with appropriate reference to Fig.3.</p>

Question		Answer	Marks	Guidance
4	(b)	<p><b>Explain how <u>two</u> obstacles for women might limit their access to reproductive health services.</b></p> <p><b>Level 2 (3-5 marks)</b> Application of knowledge and understanding is <b>thorough</b>. Analysis of the obstacles for women that might limit their access to reproductive health services 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 obstacles for women that might limit their access to reproductive health services is simple and there is limited accuracy.</p> <p><b>0 marks</b> No response worthy of credit.</p>	<p><b>5</b> AO2 x5</p>	<p><b>AO2 – 5 marks</b></p> <p>Application of knowledge and understanding to analyse obstacles for women that might limit their access to reproductive health services could potentially include:</p> <ul style="list-style-type: none"> <li>• living in poor communities in LIDCs and EDCs (✓); where women are economically and socially disadvantaged</li> <li>• gender bias in education (✓); limited access to information</li> <li>• lack of empowerment within the family (✓); little control over family size or spacing of pregnancies in patriarchal societies</li> <li>• cultural beliefs (✓) harmful traditional practices such as FGM, breast ironing</li> <li>• prevalence of early marriage / early childbearing (✓); impact on education, employment opportunities, poverty and exclusion</li> <li>• living in rural areas especially in LIDCs / EDCs (✓); distance to hospitals / clinics / cost of transport</li> </ul>

Question		Answer	Marks	Guidance
4	(c)	<p>With reference to <u>one LIDC case study</u>, explain the opportunities for development created by global governance of human rights.</p> <p><b>Level 3 (6–8 marks)</b> Demonstrates <b>thorough</b> knowledge and understanding of opportunities for development created by global governance of human rights. 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 opportunities for development created by global governance of human rights. 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 opportunities for development created by global governance of human rights. 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 opportunities for development created by global governance of human rights could potentially include:</p> <ul style="list-style-type: none"> <li>• a national government working with the UN to achieve MDG / SDG targets such as reform of education policies to increase school enrolment</li> <li>• the work of UN agencies in co-operation with national governments to strengthen national institutions, building a stronger human rights culture such as in provision of primary health care for mothers and children</li> <li>• application of Corporate Social Responsibility of large companies, such as Kenco in Honduras in dealing with issues of gang culture</li> <li>• the work of NGOs addressing human rights issues such as poverty and helping to implement new food security programmes</li> <li>• effective use of foreign aid for example in promoting economic diversification or training citizens in emergency response to natural disasters such as the work of USAID in Honduras</li> </ul>

Question		Answer	Marks	Guidance
5	(a)	<p><b>Study Fig. 4, which shows South Sudanese refugees being registered by NGO workers at the Uganda border. Suggest <u>two</u> limitations of the photograph as a source of information about NGO assistance in areas of conflict.</b></p> <ul style="list-style-type: none"> <li>• shows only one border crossing point (✓) it does not show if the work of this NGO is more widespread possibly at other border crossings (DEV)</li> <li>• shows only point in time of refugee movement (✓) does not indicate variation in numbers of refugees that the NGO has to cope with over time (DEV)</li> <li>• only shows one role of the NGO i.e. registration (✓) does not indicate other roles of the NGO such as health screening (DEV)</li> <li>• only shows the work of one NGO (✓) there may be other NGOs working co-operatively such as those dealing with shelter, food, medicine at this same checkpoint (DEV)</li> <li>• does not show refugees who cross the border at unregistered points (✓) therefore does not indicate the degree of success of NGOs in resolving issues presented by refugees (DEV)</li> <li>• does not indicate the wider geographical scale of NGO work on this issue (✓) the refugee problem is likely to be more extensive than indicated by this one photograph (DEV)</li> </ul>	<p><b>4</b> AO3 x4</p>	<p><b>AO3 – 4 marks</b></p> <p>2 x 1 (✓) for identifying appropriate limitations of the photograph used in Fig.4 for showing NGO assistance in areas of conflict.</p> <p>2 x 1 (DEV) for explaining the limitations, with appropriate reference to Fig.4.</p>

Question		Answer	Marks	Guidance
5	(b)	<p>Explain how <u>two</u> different types of challenge to sovereign states might cause loss of their territorial integrity.</p> <p><b>Level 2 (3-5 marks)</b> Application of knowledge and understanding is <b>thorough</b>. Analysis of different types of challenge to sovereign states that might cause loss of their territorial integrity 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 different types of challenge to sovereign states that might cause loss of their territorial integrity 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></p> <p>Application of knowledge and understanding to analyse different types of challenge to sovereign states that might cause loss of their territorial integrity could potentially include:</p> <ul style="list-style-type: none"> <li>contested territory (✓); where sovereignty of land and people in a particular state is challenged by another state such as Russian annexation of Crimea, Ukraine</li> <li>separatism (✓); where there are claims for secession by national groups such as Basque or Catalan claims for self-determination</li> <li>disputed boundaries (including maritime boundaries) (✓); where rights over natural resources and exploration are contested, such as India / Pakistan disputes over water supply in Kashmir</li> <li>current boundaries which are a legacy of colonialism (✓); where arbitrary political boundaries drawn up in the past have caused ethnic partitioning, such as traditional Tuareg homeland in west central Sahara</li> </ul>



Question		Answer	Marks	Guidance
5	(c)	<p>With reference to <u>one LIDC case study</u>, explain opportunities for development created by global governance of <u>either</u> sovereignty <u>or</u> territorial integrity.</p> <p><b>Level 3 (6–8 marks)</b> Demonstrates <b>thorough</b> knowledge and understanding of opportunities for development created by global governance of either sovereignty or territorial integrity. 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 opportunities for development created by global governance of either sovereignty or territorial integrity. 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 opportunities for development created by global governance of either sovereignty or territorial integrity. 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 opportunities for development created by global governance of either sovereignty or territorial integrity could potentially include:</p> <ul style="list-style-type: none"> <li>• a national government working in co-operation with NGOs to achieve SDGs such as reduction in inequalities, higher school enrolment, health for mothers and children</li> <li>• the work of UN Missions, such as MUNISMA in Mali, to achieve stability by reducing terrorist activity, supporting the government in strengthening state apparatus, ensuring democratic elections, and in the case of Mali, restoring territorial integrity</li> <li>• the work of NGOs which promote and protect human rights, such as World Education Mali, which addresses educational barriers to literacy, or MSF in South Sudan</li> <li>• support of the World Bank for smallholder farmers and fishermen in gaining access to supply chains</li> <li>• fundamental work of the international NGO Water Aid specifically in order to achieve sustainable water supply and sanitation, such as in many urban and rural communities in Mali</li> <li>• the work of other UN agencies such as UNICEF, WHO and UNHCR in improving health for example in South Sudan</li> </ul>

**Assessment Objectives (AO) grid**

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

This has been considered in the totals indicated below.

<b>Question</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>Marks</b>
<b>1a</b>		<b>2</b>	<b>1</b>	<b>3</b>
<b>1b</b>		<b>4</b>	<b>4</b>	<b>8</b>
<b>1c</b>	<b>6</b>			<b>6</b>
<b>1d*</b>	<b>8</b>	<b>8</b>		<b>16</b>
<b>Either 2*</b>	<b>8</b>	<b>8</b>		<b>16</b>
<b>Or 3*</b>	<b>8</b>	<b>8</b>		<b>16</b>
<b>Either 4a</b>			<b>4</b>	<b>4</b>
<b>4b</b>		<b>5</b>		<b>5</b>
<b>4c</b>	<b>8</b>			<b>8</b>
<b>Or 5a</b>			<b>4</b>	<b>4</b>
<b>5b</b>		<b>5</b>		<b>5</b>
<b>5c</b>	<b>8</b>			<b>8</b>
<b>Total</b>	<b>30</b>	<b>27</b>	<b>9</b>	<b>66</b>

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