

# Examiner marked exemplars for Topic 8a Heath, human rights & intervention



## A Level Geography

Pearson Edexcel Level 3 Advanced GCE in Geography (9GE0)

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# A level Geography Topic 8a Exemplars

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## Introduction

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This exemplar booklet includes examiner marked answers and examiner commentaries for A level Geography Paper 2 Question 5, which is assessing Topic 8a Health, human rights and intervention. The answers and examiner commentaries in this guide can be used to show the standards in the A level Geography assessment. This booklet includes marked answers for Question 5 parts a, b and c in the Sample Assessment Materials (SAMs) for Paper 2 and Question 5 part d in Specimen Paper 2 (SAMs 2).

The exam structure

Paper 2 assesses the human geography topics in the A level Geography specification and is split into 3 sections:

**Section A:** Students must answer **both** questions

Question 1: Globalisation

Question 2: Superpowers

**Section B:** Students must answer **either** Question 3 **or** Question 4

Question 3: Regenerating places

Question 4: Diverse places

**Section C:** Students must answer **either** Question 5 **or** Question 6

Question 5: Health, human rights & intervention

Question 6: Migration, identity & sovereignty

The exam duration is 2 hours and 15 minutes. The paper is marked out of 105 marks and is worth 30% of the qualification.

The exam paper will include open response, calculation and resource-linked questions and calculators will be required. The marks per question item increase throughout each question so that each question will culminate with an extended open response question. Questions 1 and 2 will culminate in a 12 mark extended open response question. Questions 3, 4, 5, and 6 will culminate in a 20 mark extended open response question, which may include the use of resources.

Our command words are defined in our specification, please see page 95, and will remain the same for the lifetime of the specification. Questions will only ever use a single command word and command words are used consistently across question types and mark tariffs. Our [AS and A level Geography Getting Started Guide](#) contains more information about the command words and mark tariffs used for different types of questions.

## Question 5 (a) (i) "Plot" 3 marks and (ii) "Draw" 1 mark

### Question

5 Study Figure A below.

| Country                 | Malawi | Nigeria | India | Egypt | Iran | Czech Republic | France | United States | Norway |
|-------------------------|--------|---------|-------|-------|------|----------------|--------|---------------|--------|
| Human Development Index | 0.43   | 0.50    | 0.58  | 0.68  | 0.75 | 0.85           | 0.88   | 0.91          | 0.94   |
| Gini Coefficient        | 0.43   | 0.48    | 0.34  | 0.30  | 0.38 | 0.26           | 0.32   | 0.40          | 0.25   |

Figure A: Table showing the Human Development Index and the Gini Coefficient scores for selected countries.

(a) Using the data from Figure A, complete Figure B by:

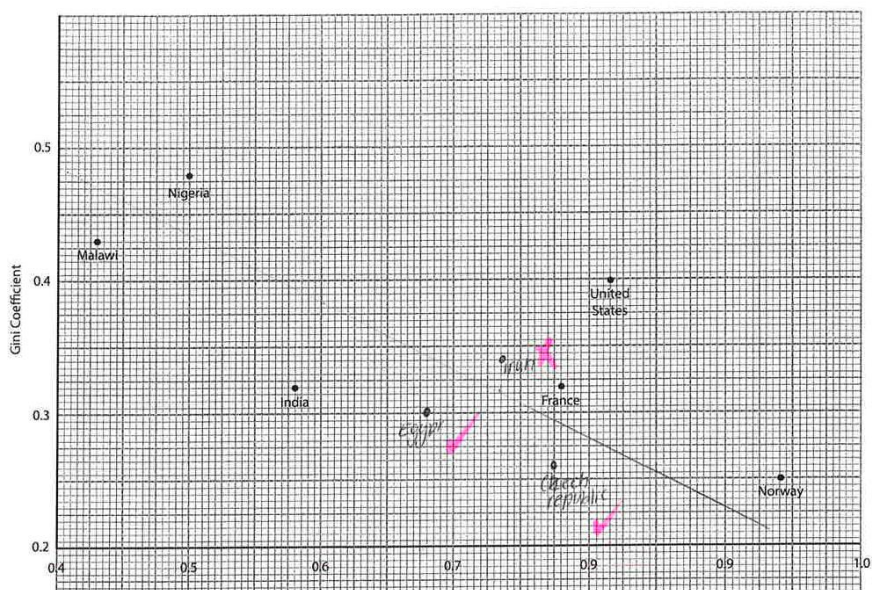
(i) plotting the data for Egypt, Iran and the Czech Republic.

(3)

(ii) drawing a regression (best-fit) line to show the relationship.

(1)

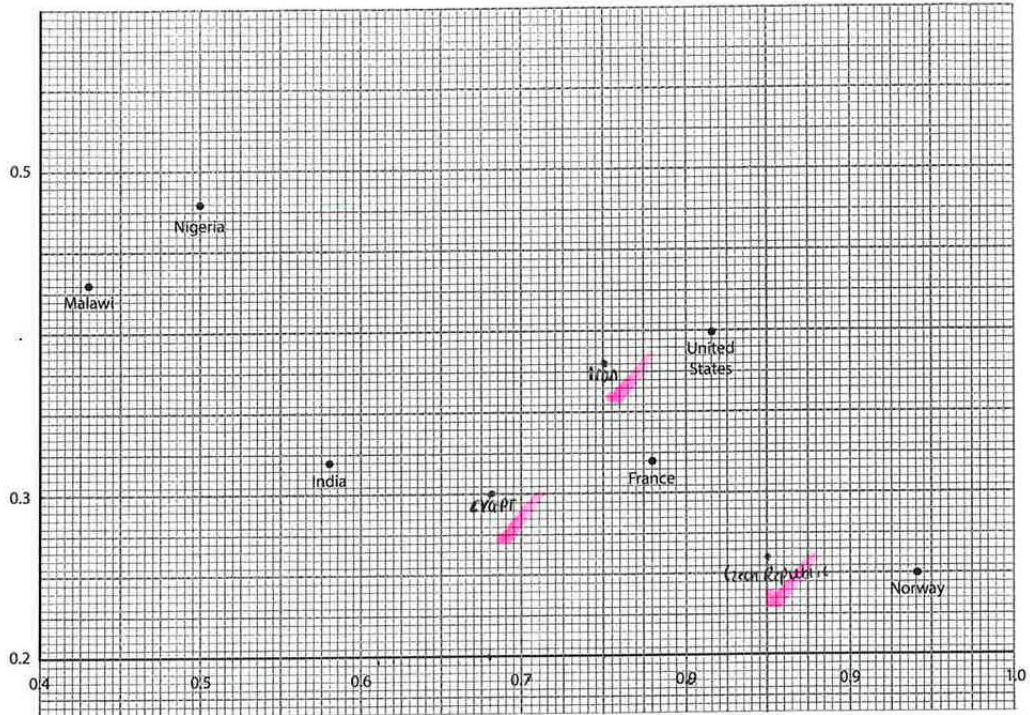
### Exemplar A



**Examiner commentary**

This response scored 3 marks.  
Egypt and Czech Republic are plotted correctly, and the line is plotted within the permitted limits on the MS.

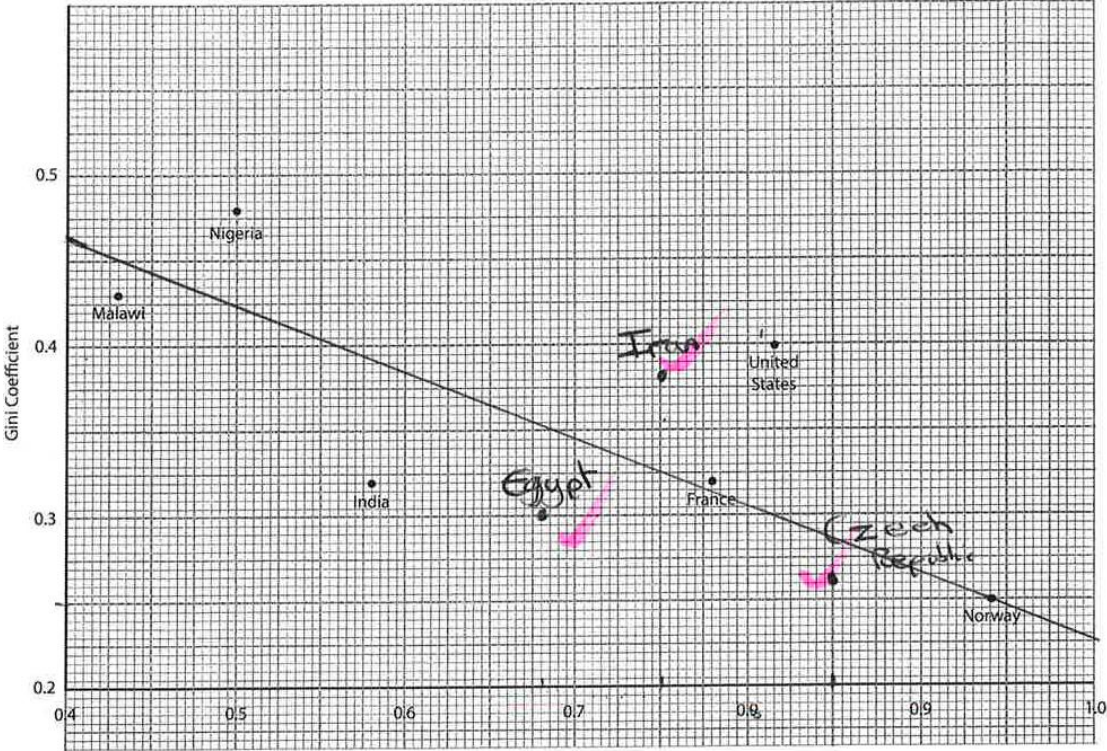
**Exemplar B**



**Examiner commentary**

This response scored 3 marks.  
Data correctly plotted for all three countries, but no line drawn. This then limits the answer to part (b) on page 8.

Exemplar C



Examiner commentary

This response scored 4 marks. All three countries were correctly plotted and the line of best fit was correctly drawn.

## Question 5 (b) "Suggest..." 6 marks

### Question

(b) Suggest reasons for the relationship between Human Development Index and Gini Coefficient scores.

(6)

### Levels based mark scheme

### Indicative content

| Question number | Answer  |
|-----------------|---|
| 5(b)            | <p style="text-align: center;"><b>AO1 (3 marks)/AO2 (3 marks)</b></p> <p><b>Marking instructions</b><br/>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p><b>Indicative content guidance</b><br/>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• the Human Development Index (HDI) includes a measurement of levels of education which generally decreases levels of inequality</li> <li>• more developed societies may have a greater regard for the disadvantaged so have fiscal policies to reduce the gap between rich and poor hence lower Gini scores</li> <li>• countries with low HDI scores are often dominated by primary sector employment (e.g. agriculture) associated with high levels of poverty but also wealthy urban elites hence they have high Gini scores</li> </ul> <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>• the relationship is based on limited data, which has a relatively weak negative correlation, suggesting that there is not a clear relationship between HDI and the Gini Coefficient scores</li> <li>• it is also possible that causation is confused – as some have argued perhaps lower Gini coefficients cause higher HDI so becoming the independent variable</li> <li>• by no means all high HDI countries have low Gini Coefficients (see USA) reflecting changes in tax policy and welfare payments</li> <li>• inequalities have risen in recent years in many countries, including the USA and the UK, suggesting that higher human development does not lead to a reduction in the Gini coefficient given that HDI scores have risen in both countries</li> </ul> |

## A level Geography Topic 8a Exemplars

### Mark scheme

| Level   | Mark | Descriptor  |
|---------|------|---|
|         | 0    | No rewardable material.   |
| Level 1 | 1–2  | <ul style="list-style-type: none"><li>• Demonstrates isolated or generic elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1)</li><li>• Applies knowledge and understanding to geographical information inconsistently. Connections/relationships between stimulus material and the question may be irrelevant. (AO2)</li></ul> |
| Level 2 | 3–4  | <ul style="list-style-type: none"><li>• Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1)</li><li>• Applies knowledge and understanding to geographical information to find some relevant connections/relationships between stimulus material and the question. (AO2)</li></ul>                                |
| Level 3 | 5–6  | <ul style="list-style-type: none"><li>• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)</li><li>• Applies knowledge and understanding to geographical information logically to find fully relevant connections/relationships between stimulus material and the question. (AO2)</li></ul>  |

### Exemplar A

*The human development index looks at literacy rates, birth rates and death rates in relationship to a particular country. The Gini Coefficient allows us to see if there is any correlation and if the data is mathematically correct. It can show if the country is in need of change and whether this is for economic or social reasons.*

### Examiner commentary

0 marks scored.

There are errors on both definitions here. HDI combines data on life expectancy, literacy rates and GDP per capita. Gini coefficient measures distribution of income, indicating inequality levels in a country.

There is no clear indication of the nature of the relationship between the two data sets, and no reasons given.

A good place to start would have been to look at the countries at the extremes on the graph and to consider the pattern shown and then to try to consider why this might occur.

It is good practice to keep adding new terms and definitions to a list to build up a confidence with all these new concepts. A game on "key terms" bingo or a crossword can help make this more interesting.



## Exemplar B

*The human development index takes into account life expectancy, gross domestic product and literacy rate in order to rank a country. Gini coefficient scores represent the rank of a country's inequality.*

### Examiner commentary

Level 1, 1 mark scored.

The definitions given here are close enough to score a mark for demonstrating "isolated elements of geographical knowledge and understanding" but this is not applied to answer the question. There is no description of the relationship or reason given for it. If the best-fit line had been added to the graph (please see Question 5 (a) (ii) Exemplar B), perhaps the candidate would have been prompted to do this.

## Exemplar C

*The negative relationship and correlation between HDI and Gini Coefficient scores is linked to the level of economic development in the countries. More developed countries (e.g. Norway and Czech Republic) have higher levels of HDI because both governments and individuals can afford to invest in their health and education systems, which helps to reduce levels of inequality (shown in low Gini scores). In poor countries like Malawi, most people are subsistence farmers and levels of literacy and quality of drinking water are low, so children have little chance to escape the poverty of their parents (high Gini, low HDI). Nevertheless, some educated people from the middle and upper classes such as doctors and politicians are wealthy therefore inequalities are high.*

*However there are some anomalies, like in the USA which has high HDI but still has relatively high Gini score (0.4). This is probably because of the effects of deindustrialisation in the Rust Belt leading to unemployment and low incomes. Others earn high salaries in quaternary (information providing, high skilled ICT jobs) and quinary sector (those who are the decision makers and leader at the top of a business or research centre).*

## A level Geography Topic 8a Exemplars

### Examiner commentary

Level 3, 5 marks scored.

The answer demonstrates accurate and relevant geographical knowledge and understanding throughout with consideration of the general pattern and one anomaly. There is a range of ideas but these are not detailed or fully developed. One way to achieve this would be an explained example, for instance: "Profits from successful TNCs like Apple tend to go into the hands of relatively few shareholders in the USA, so the Gini inequality index would be widened. The rich tend to get richer, whilst the poor struggle on minimum wages or unemployment benefits."

## Question 5 (c) "Explain..." 8 marks

### Question

(c) Explain why levels of life expectancy vary both in and between countries.

(8)

### Levels based mark scheme

### Indicative content

| Question number | Answer   |
|-----------------|--|
| 5(c)            | <p style="text-align: center;"><b>AO1 (8 marks)</b></p> <p><b>Marking instructions</b><br/>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p><b>Indicative content guidance</b><br/>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• there is a strong relationship between life expectancy and GDP per capita both between and within countries</li> <li>• there are, however, significant exceptions at both national and international level, reflecting significant variations in the provision of basic services and diet</li> <li>• life expectancy is largely driven by infant mortality rates in the developing world</li> <li>• infant mortality rates tend to be high in remote(r) rural areas in the developing world where maternal health care is underfunded and clean water unavailable</li> <li>• there are significant urban/rural contrasts in the developed world but particular 'black spots' tend to be deindustrialised cities (e.g. Glasgow, Detroit)</li> <li>• there are significant ethnic variations that are driven by poverty (African-American mortality rates)</li> <li>• health care and insurance levels are highly developed in most states with high life expectancies</li> <li>• lifestyle issues are significant in driving down life expectancies in some places (Russia, southern United States)</li> <li>• war, civil unrest and the breakdown of basic services impacts negatively on life expectancies in some global regions, e.g. the Middle East.</li> </ul> |

## A level Geography Topic 8a Exemplars

### Mark scheme

| Level   | Mark | Descriptor   |
|---------|------|--|
|         | 0    | No rewardable material.  |
| Level 1 | 1–2  | <ul style="list-style-type: none"><li>• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1)</li><li>• Understanding addresses a narrow range of geographical ideas, which lack detail. (AO1)</li></ul>              |
| Level 2 | 3–5  | <ul style="list-style-type: none"><li>• Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1)</li><li>• Understanding addresses a range of geographical ideas, which are not fully detailed and/or developed. (AO1)</li></ul> |
| Level 3 | 6–8  | <ul style="list-style-type: none"><li>• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)</li><li>• Understanding addresses a broad range of geographical ideas, which are detailed and fully developed. (AO1)</li></ul>                             |

### Exemplar A

*Life expectancy will vary for multiple factors. The economy of a country will play a massive role in the life expectancy of a country as medication is extremely expensive so only high income countries will be able to afford it. In addition to this, LICs still rely on subsistence farming so they will die at a younger age nationally as they could die from a famine. Also typically (excluding the USA) murder rates are much higher in poorer nations which will drop the national average.*

*However life expectancy can vary in a nation as well. This may be due to some areas of a nation being prioritised compared to others creating a vast inequality within the nation. A prime example of this is Nigeria, as they prioritise their capital which has similar life expectancies to the western world however the poorer rural areas are left isolated and their life expectancies are much poorer.*

### Examiner commentary

Level 2 answer, 3 marks scored.

This answer “demonstrates geographical knowledge and understanding” (Level 1 AO1) in recognising the basic link between income and provision of medication, and the problems of poorer rural areas in LICs (developing countries) lagging behind provision in the capital city. It attempts to consider variations both “in and between” though these contrasts are not well developed.

Life expectancy of course is influenced significantly by factors including diet, access to clean water and prevalence of illnesses like diarrhoea and vomiting (as well as poor rates of maternal and infant mortality) so a stronger answer would be expected to move beyond “medication” as a reason. Likewise, even a high murder rate will have a very small effect on the average life expectancy of a city, let alone a country.

"Famine" is also a generalised term which needs further explanation to be useful. Of course, subsistence farmers are vulnerable to variations in weather and longer term climate change which can reduce crop yields and also weaken resistance to illness. A better answer would explain this more fully.

These often valid ideas could have been developed much further. For example in comparing access to vaccination programmes for children, or availability of antibiotics or treatment for cancer. All of these are taken for granted in HICs (developed countries) but availability is far more limited in LICs. Reasons go beyond affordability; for instance access to clinics in remote areas could have been discussed.

The answer briefly addresses a "range of geographical ideas", however these are not detailed or developed enough to go further in Level 2.

## Exemplar B

*Life expectancy involves how long the average person lives for in a specific location. Worldwide, life expectancy varies drastically. With high life expectancies in developed nations such as those in the western world -the UK- and low life expectancies in the developing world such as in Africa and those suffering civil war such as Afghanistan. This is due to factors such as healthcare available, as well as the country's economic capacity to cope with financial issues, education services and the well-being of the population.*

*However in developed countries such as the USA, life expectancy varies dramatically. Due to a lack of free services such as healthcare, those who benefit the most are the middle class with financially rewarding jobs. This may be apparent in highly populated areas such as Washington and California. On the other hand, Detroit may be of lower life expectancy. Due to a higher mix of ethnic minority segregation, life expectancy may be low due to such factors as low job opportunity, meaning the unaffordability of health care expenses.*

## Examiner commentary

Level 2 answer, 4 marks scored.

Again there is evidence of "geographical knowledge and understanding" (AO1) demonstrated here, with contrasts drawn **between** countries (UK and Afghanistan), and **within** the USA. Further detail would be useful here, such as approximate number of years for life expectancies which would put some context into the discussion.

Reasoning is again mainly restricted to comments about income, with low income leading to limited access to health care, so lacks the "broad range of geographical ideas" (Level 3 AO1) needed for a higher mark. The "in and between countries" part of the question requires the candidate to explore the differences between contrasting countries, as well as the variation within contrasting groups of people within them.

## A level Geography Topic 8a Exemplars

Discussion of provision from government for the poorest in the USA, or from NGOs in many African countries would be useful. The Afghanistan example could be developed to discuss the loss of provision due to war and unwillingness of many NGOs to work there. Loss of medically trained staff to the west could also be mentioned.

The Detroit example is valid, giving a wider "range of geographical ideas". It mentions segregation and unemployment, but this needs further detail, for example, unemployed people in Detroit, and their families, are likely to lack a balanced diet and healthy life-style, so die earlier than people elsewhere in the country. California is mentioned as "highly populated" but this is not explained or linked in to answering the question.

### Exemplar C

*Life expectancy involves how long the average person lives in a specific location. Worldwide, life expectancy varies drastically, with higher levels in developed nations e.g. over 81 in UK, and lower levels in the developing world (e.g. Uganda 59), and those suffering civil war such as in Afghanistan (currently 60). Lower life expectancies are due to limited healthcare in urban slums and rural areas. Uganda lacks the economic capacity to provide clean water and education services due to low GDP and debt repayments. However, here, Millennium Development Goals since 2000 have made health care for mothers and new born children a priority so helped increase life expectancy overall. Uganda's was 44 in 1996 and is now rising. However within developed countries such as the USA, life expectancy varies dramatically, even though the average is 78 years. People with well-paid jobs can afford private insurance which gives treatment for high blood pressure, strokes and cancer, seen in wealthy areas like California (81 years). On the other hand, in parts of Detroit, it is only 69, due to more people smoking, obesity, fewer people exercising and ethnic minority segregation. These factors are higher in low income families on lower incomes, especially unemployed. The unaffordability of health care means people cannot get help and are more likely to die prematurely. Life expectancies are becoming more similar as people in developing countries become wealthier, and live longer (Uganda), and in some poor parts of wealthy countries, people's lives are becoming shorter as in Detroit.*

### Examiner commentary

Level 3 answer, 7 marks scored.

This answer meets the Level 3 requirements as it demonstrates accurate and relevant geographical knowledge and understanding throughout, recognising the changing patterns between contrasting countries (Syria, Uganda and USA, as well as looking at the differences within one country (USA).

The answer addresses a broad range of geographical reasons for the differences identified (war, poverty, MDG priorities, role of debt, unemployment). Enough of these ideas are detailed and fully developed for a high Level 3 score, with accurate use of data (years of life expectancy) and realistic explanations for the examples chosen.

Reasons for falling life expectancies in areas affected by war could be extended, as could the role of specific illnesses (e.g. HIV/AIDS or malaria in Uganda).

## Question 5 (d) "Evaluate..." 20 marks

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### Question

This question is from the A level Paper 2 specimen paper (SAMs2)

(d) Using Figures 5a and 5b and your own knowledge and understanding.

Evaluate whether military action has a stronger record of improving human rights rather than improving development.

(20)

Figure 5

The following resources relate to Question 5d

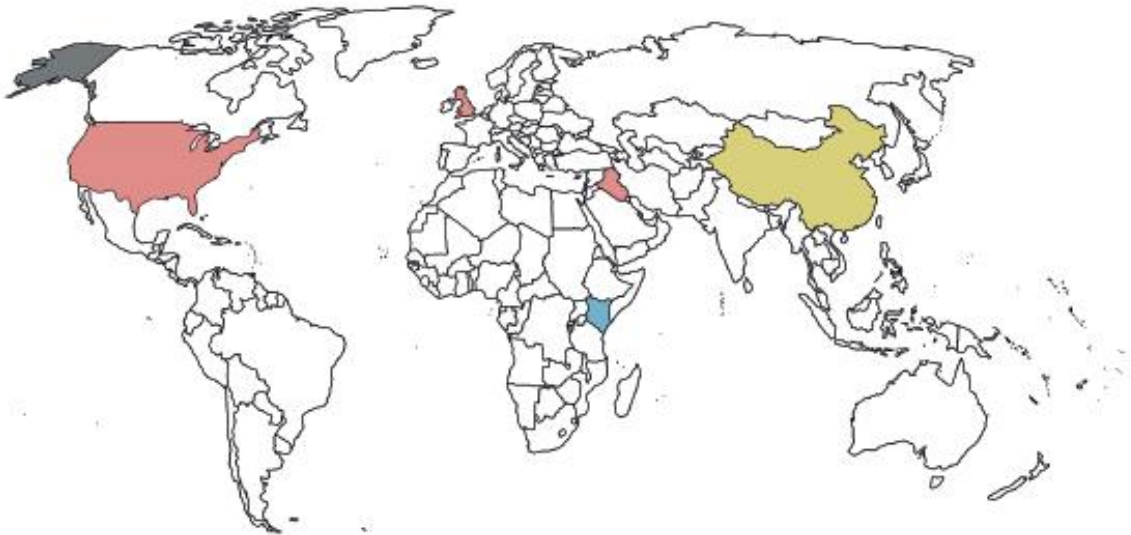


Figure 5a

World map showing key locations



|   | Direct military action   | Indirect military action  | Non-military intervention  | Lack of action   |
|---|--|---|--|--|
| <b>Location and date</b>                      | US and UK invasion of Iraq 2003–2011   | UK supports Kenya in training its forces from 2005 onwards                                      | China building airstrips on islands in South China Sea from 2006                             | Rwanda 1994: UN peacekeepers withdrew after conflict between government forces and rebels                          |
| <b>Consequences for human rights</b>          | Up to 429,000 deaths<br>Accusations of torture<br>Collapse of health, sanitation and other systems                         | Stated aim is to strengthen peacekeeping in region  | Challenges sovereignty for nearby nations (Vietnam, Philippines)                             | 800,000 Rwandans killed in about 3 months  |
| <b>Consequences for economic development</b>  | Iraq economy is struggling to recover after the war<br>90% of government income is from oil and prices are dropping (2015) | Dog-training in disposal of mines (allows reclamation of farmland)                              | Creates opportunities for the future for China<br>Challenges oil drilling and fishing rights | Took over ten years for economy to recover.<br>Economy is still largely based on subsistence farming (70% in 2015) |
| <b>Consequences for political development</b> | Parliamentary elections were held in 2014<br>Violence continues, ISIS holds Iraq territory                                 | Continues links between two Commonwealth countries<br>Could be seen as ex-colonial interference | Asserts Chinese dominance in the region  | More than half of all representatives elected in 2013 were women (quota system used)                               |

Figure 5b

Spectrum of military interventions in recent history

Levels based mark scheme

Indicative content

| Question number | Answer   |
|-----------------|--|
| 5(d)            | <p style="text-align: center;"><b>AO1 (5 marks)/AO2 (15 marks)</b></p> <p><b>Marking instructions</b><br/>                     Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. Responses that demonstrate <b>only</b> AO1 without any AO2 should be awarded marks as follows:</p> <ul style="list-style-type: none"> <li>• Level 1 AO1 performance: 1 mark</li> <li>• Level 2 AO1 performance: 2 marks</li> <li>• Level 3 AO1 performance: 3 marks.</li> <li>• Level 4 AO1 performance: 4–5 marks.</li> </ul> <p><b>Indicative content guidance</b><br/>                     The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited.<br/>                     Relevant points may include:</p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• Geopolitical intervention to defend human rights takes many forms, including military aid and indirect and direct military action</li> <li>• Military intervention is often justified in terms of human rights of minority groups (e.g. Iraq Kurds) but has been used to support countries with questionable human rights records</li> <li>• Military action may be driven by global strategic interests (Russian intervention in Syria, US and UK intervention in Kuwait) with attempts at justification in terms of human rights/welfare</li> <li>• Success can be measured in terms of short-term gains but result in long-term costs</li> <li>• Lack of action has consequences too, including human wellbeing or human rights abuses, and action without a plan for rebuilding can result in devastating consequences</li> </ul> <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>• Military action without further action is unlikely to be sufficient to lead to a change in human rights or welfare.</li> <li>• Military action can destabilise whole regions without any apparent gains in rights or welfare (Iraq, Libya).</li> <li>• Initial gains in improving human rights may seem positive (Iraq/Libya) but over time lack of government stability can result in further loss of human rights and limited progress in development</li> <li>• Interventions may have contrasting short-term and long-term consequences (military interventions in Iraq, Libya) which have led to a reduction in human rights for most</li> <li>• Lack of action in Rwanda (1994) resulted in mass deaths and retribution and has taken years for recovery with ongoing social and economic development consequences</li> <li>• Development of human welfare without military security is difficult if not impossible, but Rwanda has seen some improvement, e.g. in political opportunity for women</li> <li>• Military intervention has improved human welfare through soldiers helping with mine clearance (Kenya) or other development aid projects</li> </ul> |

|  |  |
|--|--|
|  | <p>but elsewhere soldiers have been responsible for rape and violence</p> <ul style="list-style-type: none"> <li>Intervention providing human welfare projects (e.g. in Afghanistan) can be completely undermined by a breakdown in security, resulting in further losses in human rights/development</li> </ul> |
|--|--|

**Mark scheme**

| Level          | Mark         | Descriptor  |
|----------------|--------------|---|
|                | 0            | No rewardable material.   |
| <b>Level 1</b> | <b>1-5</b>   | <ul style="list-style-type: none"> <li>Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1)</li> <li>Applies knowledge and understanding of geographical information/ideas, making limited and rarely logical connections/relationships between stimulus material and the question. (AO2)</li> <li>Applies knowledge and understanding of geographical information/ideas to produce an interpretation with limited relevance and/or support. (AO2)</li> <li>Applies knowledge and understanding of geographical information/ideas to produce an unsupported or generic conclusion, drawn from an argument that is unbalanced or lacks coherence. (AO2)</li> </ul>   |
| <b>Level 2</b> | <b>6-10</b>  | <ul style="list-style-type: none"> <li>Demonstrates geographical knowledge and understanding, which is occasionally relevant and may include some inaccuracies. (AO1)</li> <li>Applies knowledge and understanding of geographical information/ideas with limited but logical connections/relationships between stimulus material and the question. (AO2)</li> <li>Applies knowledge and understanding of geographical information/ideas to produce a partial interpretation that is supported by some evidence but has limited coherence. (AO2)</li> <li>Applies knowledge and understanding of geographical information/ideas to come to a conclusion, partially supported by an unbalanced argument with limited coherence. (AO2)</li> </ul> |
| <b>Level 3</b> | <b>11-15</b> | <ul style="list-style-type: none"> <li>Demonstrates geographical knowledge and understanding, which is mostly relevant and accurate. (AO1)</li> <li>Applies knowledge and understanding of geographical information/ideas to find some logical and relevant connections/relationships between stimulus material and the question. (AO2)</li> <li>Applies knowledge and understanding of geographical information/ideas to produce a partial but coherent interpretation that is supported by some evidence. (AO2)</li> <li>Applies knowledge and understanding of geographical information/ideas to come to a conclusion, largely supported by an argument that may be unbalanced or partially coherent. (AO2)</li> </ul>                       |

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|                |              |  |
|----------------|--------------|--|
| <b>Level 4</b> | <b>16-20</b> | <ul style="list-style-type: none"><li>• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)</li><li>• Applies knowledge and understanding of geographical information/ideas to find fully logical and relevant connections/relationships between stimulus material and the question. (AO2)</li><li>• Applies knowledge and understanding of geographical information/ideas to produce a full and coherent interpretation that is supported by evidence. (AO2)</li><li>• Applies knowledge and understanding of geographical information/ideas to come to a rational, substantiated conclusion, fully supported by a balanced argument that is drawn together coherently. (AO2)</li></ul> |
|----------------|--------------|--|

### Exemplar A

*Human rights involves the level of equality a person has, free from discrimination on any grounds (sex, religion, ethnicity, nationality etc.) Military action is when a country intervenes with their military in order to create change in the country.*

*The direct military action from the US and UK during the invasion of Iraq (2003-2011) had many impacts on the nation. There has been up to 429,000 deaths in the country, directly linked to the USA and the UK. Torture increased in the area, due to the military conflict. Many aspects of society collapsed, such as health and sanitation, which can lead to the spread of diseases such as cholera resulting in deaths in the region. Both economic and political development was affected due to war. The Iraq economy is still struggling to recover, and with their income depending on oil, it continues to struggle. Oil prices are dropping and 90% of the government's income depends on it, leaving them unable to fix the problems with human rights in the nation. For example, they do not have the funds to help the collapsed health and sanitation systems. Violence still continues in Iraq, due to ISIS holding territory.*

*Lack of action from US peacekeepers during the 1994 Rwanda conflict began the Rwandan genocide. 800,000 Rwandans were killed in 3 months due to a lack of protection during the civil war. The economy took 10 years to recover from the conflict and the economy still relies on subsistence farming (70% of the income). This means their economy is not a stable one, farming relies on good conditions to get good crops, and without these, famines occur and incomes decrease. In 2013 more than half the Rwanda representatives were women, showing steps towards gender equality.*

*When examining direct military control and no action from governments, there are many consequences. Human rights were violated, and development has still not improved in Iraq, while Rwanda has had a step towards gender equality. Political development in Iraq has been stalled as ISIS still holds part of Iraq's territory.*

**Examiner commentary**

Level 2, 7 marks scored.

This essay lacks a structure, which is of course expected in an A level essay. Some of the key words are used, but it is not possible to guess the title after reading the essay, which is not a good sign. Possible approaches might be to use the stimulus material table as a structure, referring to the different levels of military action. An alternative would be to consider examples where either human rights or development has been used as justification for action. This second option might open up the essay to consider which has the "stronger record", and allow for evaluation about which has been most successful in the conclusion. The definitions of human rights and military action are brief but clear, and development is referred to as including economic, social and political dimensions.

This answer is heavily dependent on the resource provided, although it only uses part of it (Iraq is contrasted with Rwanda). There is a partial focus on the question with Level 2 "relevant geographical knowledge and understanding" (AO1) about human rights and development in the context of military action. "Limited but logical connections" (Level 2 AO2) are made to apply this to provide a "partial interpretation supported by some evidence" but with "limited coherence" as in places it is hard to follow. The development part is explored more thoroughly than human rights, though there is some confusion as to which is which (Level 2 AO1, "occasionally relevant and may include some inaccuracies").

There is limited use of evidence beyond partial use of the stimulus material, and whilst on 20 mark essays with a resource, this is to be expected, a Level 3 or 4 answer would be likely to have fuller support from material from the course of study as well. It is rather short (about 350 words) for a 20 mark question. In the exam, candidates are expected to spend about 25 minutes on the 20 mark essays. The final paragraph does have some summarising thoughts, and there are a few ongoing concluding points within the essay (AO2 level 1), but overall the argument lacks coherence.

## Exemplar B

*Military action improves development more than it does human rights. British military intervention took place in Sierra Leone, following UN troops being abducted by rebels in 2000. In 2004, the disarming of 70,000 civil war combatants was completed. This led to human rights improving as the country is no longer at civil war. Kenya also shows this, as military action was able to slow Islamist insurgents from Somalia. Peace-keeping means the region can stabilise and training Kenyan forces means they can support their own interests. However development is often prioritised as the results of improved development are more tangible. Iraq shows this as parliamentary elections were held in 2014, showing a more democratic society. Human rights did not improve due to the torture allegations and the collapse of basic infrastructure during the war. Also Afghanistan is another example of military intervention improving development over human rights, as 490,000 died in the conflict.*

*Yet alternatives to military action can improve development. Following initial airstrikes in the Ivory Coast, by 2016, there was economic growth of 9% annually. This is mainly from private sector agriculture. The resources for which came from development aid. China is another example. Non-military intervention in the South China Sea asserts geopolitical dominance for China, encroaching on the sovereignty of nearby countries.*

*However, lack of action can have consequences for both human rights and development. In Rwanda, 800,000 died in 3 months. Professor Paul Collier says there is a 40% chance of civil war reigniting within 10 years of the conflict's initial end. Lack of action leads to human rights abuses, another example is Srebrenica, Bosnia.*

*To conclude, military intervention is more successful in improving development than human rights, as measuring development progress is easier to achieve.*

## Examiner commentary

Level 2, 7 marks scored.

This essay does have an argument, and starts by disagreeing with the essay question. However it does not explain what development or human rights mean, and the ways these may be understood by different people or places, and indeed may overlap. It would also have been better if the essay discussed the question at the end of each paragraph, and of course in the conclusion. The opening paragraph uses an example which contradicts the assertion about military action improving development made in the first sentence, which confuses the argument. It is important to check through an answer to make sure it is coherent and that the themes under discussion follow clearly.

The answer relies on the stimulus material, and also includes evidence and discussion (AO1) based on the wider course of study (e.g. information about Rwanda and Srebrenica). This, and other sections, needed to be linked more logically into answering the question. There is a "partial interpretation" of the question but "limited coherence" here (AO2). The opening paragraph, for example, discusses how military action has ended human rights abuses in Sierra Leone and Kenya (AO2 use of the stimulus material). There is then discussion about political development achieved through military action in Iraq which makes "limited but logical connections between the stimulus material and the question" (AO2).

The comments about Afghanistan are less clear, as is the point about China, and the comments about Rwanda in the following paragraph. Here, the essay lapses into a descriptive narrative covering several examples, rather than making points to illustrate the argument. There is a relevant idea about economic growth occurring in the Ivory Coast after military action, and being easier to measure than human rights, which has relevance but this is not explained in terms of how this measurement might be done, or why this might be significant.

The breadth of the resource ideas and the candidate's own knowledge have been discussed at the expense of depth. It might have been better to be more selective and use each new example to make an in depth point relevant to the question. The essay is rather disjointed with a lack of "logical connections and relationships" (AO2). It fails to engage sufficiently with the question. The ongoing theme about development being more tangible and easier to measure is interesting and could have been explored more thoroughly. Again this is rather a short essay for 20 marks.

## Exemplar C

*Military action is a type of hard power which can also be a status symbol for a country seeking superpowerdom. It has been justified both in terms of improving both human rights and development. In reality it is often trying to improve the position of the country undertaking military action.*

*In Iraq for example, USA and UK argued that military action was needed to defend the human rights of Iraqi people. (But perhaps it was also to defend access to oil supplies or to protect Israel.) Although thousands died, torture took place and infrastructure collapsed, it has led to some improvement in both political and economic development and human rights in terms of free parliamentary elections. However, the lack of a plan to improve welfare and develop the country once Saddam was deposed, resulted in ongoing chaos and the opportunity for ISIS to take over parts of the country. Military action however, can help strengthen peacekeeping of a region, allowing children to go to school and businesses to be set up, leading to the potential for progress in development. This has occurred to some extent in Afghanistan, where 1m were in school in 2002, and now in 2018, 9.2m are in school. 39% of these are girls who were almost completely excluded in the past.*

*In Rwanda there was no military action as the UN did not intervene to stop genocide and 800,000 people died, destroying their human rights, and the economy has taken a decade to be rebuilt. However there is now considerable political development as the country has elected one of the world's highest percentages of women to government. Empowerment of women is a human right that is not respected in many countries. Here development and respect for human rights has occurred without military action, but after a terrible human cost.*

*Action can also take place that is backed by the military even if force is not used directly. For example China is infringing on the human rights of nearby countries and encroaching on the sovereignty of Vietnam and the Philippines by building airstrips in their territorial waters. Here there is no attempt to help with human rights or development, except on behalf of China itself which is claiming the right to protect sea routes and possibly claim land and mineral rights for the future.*

*In Kenya, British forces on the other hand, have attempted to strengthen peacekeeping and remove landmines, both of which would help facilitate development. This could involve improved human rights, for example for the "right to work in favourable conditions" for farmers, and also as "inhumane treatment".*

*The country taking military action does not usually justify its decision by arguing that development is needed, though sometimes human rights are quoted as the justification. For example Russia used the social welfare (closely linked to development) of Russian-speaking residents of the Crimea to justify annexing the peninsula in 2014.*

*The record of justifications used for military action is mixed, and there are cases on both sides of the argument. Also, the two justifications are linked. It is unlikely that development will occur without improved human rights happening alongside, as seen in Rwanda and Afghanistan. Human rights may often be worsened in the short term by military action (Iraq) but also by its absence (Rwanda). Perhaps the best option is indirect military action as seen in Kenya, or restricted action with a well-planned strictly monitored plan for re-establishing order and development. But there are few examples where this has happened.*



**Examiner commentary**

Level 3, 13 marks scored.

This is a wide-ranging essay that considers a range of perspectives and exemplars, using the resource and showing evidence of “mostly relevant geographical knowledge and understanding” (AO1). It tries to answer the question and is considerably better than the other two essays.

The introduction is weak. It assumes we know what “development” and “human rights” mean, though it does refer to military action. It would be much clearer to define all the key terms and give examples of each, and to discuss their overlap and differences. This would then be helpful later in the essay.

Development is a contested idea and candidates need to explain what they understand it to mean. For example, progress in economic and social welfare enabling people to earn a living and send their children to school and receive medical treatment are seen as desirable all over the world. But political development (and stability) and “human rights” in terms of equality of opportunity for women, and the right to participation and choice in electing a government are far more disputed. Military action may be justified in terms of meeting human rights (e.g. USA and UK’s intervention in Iraq), but here it can be argued there were underlying strategic interests.

An A grade essay is expected to deconstruct the essay title and engage with the different themes, rather than assume there is agreement about their meaning. This essay needs fuller discussion at the end of each paragraph saying what the evidence offered means in relation to the question.

The AO2 skills of applying ideas to find “fully logical connections and relevant relationships between stimulus material and the question” are shown in places (low level 4), for example in the short evaluative sections at the end of each paragraph. The candidate tries to make contrasting points about the balance between human rights and development in places, but this could have been much stronger. This is middle level 3 AO2 which “Applies knowledge and understanding of geographical ideas in order to produce a partial but coherent interpretation that is supported by some evidence.”

The conclusion is quite short and is borderline level 2 and 3. It covers some “knowledge and understanding of geographical information/ideas” and is “supported by an argument that may be unbalanced or partially coherent” but does refer back to the question. Overall. The essay lacks balance and full support, so a total of 13 marks is fair.