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Examiners' Report
June 2015

GCE Geography 6GE04 01

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Introduction

There were very many splendid scripts this summer and marking them was a pleasure. The sad part of the process were those many scripts that with a few words here and there, to address the actual question asked, could have been elevated by four of five marks just in a few sentences.

There are a few generic points to make about the examination which might be helpful.

Firstly, despite the obvious sense in pre-prepping research and methodology and the less-controllable aspects of the quality of written communication, the other three elements of DRACQ obviously need some fast-thinking by candidates if they are going to adapt their knowledge and understanding to the question asked. Above all they need to recognise the key words.

Secondly, candidates need reminding that it is absolutely fine to take issue with the statement made in the question. The keywords, which should appear in the D, A and C sections, need definition and the contentious nature of many of the statements should not be allowed to disappear in a welter of case-studies which are offered without comment.

Thirdly, it would help all students to recognise that variations in space operate at a range of scales. Operating at a LEDC/MEDC level is bound to be simplistic; operating at a 'this is bad for Japan' level also overlooks the variation within countries and the familiar 'winners and losers' analysis that is very much a central part of this specification.

This report will concentrate on the introduction and the conclusion of the reports using one exemplar of each for each question. In most cases these come from the same scripts. The object is to draw attention to strengths and weaknesses of each of them in order to help students evaluate what makes the differences on these important sub-sections of the DRACQ mark scheme. Along with the analysis, it is these two sections in which pre-preparation based on the pre-release steers can take one only so far. As commented in more detail elsewhere both the 'R' and 'Q' sections of the mark scheme are less subject to variance than others, given how much can be done before entering the examination hall. It should be added that both conclusion and evaluation are seldom restricted to the sections clearly entitled accordingly with most candidates now routinely offering on-going evaluation and sub-conclusions. These are obviously included in the assessment of this section.

It is very useful to use these exemplar materials with students. There are several valuable exercises that centres might try.

Firstly, having provided students with the appropriate samples from this report as well as samples from previous reports, and having given students access to the titles of, for example, four introductions from four different years - simply ask them whether they can 'fit' the samples to the titles. A second exercise is to ask them to identify the best and worst 'bits' of these samples, perhaps just a sentence, and also to provide a reason for their choice. A third and more challenging exercise is to ask them to write a sentence or two of their own to elevate these introductions and conclusions. Obviously both the generic and specific mark schemes are useful for them.

Question 1

This was a reasonably accessible question and certainly not unexpected given the steers in the pre-release material. Candidates who defined 'tectonic disaster' correctly in their introductions were more consistent in their focus on loss of life and economic damage. Some candidates had loose definitions of tectonic event and tectonic hazard; the resulting discussion often drifted from the question as a result.

The best answers recognised that it is the balance of magnitude and vulnerability that largely controls the scale of tectonic disasters, and that there are anomalies within this broad relationship. A case study by case study approach that tried to identify the balance of factors controlling the scale of the disaster was more likely to lead to meaningful conclusions. Some candidates only discussed one factor per case study (or compared one factor between two case studies), which prevented them from discussing more interesting patterns. As a result, weaker scripts just agreed or disagreed with the statement. A factor by factor structure tended to lead to simple conclusions like this.

The Degg model was used very effectively by many candidates. The best used the model consistently to weigh up the role played by magnitude and vulnerability/capacity to cope in each example. The risk equation had good potential to be used in this way, and a number of candidates included it in their introduction. However, scripts that used the equation to discuss each case study in turn were practically non-existent. There were responses that made consistent application of the Degg model though. Such consistent application of the model to discuss the statement scored well in A. Candidates who introduced several models in the introduction largely did so because they knew them, rather than them having any particular relevance, and in many cases they were never referred to again. It is much better to have one model and use it consistently. The Park model was often included in the introduction, but not mentioned again. In a handful of examples it was added on in the final section or even in the conclusion which brought little to the discussion.

One of the best answers seen was structured by hazard type (earthquake, tsunami and volcano). The candidate discussed the statement referring to a range of mini case study examples using the Degg model as a tool to way up the balance of magnitude and vulnerability.

This is the introduction from a response to Question 1.

Introduction

A hazard is defined as an event that has the potential to threaten human life, property or create substantial social and economic damage. It the becomes a distaster once it has affected human. It could be said that the magnitude of the tectonic event is the controlling factor into what ~~kind~~ scale of ~~dist~~ disaster the tectonic event creates and I shall be discussing this through the report before finally concluding my opinion on the statement.

Tectonic hazards are caused by convection currents in the underlying mantle (asthenosphere) moving the overlying tectonic plates in different directions at different speeds. These plates can then ~~meet~~ meet at different types of plate margin according to the properties of the plate, to determine what potential hazards occur. The 2 ~~main~~ type of tectonic plates are the less dense but thicker continental plate and the denser but thinner oceanic plate, the effect that these types of plates have on the different margins as a physical factor in a disaster shall be discussed further later on.

~~Anot~~ The other type of controlling factor on the scale of disaster could be said to be the human factors involved. This includes the wealth of the country, as well as population size, density and vulnerability in determing the scale of the disaster. As well as population I will discuss how a country's governance can affect the scale of disaster through what they can do in terms of relief, warning, and preparing for disasters.

To be able to compare the effects of human factors on how magnitude may not be the determining factor on the scale of a disaster, I will aim to use case studies from contrasting countries but of similar magnitude of disaster, such as ~~Haiti~~ the Haiti earthquake in 2010 against the Christchurch earthquake of the same year. However to accurately and unbiasly discuss how magnitude ~~affect~~ affects the scale of disaster I will also use case studies of contrasting magnitudes in countries of similar economic situations to see how they compare.

Magnitude of the 3 main types of tectonic hazards are based on different scales. For earthquakes, the richter scale is used, for volcanic eruptions the volcanic explosivity index ~~is it~~ (VEI) is used, ~~and~~ but for tsunamis often it is the richter scale we use to determine the magnitude of the cause of the disaster as it is almost always an ~~ea~~ earthquake in a sea/ocean that causes the event, such as the 2004 Boxing Day tsunami.

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Examiner Comments

This introduction is sound and the question asked does come through reasonably well in the first, third and fourth paragraphs. The methodology to be employed is also clear enough although there are a few silly mistakes ('similar magnitude of disaster' rather than 'hazard' in paragraph four). There are a few organisational issues in that it would be clearer if the descriptive/explanatory material on causes of hazards was linked directly to their magnitude. The information could be more sophisticated or detailed. It would also be good practice to end the introduction with a reaffirmation of what question the report is addressing.

This example was marked at Level 3 - just below the top band.

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Examiner Tip

A quick re-read of your introduction and conclusion is important - try to leave yourself 5 minutes at the end of the exam for this.

This is the conclusion of a different response to Question 1.

Conclusion

There are a wide-range of factors that can elevate a tectonic hazard ~~into~~ a tectonic hazard, therefore the reality is complex and it is difficult to generalise.
However, it is argued ~~r~~ as Dunn (2009) points out that it ~~a~~ is ~~c~~ a toxic combination of human factors; endemic poverty, poor corrupt governence, low level development that are often at the root cause of tectonic mega-disasters, as proven by Section three ~~two~~ and the aid of the Master Crunch model (fig 2) that enhanced vulnerability created a quasi-natural event. Furthermore ~~a potential Yellowstone VEI 8 errruption as shown~~ in Section one ~~(fig 1) that a e the Cooperative~~ and ~~successful Cooperation~~ of the poor manaqgement of the Nevado Del Ruiz eruption (1985) led to the death of ~~3~~ 23,000 people ~~too~~ compared to the well-manged VEI 6 (more explosive errruption of mount pinatubo (1991).

However there are exception were the physical factors especially the sheer magnitude of the tectonic event profile can transcend the salience of human factors, as shown with Tohuku (2011), were despite high levels of economic development a social and economic ~~se~~ mega-disaster occured. Furthermore the potential high magnitude, low frequency eruption of Yellowstone could have truelly global catastrophic events, and due to its sheer magnitude, makes it simply unmanage-able.

The most recent UN Hyogo Framework (2005-2015) For Action (disaster reduction programme) identifies that social and economic inequalities (along with poor governence) are normally the factors responsible for escalating a tectonic hazard into a tectonic disaster. It is therefore the reduction of these inequalities that build community ~~residence~~ resiliance and therefore offers the most realistic ~~opp~~ opportunity of reducing tectonic disasters in the future.

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Examiner Comments

Despite the weak opening sentence this conclusion is discursive and engaged with the question set. The last paragraph comes across as something of an afterthought and weakens some of the thoughtful comments made earlier, not least the Yellowstone point about how very high magnitude events will trump even the most sophisticated mitigation systems.

This is a Level 4 response, marked at between 12 and 15 marks.

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Examiner Tip

Use the keywords in the question in your conclusion.

Question 2

The centres that elect to prepare their students for this option are often very committed to a particular view of the subject and can almost evangelically steer candidates towards some of the best individual scripts for the whole cohort.

This title was focused on distribution and two things went wrong for the less successful candidates. Firstly, they made the focus the causes of climate change despite no obvious steer towards that and distribution was simply assumed to follow from that. So, the mechanisms were explored but the impact of distributions was, too often, little better than advance or retreat without any geographical context.

Many examiners were impressed by the knowledge candidates had of the processes that cause climate to change over different timescales. It was particularly surprising that the pre-release 'research' steer was so often ignored or, perhaps, more sympathetically, it was forgotten in the heat of the examination. It was done less well; even implicit comments - increasing/decreasing coverage, altitude, latitude were better than no comments.

Fortunately there were exceptions and as in previous years some candidates produced excellent answers that not only broke down cold environments into different types but also focused on the changing distribution of those cold environments. No other question produced such polarised responses nor such varied methodologies with the best clearly tapping into a good deal of modern glaciological research whilst most relied on a narrower and often rather dated range of material.

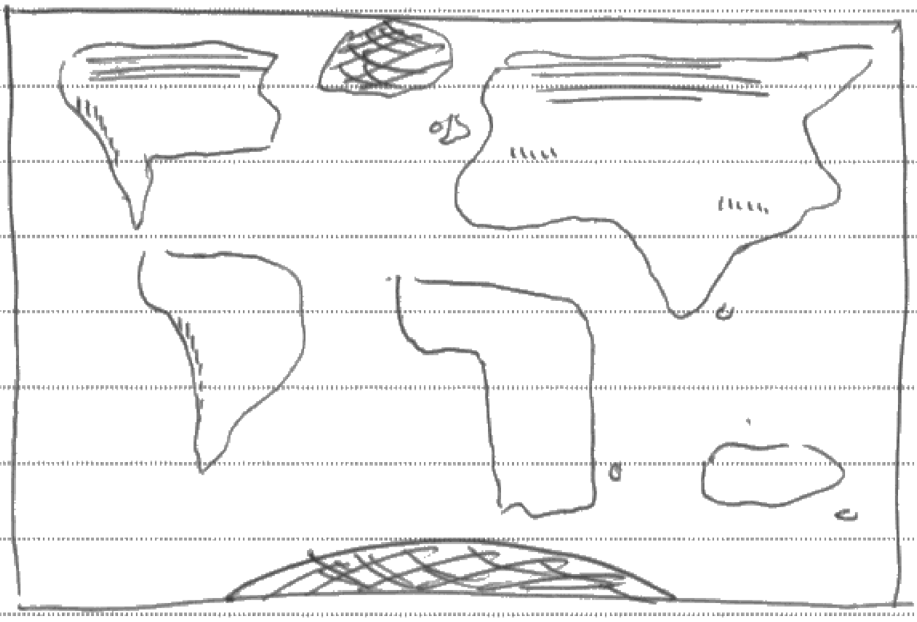
This is the introduction and conclusion from the same response.

The ~~word~~ worlds climate has constantly been changing and as a result, so has the distribution of cold environments ~~that~~ which can be seen from figure 1. Over the last 2.2 million years, during the Quaternary period, the Earths climate has changed in a cyclical pattern of cold glacials and warm interglacials. We are currently in an interglacial period; although ice is present, the temperature is a lot warmer than the last glacial maximum 15,000 years ago. This report will focus on the causes that change climate, and how this impacts the distribution of cold environments. The report will focus on solar forcing, ocean currents and ~~milan~~ anthropogenic climate change

★ 1.0 Introduction

1.1 Focus

Figure 1.



Key:
= alpine
= polar
= periglacial

1.2 Framework

This report will have a conceptual framework rather than a case study one because to answer the question the a variety of processes has to be discussed. The report will consist of three main sections: Solar forcing (which includes Milankovitch cycles and sunspot activity), followed by ocean currents, ending with anthropogenic climate change. These processes have been chosen because they all impact climate change. There will be applied case study knowledge to provide evidence of the impact on the distribution of cold environments. There will also be ongoing evaluation to assess the importance of each cause.

1.3 Definition!

The Quaternary period is a period in geological time that is divided into two epochs; the pleistocene and holocene. (Glacial and Periglacial environments, Anderson). Milankovitch cycles are responsible for long term climate change. They describe the changes in the way the Earth orbits the sun. (climatedata.info) Milankovitch cycles also help determine whether the Earth is an interglacial period or glacial period. An interglacial is when temperature rises and ice sheets retreat. A glacial is when ice sheets advance due to temperatures falling. Anthropogenic climate change is the human impact on climate change (glacial and periglacial environments, Anderson). Positive feed back mechanisms arise from Anthropogenic climate change. These ~~amp~~ impact climate change by enhancing the effects. (physicalgeography.net).

1.4 Methodology

As no primary research could be taken due to time ~~constraints~~ constraints, this report is based on secondary research. A wide range of sources have been used so that the report can benefit from the advantages of each one. However this also means that there are associated disadvantages. They have been outlined in the table below. The internet, video clips and textbooks have all been used to ensure that information used is relevant and topical. Every attempt to cross reference has been made so facts and data can be validated.

Source	Use	Advantage	Disadvantage
Geography A2 textbook, Dunn et al	general understanding of theories and concepts	written by geographers so is peer reviewed and reliable	written in 2008 so is outdated, it doesn't cover a lot on glacial retreat
Cool geography (website)	research on processes that affect climate	information is up to date and topical	not peer reviewed so not as reliable as other sources

Source	Use	Advantage	Disadvantage
BBC science, the current ice age, video clip	understanding of wider context of cold environments	reliable source as BBC is respected	video made for wider audience so not as topical as other sources
Glacial and Periglacial environments, Anderson	research for the distribution of cold environments	specific for cold environments so information is relevant	At times the information is very complex ~~and goes into a lot~~

3.0 Conclusion

From this report, it is evident that the ~~there are~~ causes which affect climate change in turn have an effect on the distribution of cold environments whether it increases the distribution or decreases it.

The most significant ~~caus~~ impact contributing to the changing climate is Milankovitch cycles because they occur over long periods of time and ocean sediments have proven that they contribute to the ~~chang~~ oscillation between glacial and interglacial periods. Ocean currents are the next most significant cause because they ~~dete~~ help to determine the distribution of cold environments in the world because they transport heat and contribute to climate change. For example, one reason why Antarctica is a cold environment is because of ocean currents.

Anthropogenic climate change is having an increasing significance to future climate change and distribution of cold environments because of feed back mechanisms. They have contributed to glacial retreat in areas such as the Alps.

There is a certain complexity ~~about answering this q~~ that the question presents because there is no individual ~~one~~ process that contributes to climate change, each has a relative importance. Moreover, areas such as Antarctica ~~seemed~~ seem to have no impact from the changing climate despite nearly all other areas in the world being affected. This shows complexity because Antarctica is unique in the way it is unresponsive to the changing climate.

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Examiner Tip

Make sure that the focus of your answer matches that in the question.

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Examiner Comments

Introduction

The key idea of 'changing' climate should come through the introduction strongly, as well as references to distribution. This example distinguishes between different types of cold environment on the map but suggests that the focus of the report will not only be the impact of changing climate but the causes of those changes, which is at best marginal. The framework suggested rather reinforces this emphasis.

This section of the report was marked at Level 3, 6-8 marks.

Conclusion

The conclusion focuses on the causes of climate change but there is much less attention paid to the distributional impacts of these changes except in a generic sense. Ideas are raised that suggest that distributional effects are uneven, as with the Antarctic example, but there is very little assessment beyond that. The most obvious strengthening strategy would be to shift the emphasis to the pattern and different impacts of changing climate on different cold environments.

This section of the report was also marked at Level 3, 8-11 marks.

Question 3

As always, some centres get candidates to research quantitative measures of food insecurity, which enables them to base their discussion on solid case study foundations, such as the IFPRI GHI Index, the Maplecroft Index and quantified examples from named newspaper resources. UN development and population statistics were also well used. Figures from Wikipedia are better than no figures at all. The application of the 4 pillars to distinguish between different types of food insecurity was another strength. Some candidates continue to base their discussion on general statements, unsupported by evidence.

A case study by case study approach was more effective than a factor by factor approach. Better candidates recognised that food insecurity exists everywhere, but differs in terms of how many are affected and whether it is chronic or transient. Therefore, as with Question 1, they weighed up the balance of factors for each location (demographic, environmental, political and economic.) The best candidates managed to move away from a reified 'in Africa' approach to recognise variations within countries and even within local areas.

There are patterns linked to levels of development that some candidates explored because food insecurity is primarily a consequence of the economic context. Also, the best scripts distinguished between root causes (such as dependence on subsistence agriculture/pastoral nomadism) and direct or trigger causes (such as an environmental hazard). Applying Malthus and Boserup to this discussion was better than just outlining the theories in the introduction and then leaving them alone but neither were confidently handled, especially Malthus.

Weaker candidates followed a factor by factor approach. They set out some case study examples showing that demographic pressures do contribute to food insecurity. They then concluded that population growth was the most important cause of food insecurity. Their approach was not incorrect, but closed off the discussion that is inherent in the question. The weakest answers worked though each possible cause in turn, and concluded in turn that every factor was the most important cause!

The introduction and conclusion here is from the same response.

1.0 Intro

1.1 Defining Food insecurity and ~~the importance of a food secure~~

Food insecurity ~~a~~ according to the FAO "exists when all people don't have at all times don't have political economic and social access to the sufficient needs for a ~~he~~ healthy ~~d~~ diet. ~~and and~~ At present the In a world where ~~the~~ predictions currently stand at an increase of ~~0~~ 70% more global food production to be able to sustain carrying capacity ~~by 2020 to feed the increase of~~ of 9 billion ~~peo~~ population projection by 2020 according to the guardian. Food insecurity seems to be a reality for an increasing percentage of the population.

1.2 How does population growth affect Food Insecurity?

The rise in population growth is projected to be 9 billion by 2020, and while this report will study this cause in further depth in the analysis, it is important to note that ~~t~~ rising population is a global scale issue ~~which~~ affecting countries at local National and regional level and may be perceived as a highly important factor to food insecurity that is far reaching as population pressure.

4.1 Conclusion

In Conclusion there are several factors for the increase and general cause of food ~~&~~ insecurity. ~~goes~~ from ~~the~~ hiking commodity prices, to Corruption and TNC control, however ~~Population~~ population growth has been seen as an ~~a~~ underlying factor to many ~~of~~ causes of food insecurity. ~~It~~ In itself as a demographic cause, population growth has lead to global warming causing an increase of locust invasions, salinisation and desertification but an increase in population has also increased demand for food and other commodities such as water and oil which in turn increases prices of these commodities ~~and~~ makes it harder for food security to be sustained. Overall Population growth cant be seen as an isolated factor, and ~~also~~ seems to be the most important reason for food insecurity as it spurs several other causes, that exacerbate food insecurity.

5.1 Evaluation

In thundsight to the report I have written if allowed an increase of time I would explore in depth how population growth stems from individual struggles for food security to national, regional and Global scale organisations such as the FAO and UNCCD that work on the impacts of food insecurity. I would increase my research in the direction of Social causes of Food insecu such as poor health for example HIV aids as I believe that is also interlinked with a rising population and the inability to ~~pace~~ introduce contraception in all areas of LEDCs where population growth is vast.

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Examiner Comments

Introduction

The title is discernible here but there are several statements that would be much stronger with a little reinforcement, not least the assertions that 'food insecurity seems to be a reality for an increasing percentage of the population'. It would also be helpful if the linkages between global population changes and national and local population were clarified. The focus on the question might be discernible but the framework is not.

This was a Level 3 answer - between 6 and 8 marks.

Conclusion

In this question the task of saying yes or no to the basic proposition is clear enough. In this exemplar the candidate describes it as 'not.. isolated' and 'an underlying factor to many causes' and then tries to link population growth to anthropomorphic climate change which is plausible. The conclusion is certainly clear with some thoughtful links made. The evaluation is less clear with a rather tortured link to population growth, and thus food insecurity, and the AIDs/HIV epidemic.

This was a Level 3 answer - between 8 and 11 marks.

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Examiner Tip

If you are asked to take a view, then please take a view.

Question 4

The two basic concepts in the title were very unevenly addressed. Definitions of globalisation and cultural diversity were too often presented without any qualification as though uncontested. There seems to be a wider variation in case study research for this question. Some centres base their research on topical news stories. Their candidates have good sources and often give quotes for qualitative evidence of cultural diversity/change. Sometimes they have bits of quantitative data, drawn from surveys/research. These answers stand out because other scripts have tried and tested case study stories dominated by Japan, France, Canada and the United States, often with general statements which prevent the candidates from seeing the complexity in the question. Some candidates are using sources that date back to 2005/6/7, which is problematic for this topic. Candidates scoring highly for R have research based on news stories in 2013/4/5.

Hyperglobalisers, Transformationalists and Sceptics made for a useful approach/theory. Particularly impressive were the scripts which showed how the same case study would be interpreted differently depending on the theorists' perspective. Consistent use of the model was a strength of the best scripts. Recognising that the question would be answered differently by different groups, possibly within the same country was impressive. Weaker scripts tended to draw blanket conclusions, either agreeing or disagreeing with the view throughout.

Again, the introduction and conclusion here is from the same response.

1.) Introduction:

Globalisation has been defined by The financial times as 'integration of economies, industries and cultures.' Globalisation therefore has a large impact on cultural diversity, defined as 'the co-existence of racial, ethnical, religious and social groups.' (American heritage Dictionary 1982) The impact of globalisation upon cultural diversity ~~differs~~ differs greatly with ~~geographical~~ locations. In some areas, cultural ~~diverge~~ diversity has surged, such as New York where cultural difference is celebrated. Canada is another example where cultural diversity has been embraced through high levels and acceptance of immigrants. Some regions on the other hand reject globalisation, leading to low levels of cultural diversity, Japan being a prime example of a homogenous region that is extremely ~~&~~ opposed to high levels of cultural diversity. There are many varying views on ~~the sdit~~ different levels of globalisation, each impacting differently on cultural diversity, as shown in figure 1.)

	Hyperglobalisers	Transformationists	Sceptics
View.	Believe that globalisation reduces the power countries have, leading to a more integrated planet.	Believe that governments adapts and change to their surrounding conditions.	They believe it is nothing new, governments and powerful corporations maintain power over smaller bodies.
Impact.	Reduces cultural diversity.	Countries become hybridised	Everything stays as it is.
Examples.	TNCs are becoming greater power globally for example apple had a GDP of 182 billion USD in 2012 whilst the country of Ecuador only had 94 billion USD	The 2008 banking crisis showed how the UK, USA and EU had to review and replace the previous banking system.	The formation of trading blocs within different continents mean that TNCs will be increasingly irrelevant.

8.) Conclusion:

There are many nations ~~acro~~ in the world which embrace globalisation, many North American and Western European countries have embraced it aswell as ~~aco~~ encouraging cultural diversity. However other nation, namely Japan reject cultural ~~[illegible]~~ imperialism that couples ~~[illegible]~~ globalisation, maintaining their own rich, homogenous culture which is lacking in cultural diversity. Some areas such as France display national resistance to other cultures, not globalisation. It can therefore be ~~said~~ said that globalisation doesn't reduce cultural diversity, it is very much dependant of other factors such as the mentality of those living in an area. ~~and~~ ~~also~~

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Examiner Comments

Introduction

This example begins by defining globalisation, although for such a complex set of ideas it might have been helpful to address some of the variations of that concept which might also be applied to the definition of cultural diversity. There is an interesting example of a common enough issue with candidates illustrated here - the reification of 'Japan' into a homogenous 'thing' that has clear views. It is very useful if candidates recognise that there are variations in attitudes and beliefs within countries as well as between them; often rather more significant. It is also odd to regard Japan as a country that has 'reject(ed)' globalisation. The material on the second page would be stronger if it was tied to the title in some way.

This introduction was marked at Level 3 - between 6 and 8 marks.

Conclusion

This conclusion largely repeats the assertions made in the introduction adding France as a further, nuanced example. The final sentence does address the proposition but rejects the link entirely. In fact the two concepts are unrelated because 'it is very much dependent on other factors such as the mentality of those living in the area' which is of course, no real answer at all.

This conclusion was marked at Level 2 - between 5 and 7 marks.

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Examiner Tip

Conclusions should focus on the title and not provide a summary of the evidence.

Question 5

As with Question 1, most candidates seemed keen to set out a range of models in the introduction, not all of which played any part later in the report. Some must have spent a significant amount of time on this without much reward. Only the best candidates went on to use the model(s) as a structure for their analysis / or as a criteria for judging the validity of the statement in the question. Here, as elsewhere, the perils of pre-preparation were evident as candidates detailed both the models and the case-studies without paying much attention to the title. Instructively the darkest corner was 'type and level' which were not signalled in the pre-release so were often ignored.

The Epidemiological Transition Model was clearly relevant to this question. Some recognised that increasing global interconnections can impact the pattern e.g. clusters of measles linked to international tourism in California / rising incidence of TB linked to international migration. However, it is the consistent use of the model that is impressive, rather than a description of the model and little more.

Recognising that rising wealth and affluence bring rising levels of health risk for certain types was useful. Obesity and dementia were commonly used examples. Some scripts recognised these trends are increasingly being seen in NICs as their speed of development is causing such rapid social change. Only rarely did candidates appear to recognise that variations within countries were as least as significant as variations between countries.

These extracts are from the same script.

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen Question Number:

Question 1	☐	**Question 2**	☐	**Question 3**	☐
Question 4	☐	**Question 5**	☒	**Question 6**	☐

You are advised to use this page to plan your answer and then begin your answer on page 4.

Plan → (1) Intro: health risk & economic development
definition - framework & models - Kuznets - ET.
(2) Methodology (10 items?)
(3) Analysis → LIC - cuba (chronic) - South Africa (Infection)
sub-con x3. MIC - China - cancer & HIV/AIDS
HIC - UK - cancer. - US - HIV
(4) Conclusion

1.1 Introduction

The World health organisation define health risk as any factor ~~that~~ of any attribute, and exposure ~~and~~ of an ~~other~~ individual that increases their likelihood of ~~dise~~ developing a disease or injury. (WHO 2015).
Economic ~~is refer~~ development is referred to as the adoption of new technologies with a ~~bragil~~ transition from an ~~industry~~ agricultural based economy to an industry based economy with general improvements of living standards. (Businessdictionary.com 2015) Throughout my report I shall explore contrasting health risks at different stages of economic development. I shall use the categories of low-income countries (LIC), middle-income countries (MICs) and finally high-income countries (HICs). Low-income countries tend to be more vulnerable to health risk than HICs and MICs due to the minimal spending ~~of~~ on health care and the general issues of poverty.

1.2 Framework of study.

Health risk is largely determined by economic development however I shall assess whether other factors such as cultural, environmental, political and social also contribute to the levels of health risk. ~~Throug~~ Throughout my report I will explore the variation infections and chronic diseases within and between countries at different levels of economic development. My case studies will consist of, general health risks in Cuba, HIV/AIDs in South Africa, which are both LICs I will then assess cancer and HIV/AIDs in China which is an MIC. And finally, I will explore chronic diseases in the UK and ~~in~~ HIV/AIDs in the US, and they are both HICs.

5.1 Conclusion.

As I have shown, there are various ~~variou~~ types ~~of~~ and levels of infection and chronic diseases in ~~at~~ areas of differing stages of economic development. I have discovered that although economic development is a significant factor in discussing health risks, it is a more complex issue than that, as other factors contribute such as, cultural and political. Both Cuba and the US are both at different stages of economic development yet ~~they~~ the LIC, Cuba, has a higher life expectancy and less vulnerable to HIV transmission as they have a free health care system, which the US don't, which may ~~add~~ add to their higher levels of HIV. Moreover, South Africa and the US both experience HIV due to cultural and economic disparities, however, as the US are more economically developed they suffer less so than South Africa. Also, China suffer dominantly from cancer due to their rapid industrialisation but the UK, suffer from cancer due to their high consumerist unhealthy life-styles. Therefore, economic development plays a huge role in the levels and types of health risks but other factors also contribute.

* Bibliography - please ~~of~~ refer to my method.

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Examiner Tip

Try not to treat countries as single and homogenous entities.

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Examiner Comments

Introduction

Definitions are established early on in this example although, as with others, they are offered without any qualification and no suggestion that they might be disputed. The definition of economic development is especially contentious. The title appears as a qualified statement in 1.2 suggesting that the best way of addressing this topic is through examples of health risks. The biggest omission here is any obvious distinction between level and type, neither word appears in this introduction. Although it is a strong and clear start to the report it could be improved easily enough.

This was marked at Level 4 between 9 and 10 marks.

Conclusion

This extract is from the same script and 'type and level' do, however, appear in the conclusion; as does a clear reference to the title in the first paragraph of the conclusion. As with other examples the conclusion tends to repeat, in summary form, the analysis rather than drawing it together as an overview but it does qualify the links made in a sophisticated way. Again, it would be so useful if variation in economic development within a country were addressed which given the very public debate about inequalities certainly doesn't present major problems in accessing materials. This candidate offered a good deal of ongoing evaluation.

This was marked at Level 4 between 12 and 15 marks.

Question 6

The two key terms in the title were 'environmental quality' and 'increasing levels'. Too many candidates reduced this to 'Tourism damages the environment' and found for the prosecution without qualification. The best candidates kept their focus on the environmental costs of increasing levels of leisure and tourism. A few drifted off into social and economic concerns perhaps because the research steer was insufficiently deconstructed, turning 'rural landscapes' into rural economies and rural societies.

Candidates that had researched environmental impacts and could quote specific examples of impacts or even some quantifiable impacts scored much more highly in R than those that made broad statements with only a loose connection to the environment.

Application of a model consistently throughout the case studies, such as Butler's model or carrying capacity was the best way to show conceptual understanding although even this could get lost with strategies of rejuvenation outlined without any focus on the environment.

The best candidates recognised that the reduction of environmental quality was not inevitable – weaker candidates just argued that it was. Many spoke about the role of management. Even better they considered how the capacity of management varies along the pleasure periphery.

Here again, the introduction and the conclusion are from the same response.

<u>Introduction</u>

Rural areas have experienced a sectoral shift from production to consumption this is because less land is being used for agriculture and more is being used for leisure (~~t~~ activities that take place outside of work time usually for recreation) and tourism (travelling away from home for usually more than one night). The biggest change is being seen in accessible rural areas, but it is now increasing in the most remote regions of the world (Antarctica). This is due to an expanding pleasure periphery there are now no limits to where people can visit and tourism can be seen widely across the rural continuum.

The reason for this increase in rural tourism is firstly the huge surge in the amount of disposable income people are receiving, transport improvements ~~[illegible]~~ have resulted in time space convergence as people can now travel with ease (package holidays). Annual leave has increased so people have more time to visit new areas. ~~The last reason~~ Rural areas have commodified across the rural continuum. The last reason is the uptum in media places that once were not cultrally acceptable are now attracting more tourists than ever.

Rural areas have become tourist hubs as people travel long distances to get to them. This ~~a~~ unstable sit leads to conflicts socially, environmentally and economically.

Socially there has been culture erosion in some of the most remote regions making them become homogenised. Environmentally the most untouched wilderness regions have experienced degradation and erosion and economically it has produced low paid seasonal jobs and also it has become a strain on local services.

Rural ~~ards~~ areas are now under lots of pressure to retain them as wilderness areas, but this is proving hard to achieve as the tourism is usually for exploitative and recreational uses which ultimately means that some rural areas exceed their ecological and recreational carrying capacity. Although if management is considered some areas can return to their original threshold.

The evidence used to support this report will help explain that increasing levels of tourism and leisure inevitably leads to a reduction in environmental quality., ~~but the~~ Firstly the Lake District National Park (remote rural), Posada Amazonas (Wilderness), Antarctica (wilderness), Machu Picchu (Moderate wilderness) and Everest Base Camp (wilderness). Other supporting case studies may include the Galapagos and Malaysia.

Conclusion

In conclusion, increasing levels of leisure and tourism do inevitable reduce the environmental quality of the worlds rural areas but through management and conservation this can be reduced so that the quality can increase and make the rural area more sustainable for the future generation to come. The Lake District (remote rural) showed the effects of successful management on the environment as a well as the Antarctic (wilderness) who had likely environmental effect but after strong management they were able to be minimised. The Posada Amazonas (wilderness) showed the benefits of ecotourism but how inevitable some environmental damage will reduce the quality. Machu Picchu (moderate wilderness) showed an area that was on the verge of ~~pas~~ being permanately damaged through environmental problems but has come through the other side more ~~of~~ resilient and able to adapt to the increasing growth of tourist numbers. ~~The last one~~ Lastly the Everest Base Camp showed the true environmental conflicts from tourism and ~~how an area~~ shows an area in serious need of valuable management.

Rural areas will continue to be depleted due to increased levels of leisure and tourism and this conclusion may not be valid in the future as the pressure is going to continue as our pleasure periphery increase's and the global population continues to grow exploiting new and already vulnerable rural areas because of the nature of tourism ever changing and evolving.

ResultsPlus
Examiner Comments

Introduction

This question, as with Question 4, posed an absolute position – 'inevitably'. It would also be expected that how one evaluates 'environmental quality' might be addressed. This example reads rather like a pre-prepared introduction with the title bolted on in the final paragraph. Whilst such an approach is understandable and good practice it might be better if the title appeared rather earlier in the piece, perhaps as an opening paragraph.

This is a Level 3 answer marked at between 6 and 8 marks.

Conclusion

The conclusion begins with something of a contradiction which is unhelpful. With the question endorsed in the first two lines it is then qualified and rejected. The rest is a summary before a final paragraph which appears to endorse the contention in the title once again. It would help such candidates a great deal if they pre-planned their conclusion and alluded to it in their introduction.

This is a Level 3 answer marked at between 8 and 11 marks.

ResultsPlus
Examiner Tip

Know where you are going in these reports - you should know your 'answer' to the question before you start!

Paper Summary

No 17 or 18-year-old Advanced level student working under pressure is going to produce a report that is flawless. No adult could do that, however well informed on the topic.

There were, however, a large number of very impressive pieces of work seen this year as before. The key characteristic of the authors of these impressive reports was their ability to qualify statements and to add complexity to their answers allowing for doubt.

These students had the confidence to move beyond clichés taking on keywords and key concepts, perhaps seeing models for what they are (generalisations) and recognising that scale is often a very significant factor in explanation.

These qualities require practice and that practice needs to be central to the delivery of the whole specification; not such a challenge for an issues-based course.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx

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