



Pearson

International Advanced Level Geography

Unit 1 WGE01

Global Challenges: **Section A**

Exemplar scripts with examiner commentaries

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Introduction

This guide has been created using student responses to the 2017 International A Level Paper 1 (WGEO/01). The answers and examiner commentaries in this guide can be used to show the standards in the IAL Geography assessment. The guide will focus on a variety of questions across the paper. From questions 1-4, in section A, focus is on questions which require students to apply their geographical skills, for example how to tackle describing distribution or interpreting scatter graphs, or how to apply knowledge and understanding of concepts to command words. All aspects of Section B*, the extended writing topics, are covered to exemplify elements of good practice.

Paper 1 Global Challenges focuses on the meaning, the causes and the management of global challenges as well as how we can influence global challenges through our own attitudes and actions. There are two compulsory topics:

- 1) Topic 1 – World at risk
- 2) Topic 2 Going Global.

Both topics are covered in sections A and B of the paper:

- Section A: data response, knowledge based and level-marked questions
- Section B: choice of World at Risk or Going Global longer essay questions.

Paper 1 is worth 60% of the IAS total marks and 30% of the IAL total marks. The examination is 1 hour and 45 minutes and totals 90 marks. Section A is made up of 4 questions, broken down into MCQ, data-response, short-answer and open-ended questions, each totalling 15 marks. Section B comprises of 2 extended writing questions, a 10 mark data response and a 20 mark essay question.

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.

This document should be used alongside other IAL Geography teaching and learning materials available on the website [here](#).

The May/June 2017 WGE01 Question paper, mark scheme and examiner report are [here](#).

* See **section B** exemplars in a separate document

Exemplar scripts Section A

Example 1 – Question 1aii

1 Study Figure 1.

The following resource relates to Question 1.

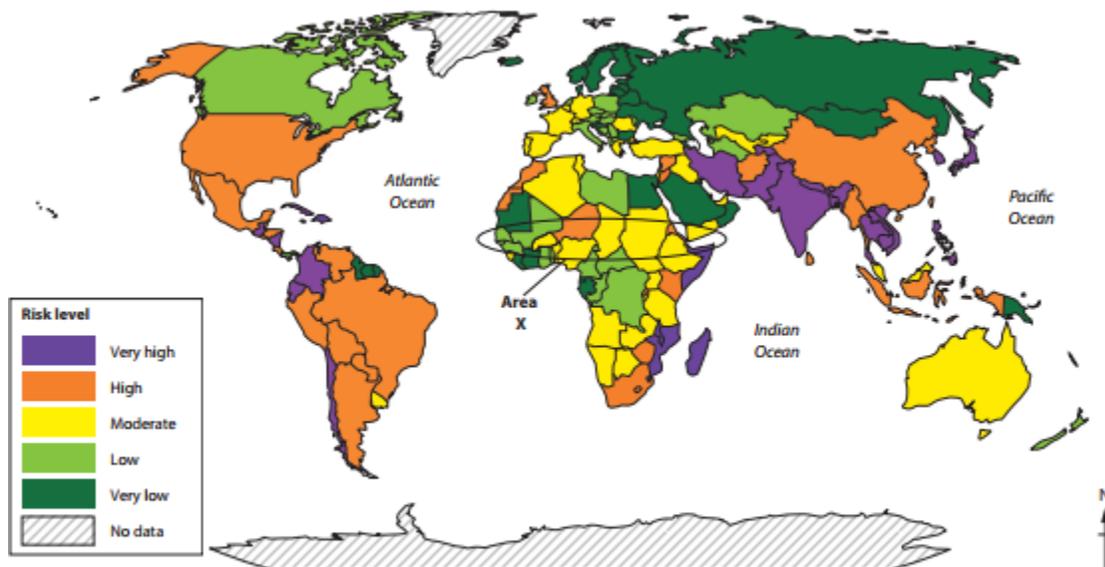


Figure 1

Risk level from all hydro-meteorological hazards (floods, droughts and cyclones)

(ii) Describe the pattern of risk from all hydro-meteorological hazards in **Africa**. (2)

Question Number	Answer	Mark
1 a (ii)	<p style="text-align: center;">AO2 (2 marks)</p> <ul style="list-style-type: none"> • Very high risk in the east / east coast / south (1) • Very low / low risk in central area and west / west coast / north east (1). • Moderate or varied risk in north / north coast (1). • Risk decreases east to west broadly (1), but there are anomalies e.g. Niger. <p>Accept other correct descriptions of pattern; may include named countries. Do not credit explanation; or reference to single locations without reference to pattern.</p>	(2)

Student response:

The risk of hydrometeorological hazards is very high along parts of the East Coast of the continent near the Indian Ocean. There are very low risk levels in a lot of West Africa.

Examiner comment:

This response is awarded 2 marks.

Clear pattern is evident in this answer. Marks were awarded for "very high along parts of the east coast...near Indian ocean" and "very low risk....in a lot of west Africa".

Student response:

The highest hazard risk is along the east coast of Africa.
Area X has moderate risk level due to draughts in Sahara.

Examiner comment:

This response was awarded 1 mark.

Credit for the pattern of high risk along the east coast, but identification of a single place receives no credit because the question asks for pattern not focus on one area.

Example 2 – Question 1 (a) (iii)

(iii) Explain **one** physical cause of drought in the area labelled X on Figure 1.

(2)

Mark scheme

Question Number	Answer	Mark
1 a (iii)	<p style="text-align: center;">AO1 (2 marks)</p> <p>Credit 1 mark for a reason / explanation and a further mark for a linked extension point. Answers need to explain the causes of drought (abnormally low precipitation/ water availability), not aridity:</p> <ul style="list-style-type: none">• Area X has highly seasonal rainfall / situated within the seasonal ITCZ zone (1) and seasonal rains frequently fail leading to drought (1).• Long-term rainfall trends in this area show a downward trend, which can lead to progressive drought (1) which has been linked to global warming (1).• Global climate perturbations such as El Nino / ENSO (1) can cause disruption to seasonal rainfall, which if it fails can lead to drought (1). <p>Causes must be physical in focus. Accept other correct physical explanations including global warming / climate change linked to changing physical processes.</p>	(2)

Student response:

Its an area with low levels of precipitation
due to shift of ITCZ
~~The Global warming~~ Overgrazing has made the
land less dense causing it to become cracks
and draught

Examiner comment:

This response was awarded 1 mark.

The candidate has a correct reason for drought, i.e. the shifting ITCZ, however does not explain this in the context of drought. To improve the response, the candidate would need to say how the shifting ITCZ leads to reduced rainfall. The point on overgrazing alone does not score credit as the mark scheme states that 'causes must be physical in focus'.

Student response:

Area X is found inland and not close to the coasts; ~~so~~ This makes it unfavourable for clouds and storms to form, as they get their energy from the sea.

Examiner comment:

This response was awarded 1 mark.
The candidate links to the idea of continentality but does not make this clear or how this may lead to drought.

Student response:

Global warming has caused greater drought in the Sahel region as higher temperatures in the area prevent rain due to the high pressure and lead to greater evaporation of bodies of water such as Lake Chad, reducing the amount of water used for irrigation of crops and drinking water.

Examiner comment:

This response is awarded 2 marks.
The candidate identifies and describes a relevant cause of drought, in this case global warming. This is linked to reduced rainfall as part of the explanation. The candidate scores one mark for linking global warming to 'higher temperatures in the area'. The second mark, a development, is for understanding that this may lead to 'high pressure and greater evaporation'. This candidate has a clear cause and effect and a focus on drought.

Example 3 – Question 1 (b)

(b) Explain **two** human activities that can increase the risk of flood disasters.

(4)

Mark scheme

Question Number	Answer	Mark
1 (b)	<p style="text-align: center;">AO1 (4 marks)</p> <p>Award 1 mark for identifying a specific human activity that can increase flood risk and a further expansion mark explaining how, up to a maximum of 2 marks each.</p> <ul style="list-style-type: none">• Deforestation can expose slopes to surface runoff / reduce interception (1) which means flood water reaches rivers more quickly and in higher volume (1).• Urbanisation can lead to an expansion of impermeable surfaces (1) leading to increased surface runoff so rivers react faster to heavy rainfall (1).• Poor management / governance of catchments and / or response / construction on high risk locations (1) can increase vulnerability of people and increase disaster risk (1).• Global warming leading to rising sea levels / thermal expansion of the oceans (1) leading to increased risk of coastal flooding (1). <p>NB Do not mark as 3 + 1.</p>	(4)

Student response:

1. Deforestation can reduce the ^{permeability} permeability of the soil and ^{means} ~~means~~ less water is saturated into the soil. This increases the surface runoff and more floods due to less infiltration.
2. Pollution and industrialisation can lead to increases in global temperature. This can lead to eustatic change and thermal expansion of the oceans, increasing the sea level and flooding in coastal areas.

Examiner comment:

This response was awarded 4 marks.

Two human activities are both clearly explained, explicitly linking to how the risk of flooding will increase. The candidate gives a basic idea e.g. "industrialisation leads to an increase in global temperature.....(resulting in) eustatic change". They develop this with the point on sea level rise causing flooding in coastal areas". They have provided a basic and extended idea for both parts of their response.

Student response:

- (4)
- 1 Deforestation and destruction of vegetation e.g. mangroves which acts absorbs diff of water & acts as a barrier & so without it the Urbanisation leads to ground becoming impermeable & so floods happen more easily e.g. California Los Angeles
 - 2 Building homes or basing a town in a flood plain where Region e.g. Dhaka

Examiner comment:

This response was awarded 2 marks.

The candidate gives two relevant human activities as reasons but does not extend the explanation with how the flood risk will increase.

Example 4 – Question 1 (c)

(c) Explain the global distribution of active volcanoes.

(6)

Mark Scheme

Question number	Answer	Mark
1 (c)	<p style="text-align: center;">AO1 (6 marks)</p> <p>Marking instructions 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>Indicative content guidance 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"> • Volcanoes are found close to plate margins where upwelling magma breaches the crust • The majority are found at destructive margins, because of melting magma at subduction zones and these tend to be the most violent • 80% of active volcanoes are in the Pacific Ring of Fire because this is dominated by subduction zones • Less violent, but more frequently erupting volcanoes are found at constructive plate margins where plates pull apart allowing molten magma to rise • Conservative plate margins have no volcanic activity • There are also hot spots such as Hawaii and the Galapagos where mantle plumes generate mid-plate eruptions, not related to plate margins • Differences in magma type and temperature of eruption explain the contrast between effusive (constructive) and explosive (destructive) volcano types. <p>For Level 3, answers should focus on distribution i.e. the pattern of volcanoes.</p>	(6)
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	<ul style="list-style-type: none"> • Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Understanding addresses a narrow range of geographical ideas which lack detail. (AO1)
Level 2	3-4	<ul style="list-style-type: none"> • Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1) • Understanding addresses a range of geographical ideas which are not fully detailed and/or developed. (AO1)
Level 3	5-6	<ul style="list-style-type: none"> • Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Understanding addresses a broad range of geographical ideas which are detailed and fully developed. (AO1)

Student response:

Volcanoes are formed where tectonic plates meet. These are called plate boundaries. ~~Different volcanoes~~ Volcanoes can only be found in two types of plate boundaries, namely destructive and constructive plate boundaries.

In destructive plate boundaries, ~~the denser oceanic crust is forced~~ ^{two tectonic plates collide, with the denser oceanic crust forced below the lighter continental crust.} Composite volcanoes are formed, ~~with which have~~ ^{and volcanic activity is more} violent eruptions compared to ones in a constructive plate boundary. A good example is Indonesia with its volcanoes.

Constructive plate boundaries involve two ^{oceanic} plates moving away from each other, with the cooled magma forming new land as it cools ~~from~~ ^{due} to the ocean. Shield volcanoes are formed, and volcanic activity is relatively gentle. Iceland is an example, as it lies on a constructive plate boundary and has volcanoes.

Examiner comment:

This response was awarded 4 marks.

This is a good level 2 answer. The candidate has clear understanding of both constructive and destructive plate boundaries, however, does not reach level 3 as there is no explicit link to distribution. There is good geographical understanding shown in the explanation of the plate boundaries e.g. "in destructive plate boundaries....denser oceanic crust is forced below the lighter continental crust". Link to intra-plate hotspots or identification of where most active volcanism occurs i.e. Pacific Ring of Fire, would have improved this and enabled the answer to access Level 3 marks.

Student response:

~~Destructive plate~~ Volcanoes are situated on destructive plate boundaries such as Mount Pinatubo in Philippines which lies on ~~an~~ ^{an} Pacific oceanic plate subducting under less dense Eurasian plate causing volcanoes to form.

Examiner comment:

This response was awarded 2 marks.

This answer is a level 1 response, which identifies one setting for active volcanism and gives a basic understanding of it. Greater range and depth would have improved this response, for example reference to divergent plate boundaries, intra-plate volcanism and reference to specific locations where we find these.

Student response:

volcanoes are usually found along plate boundaries. convection currents cause the plates to move due to the friction. At destructive plate boundaries converge together eg. Phillipines plate & Eurasian. This causes the oceanic crust to be subducted under the continental as its more dense. This creates a subduction zone and causes rock and magma to melt. The increase in pressure can cause a high velocity ^{core} ~~core~~ volcano to form such as Pinatubo. In constructive plate boundaries, the diverging plates allows magma to rise and cool forming new land and volcanoes (which are shield and less viscous). They are usually found above tectonic plates and new mountain ranges such as the Andes. They are usually found along

(Total for Question 1 = 15 marks)

coastlines due to the nature of a subduction of the oceanic crust. This diverging plates can also cause volcanoes in the ocean such as the Pacific ring of fire as magma is able to rise, cool and form new land.

Examiner comment:

This response was awarded 5 marks.

There is a clear understanding of plate boundaries (similar to the example scoring 4 marks). However this candidate makes explicit link to Pacific Ring of Fire and coastal belts for the location. Could have improved with reference to volcanic activity not situated on plate boundaries, for example intra-plate (hotspot) volcanism so that the candidate has the broad range required for 6 marks.

Example 5 – Question 2 (a) (ii)

Study Figure 2 in the Resource booklet

- (ii) Compare the carbon dioxide emissions in 1993 to those in 2013 shown in Figure 2.

(4)

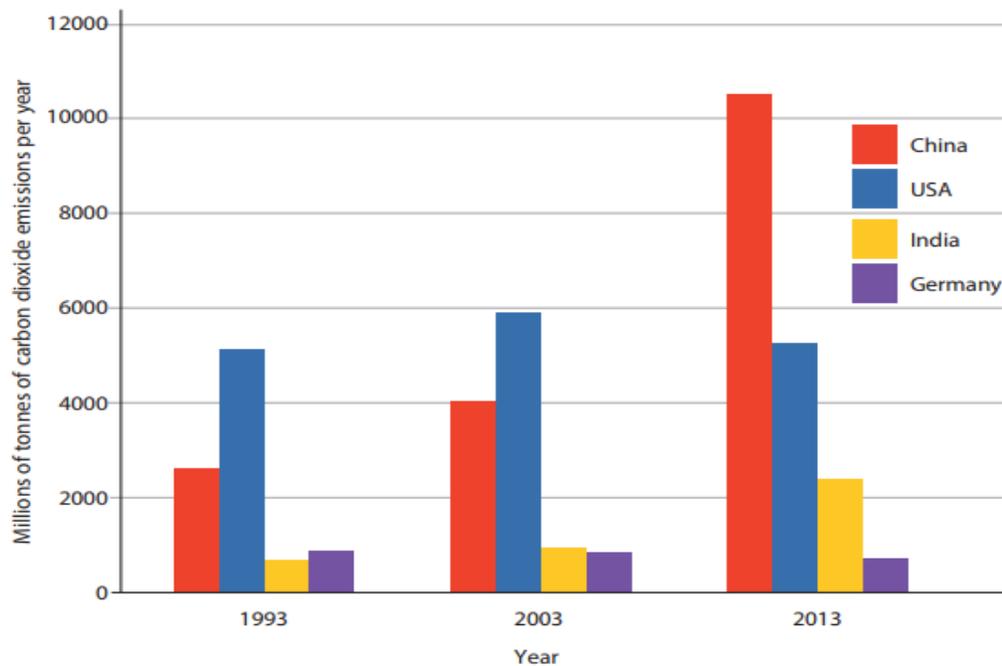


Figure 2

Total carbon dioxide emissions for four countries

Mark Scheme

Question Number	Answer	Mark
2 a (ii)	<p style="text-align: center;">AO2 (4 marks)</p> <p>Credit 1 mark per comparative point, whether or not it is supported by data:</p> <ul style="list-style-type: none"> • Highest emitter in 1993 was the USA (5200) whereas in 2013 it is China (10500) (1) • Emissions have fallen in USA and Germany (1), but risen in China and India (1) • The reduction in emissions in Germany is larger than that for the USA, relatively (1) • China's emissions have increased fourfold (1), with India showing a similar level of increase (1) • Total emissions from the four countries were around 9000 in 1993, but China alone exceeds this in 2013 (1), plus total emissions are around 17000 (1). <p>Accept other comparative points.</p>	(4)

Student response:

Overall levels have gradually increased due to rapid urbanisation. Countries like China have seen the biggest increase from around 2500 to over 10,000 millions of tonnes. The USA saw an increase from 1993 to 2003 but then saw a decrease to roughly the same level (5000) at 2013. due to ^{deindustrialisation and renewable energy} Germany on the other hand initially had very low emissions but had managed to reduce them even further to around 800 m _{tonnes}.

Examiner comment:

This response was awarded 4 marks.

The answer provides a comparison of 1993 and 2013 throughout. The candidate provides a comparison of the overall change as well as the changes in three of the countries from the Figure. The candidate scores marks by identifying that overall levels had increased; that China has had the biggest increase; that the changes in the USA saw a similar rise and fall; and that Germany had encountered a reduction in emissions.

Student response:

~~There is an overall increase~~ China has experienced the most rapid increase from approximately 2500 tonnes of CO₂ in 1993 to approximately 10,500 in 2013. Germany's ~~has not increased~~ emissions have decreased from around 700 tonnes in 1993 to 500 in 2013.

Examiner comment:

This response was awarded 2 marks.

The candidate only focuses on changes in two countries shown on the figure, despite having clear comparison between 1993 and 2013, and is therefore rewarded only for the changes given. The answer could have been improved by the candidate referring to changes in USA and India.

Example 6 – Question 2 (a) (iii)

(iii) Suggest **one** possible explanation for the changes to the emissions shown in Figure 2 for the following countries:

(4)

Mark Scheme

Question Number	Answer	Mark
2 a (iii)	AO1 (4 marks)	(4)
	<p>Credit 1 mark for a reason and a further mark for an extended explanation.</p> <p>Germany (falling emissions)</p> <ul style="list-style-type: none"> • Environmental concerns / concerns about climate change have led to a focus on emissions reduction (1) such as the use of renewable energy / technology to reduce transport emissions / energy efficient buildings (1). • Joining Kyoto / Paris COP21 (1) and setting targets for emissions reductions as a result (1) • Economic change / change in sectors (1) such as the impact of the economic downturn reducing emissions / high energy costs reducing demand (1). <p>China (rising emissions)</p>	
	<ul style="list-style-type: none"> • Rapid industrialisation (1) meaning a large rise in fossil fuel use to meet demand from factories / exporters (1). • Increasing affluence / urbanisation of the population (1) meaning individual energy consumption has risen and so have per person emissions (1). 	

Student response:

Germany is a developed country and it's fighting climate change, Germany is part of Kyoto Protocol and that's important because it's ^{must} meant to reduce it's ^{CO₂} emissions and we can see that it's ~~The population in Germany is small and~~ China

China is a developing country and it's main source of income is ~~coal~~ energy generated from fossil fuels and it earns it's money from it and it can't afford to move to renewable sources of energy. The population in china is greater and that means that china has to ~~be able to sustain~~

Examiner comment:

This response is awarded 1 mark.
Suggestions needed to be relevant in accounting for the changes in emissions.
The comment about Kyoto commitments is valid, however, there is no explanation of how it would lead to a change in emissions, so the first part of the answer scores 1 mark. The comment on China is not correct and so the second part of the answer scores 0.

Student response:

The increased use of renewable energies such as wind power and ~~has~~ reduced reliance on fossil fuels, which would result in lower CO₂ emissions and 'greener' energy use.

China
Industrialisation - the increased output of CO₂ as a result of more factories in China producing goods like cars, which releases CO₂ and causes a spike in emissions

Examiner comment:

This response scored 4 marks.
The candidate has two valid reasons and in both cases makes an explicit link to how they have changed the overall emissions. The use of the conjunction 'which' in this case shows how the student identifies a reason and can determine its relevance in changing emissions.

Example 7 – Question 3 (a) (ii)

Study Figure 3 in the Resource Booklet.

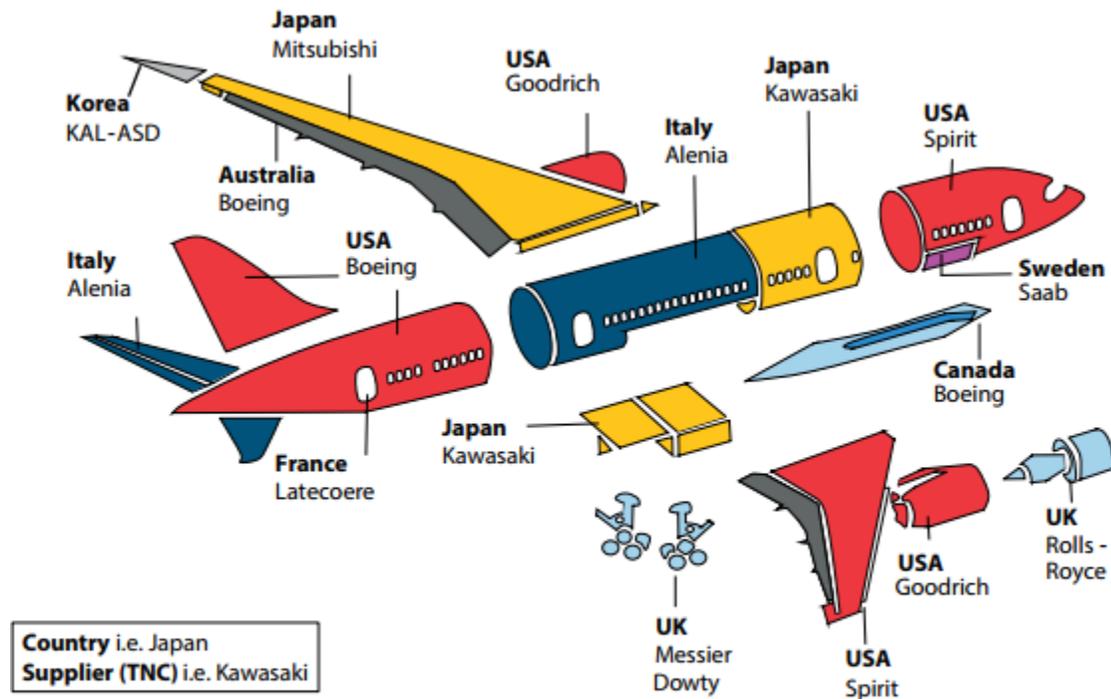


Figure 3

The origin of parts for the USA-based Boeing 787 jet passenger aircraft

- (ii) Suggest **one** way that Boeing and supplier TNCs might use the internet to manage the production of the 787 aircraft.

(2)

Mark Scheme

Question Number	Answer	Mark
3 a (ii)	<p>AO1 (1 mark) / AO2 (1 mark)</p> <p>Credit 1 mark for a reason / explanation and a further mark for a linked extension point.</p> <ul style="list-style-type: none"> Logistics / communication (1) between Boeing and its parts suppliers aboard (1); tracking / ordering supplies (1). Sharing designs ideas / changes to designs / production targets (1) without the need for physical copies / physical meetings (1). <p>Accept other suggestions with appropriate extensions.</p>	(2)

Student response:

Communication between the two they can communicate exactly what they want exactly in the right quantities

Examiner comment:

This response was awarded 1 mark.

The candidate identifies communication as a reason for internet use, but does not clearly link the reason to how it will manage production.

Student response:

Boeing and supplier TNCs can use the Internet to do online transactions and receive details on the order. This is ^{more convenient} ~~easier~~ compared to holding meetings to make an order of components.

Examiner comment:

This response was awarded 2 marks.

The reason of online communication / ordering online to use the internet is linked to a valid extension that this will improve efficiency (i.e. be "more convenient").

Example 8 – Question 3 (a) (iii)

(iii) Explain **one** way that aircraft like the 787 contribute to globalisation.

(2)

Mark Scheme

Question Number	Answer	Mark
3 a (iii)	<p style="text-align: center;">AO1 (2 marks)</p> <p>Credit 1 mark for a reason / explanation and a further mark for a linked extension point.</p> <ul style="list-style-type: none">• Jet aircraft transport people around the world (1) contributing to globalisation through tourism creating cultural mixing / transport of TNC business people / economic migration (1).• Some trade in goods is carried on such aircraft (1) especially when it is high value / low weight and / or perishable (1).• The speed of aircraft reduces the friction of distance (1) and makes it easier for TNCs to operate global production chains / reduces costs (1).	(2)

Student response:

Aircraft makes it easier for people to travel the world, as it takes less time and is in an affordable price.

Examiner comment:

This response is awarded 1 mark.
A valid reason of reducing time of travel / friction of distance but no a clear extension to show how this contributes to globalisation for the second mark.

Student response:

The interdependence of countries has grown which can result in encouragement of creation of trade blocs in the future such as TTIP between USA and Europe.

Examiner comment:

This candidate scores 0 marks.

The candidate does not answer the question and provides no clear link to how the aircraft will contribute to globalisation.

Student response:

The aircraft would help move people from one Geographical area to another allowing people to connect to one another world wide and influence one another with their own culture.

Examiner comment:

This response was awarded 2 marks.

There is a clear link between the movement and the spread of culture which allows this candidate to score full marks. It is important on 2 mark questions that the answer is both relevant and that there has been linkages made between the point and the question.

Example 9 – Question 3 (b)

(b) Explain **two** benefits for countries joining free trade blocs.

(4)

Mark scheme

Question Number	Answer	Mark
3 (b)	<p style="text-align: center;">AO1 (4 marks)</p> <p>Credit 1 mark for a reason and a further mark for an extended explanation.</p> <ul style="list-style-type: none">• Free trade blocs have tariff-free trade between members (1) reducing the cost of trade between them and leading to a higher volume of total trade (1)• Some businesses may be able to find a cheaper location for production within the bloc (e.g. Mexico or Eastern Europe) (1) reducing costs and increasing competitiveness / higher profits (1).• Barrier free trade between countries encourages flows by TNCs (1) and may make FDI into other members easier (1).• Some trade blocs such as the EU include free movement of labour (1) making it easier for businesses to fill skills gaps / workers to find work (1); trade bloc may promote broader political stability / good relations between members (1).	(4)

Student response

1 low tariffs on imports & exports of goods

2 lower or no quotas on the amount of goods they can export, import

Examiner comment:

This response was awarded 1 mark.

This candidate offers little in the way of explanation. Both of their points are related to the same benefit – i.e. reduced tariffs. Therefore only one mark was awarded. This response could be improved through identification of a different reason such as trade blocs encouraging the free movement of people, or by extending the reason given to say why there is a benefit to joining the trade bloc.

Student response:

1. By joining trade blocs companies can trade goods between each other without having tariffs which means that the imported goods are cheaper to buy.
2. Some trade blocs like The EU have the freedom of movement which means that someone from one country in the EU can move and work in another country in the EU without the need for visas which means that some countries can get an influx of educated workers ^{who will pay more taxes}.

Examiner comment

This response was awarded 4 marks.

Two clear reasons are given (reduced tariffs and freedom of movement) and in both cases the reasons are clearly extended, hence full marks. These answers are similar to items 1b and 2aiii in that they are rewarded with two mini explanations. Therefore answers should have equal weighting in explanation for each point made.

Student response:

1. Free movement of labour (eg EU) - Allows workers to move from one country to another within the trading bloc to undertake available jobs.
2. Free movement of goods and services - There will be no implications of tariffs and quotas on goods and services thus allows trade to occur without ~~disruption~~ disruption.

Examiner comment:

This response scores 4 marks.

Two clear reasons, both concisely written but both relevant and clearly linked to the benefit of joining free trade blocs. The reasons credited are "free movement of labour" and (reduced) "tariffs and quotas". The first point is extended; "allowing workers to move...to take available jobs". The second point on tariff reduction is extended as it allows "trade to occur without disruption" – implying increased efficiency in the trade process.

Example 10 – Question 3 (c)

- (c) Explain why there are concerns about the impacts of globalisation on the **local** environment.

(6)

Mark Scheme

Question number	Answer	Mark
3 (c)	<p style="text-align: center;">AO1 (6 marks)</p> <p>Marking instructions 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>Indicative content guidance 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"> • Concerns over local air pollution from factories, especially in outsourcing locations such as the Pearl River Delta, where local emissions regulations may be weak • Health issues linked to poor air quality, especially in cities affected by high rates of industrialisation, e.g. Mumbai, Shanghai • High levels of water pollution from industrial runoff; eutrophication of rivers and lakes from factory waste, e.g. in China • Dereliction in 'rustbelt' locations, which have lost industry due to the global shift, reducing the environmental quality of former industrial cities • Pressure on local natural resources, e.g. depletion of groundwater and / or surface water supplies due to over-extraction for industrial use, e.g. Coca-Cola in India • A point could be made about improving environmental issues in some developed countries that have lost industry due to the global shift. <p>Answers must have a local focus on environmental issues / impacts, do not credit content related to global warming unless it is rooted in local impacts.</p>	(6)
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	<ul style="list-style-type: none"> • Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Understanding addresses a narrow range of geographical ideas which lack detail. (AO1)
Level 2	3-4	<ul style="list-style-type: none"> • Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1) • Understanding addresses a range of geographical ideas which are not fully detailed and/or developed. (AO1)
Level 3	5-6	<ul style="list-style-type: none"> • Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Understanding addresses a broad range of geographical ideas which are detailed and fully developed. (AO1)

Student response:

There are always concerns about the impact of globalisation on the local environment because some countries fear to lose their traditions and in some cases their identities, other concerns could be the loss of their industry leaded by TNCs that are moving to the country and changing the local industry and in some cases the economy, or loss of jobs. This is why there are concerns about the impact of Globalisation.

Examiner comment:

This response scored 0 marks.

The question asks an understanding of how globalisation impacts the local environment. In this case the response is entirely focused on the human impact – with focus on loss of traditions and economic impacts. The response required some focus on the environmental impact and there is none unfortunately in this case.

Student response:

One of the impacts of globalisation on the local environment can be the degradation of land. Companies may want to invest in countries in order to put their factories/industries/buildings here therefore they use greenfield sites disrupting ecosystems and putting pressure on land making many people live in slum areas. Another problem is the loss of cultural identity within a country. Many cultures and traditions may be lost as the companies are changing the food, clothes... in a country. As globalisation ~~provide~~ provides jobs there will be a high level of migration within a country causing overpopulation, house and services demand which can then affect the local people.

(Total for Question 3 = 15 marks)

Examiner comment:

This response was awarded 2 marks. This was fairly typical response which had a mixed focus on the question. The first part of the answer has some descriptive understanding of general environmental impacts linked to globalisation. However this is followed by the social and economic impacts of globalisation. Therefore, this narrow range of geographical ideas was limited to Level 1. To access Level 2 the candidate could have given a greater range of environmental impacts, or could have given greater detail in the examples offered, perhaps supported by case examples.

Student response:

Firstly, globalisation such as that in China, can cause rapid urban area growth. This can cause the urban areas to expand into green belts and rural areas putting strain on the environment and wildlife. Secondly, TNC's often produce huge amounts of emissions due to lax emission laws. eg. (China) This can increase air pollution, decrease air quality and lead to smog in local areas. Thirdly, many TNC's illegally dump chemical and toxic waste in waterways to reduce costs, such as the Ganges in India. This can fill the water with chemicals and pollutants affecting fish populations. Lastly, globalisation helps transport improve causing cheaper cars and greater pollution on the streets leading to noise pollution and congestion in cities like Mumbai.

(Total for Question 3 = 15 marks)

Examiner comment:

This response was awarded 6 marks. This is a high level 3 answer which has clear focus on the environmental impact. The candidate has a good range in the number of impacts – pressure on green belt, emissions, illegal dumping, pollution of water and noise pollution. In each case the link to globalisation is evident and in some cases there is supporting evidence from the examples used. This candidate demonstrates geographical knowledge and understanding throughout.

Example 11 – Question 4 (a) (ii)

Study Figure 4 in the Resource Booklet

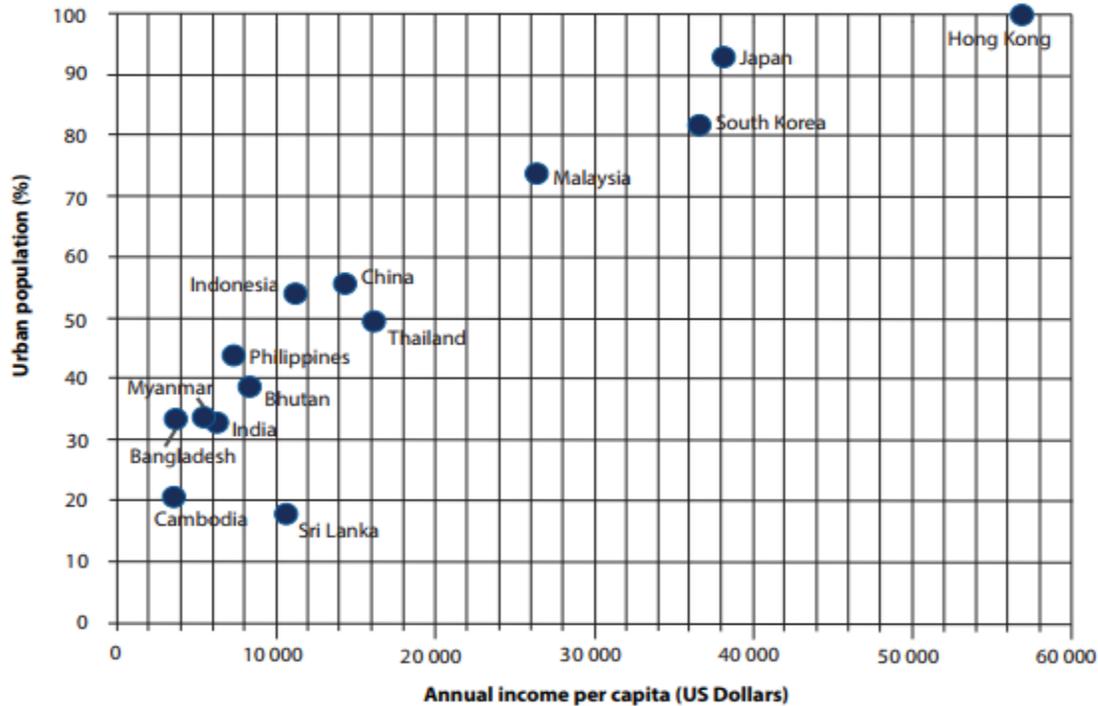


Figure 4

A scattergraph showing annual income per capita and urban population

(ii) Describe the relationship between annual income per capita and percentage urban population shown in Figure 4.

(3)

Question Number	Answer	Mark
4 a (ii)	<p style="text-align: center;">AO2 (3 marks)</p> <ul style="list-style-type: none"> • A positive correlation / as income rises so does % urbanisation (1) • Sri Lanka is anomaly (1) as its urbanisation % would be expected to be 40-50% / Hong Kong is anomalous at 100% urbanisation (1) may develop a comparative point (1). • Non-linear above \$40000 / above \$40000 there is less change in % urbanisation (1) • Small increases in income lead to large % rises in urbanisation between \$3000 and \$8000 (1). • Credit analytical points that identify country groups in a similar situation e.g. South Asian ones (1). <p>Note: no marks for explanations.</p>	(3)

Student response:

The higher the % of urban population the higher the annual income e.g. Hong Kong as Hong Kong has the highest annual income of 57,000 and highest urban population % of 100%.
The lower the ~~sub~~ annual income the lower the urban population %.

Examiner comment:

This response was awarded 1 mark.
The response shows that the relationship is clearly identified. However the examples do not add to the identification of a positive relationship. The final sentence made is simply repetition of the earlier identified relationship but mirrored.

Student response:

for the majority we can see that the higher the annual income per capita the higher the urban population e.g. Hong Kong and Japan. none the less this is not always the case for example Sri Lanka having a lower urban population than Cambodia with just under 20% however having a higher annual income ~~than~~ ~~reaching~~ just over 10,000.

Examiner response:

This response was awarded 3 marks.
The identification of the positive relationship is clear in the first sentence. However, further credit is gained as a result of identifying Sri Lanka as the anomaly and saying why it is an anomaly.

Student response:

- The graph shows a positive correlation, so as Annual income per capita increases, the percentage of urban population also ~~the~~ increases.
- Countries such as Bangladesh, India, Myanmar are close to ~~at~~ one another suggesting ^{that} ~~are~~ South Asian countries have the same relationship.
- MEDCs like Japan have a high urban population and a high annual income.

Examiner comment:

This response was awarded 2 marks.

The candidate identifies the positive relationship in the first sentence, as most candidates were able to do. They gain further credit with their analytical grouping of the lower income countries. This would have scored 3 if they could have developed the comment on Japan – perhaps by suggesting the rate in the relationship levelled off with more developed nations.