

Example 1a

(f) Explain the formation of a river meander.

(4)

When the river reaches the middle course, the river becomes asymmetrical, so that means there is a difference between river velocities at different sides of the river. The inner side will be slower and the outer side will have higher velocity. This causes a lot of erosion at the outer side such as hydraulic action and abrasion, while there is more deposition at the inner side of the river. This causes rivers to bend, on one side keep on getting eroded, and the ~~other~~ other side kept on having material deposited on.

Example 1b

(f) Explain the formation of a river meander.



(4)

meanders are formed by ~~faster~~ ^{faster} velocity occurring on the outside of the bend and ~~deposition~~ ^{slower velocity} on the inside this causes the river to ~~bend~~ erode the outside of the bend and deposit its material on the inside

Mark Scheme for examples 1a and b

Question number	Answer	Mark
1(f)	<p>AO1 (1 mark) AO2 (3 mark)</p> <p>Award 1 mark for initial point (AO1), and 3 further marks (AO2) for the extension of this point up to maximum of 4 marks.</p> <p>Needs to identify stages in the development of landform</p> <p>Marks can be awarded for description of stages</p> <p>River flows fastest on the outside bend (1)</p> <p>River flows slowest on the inside bend (1)</p> <p>On the inner bend deposition occurs (1) because there is more friction here (1)</p> <p>Outer bend erosion occurs (1) because hydraulic action occurs here (1)</p> <p>River erodes and deposits laterally (1)</p> <p>Accept any other appropriate response.</p>	(4)

Example 2a

- (e) Study Figures 6a, 6b and 6c in the Resource Booklet. They show three different data presentation techniques from a student's investigation into the changing use of urban environments.

The aim of the student's enquiry was to investigate the attitudes towards the plans for a new urban waste incinerator in Copenhagen, Denmark, on the edge of the city.

The student used three different presentation techniques to help understand people's opinions towards the proposed urban waste incinerator development.

Evaluate how effective the techniques were in presenting the data and information collected.

(8)

The table in figure 6c involves recorded results from ~~an~~ a questionnaire, however, only the question numbers are recorded and not the actual questions that were asked. This makes ~~the data~~ it impossible to interpret the data that the table shows. But the positive is that the scores are colour ~~ish~~ coded to give a better visual representation of views ^{that are positive (green)} ~~also~~. However, there is no key (i.e. what most people think is coloured green). However, there is no key to show what each colour indicates, which makes it harder to read results.

Figure 6b shows an annotated picture of a ~~long~~ carrying waste. She has not located ~~the~~ where she took the picture. Also, one picture is not representative of the whole edge of the city of Copenhagen. She could have also taken pictures of the urban waste incinerator to show why people would be unhappy with it ~~is~~ (mainly due to the significant air pollution and toxic fumes). She should also get some secondary data, showing the benefits of the incinerator (e.g. providing energy for the city instead of burning fossil fuels).

The ~~idea~~ opinion role in figure 6c is only one opinion,



which is not ~~an~~ an accurate representative of ~~of~~ the attitudes
attitudes to the incinerator. She should have asked more people
about their opinions, as Figure 6c only shows a biased opinion.

~~She should have repeated~~ She should have
repeated the enquiry and calculated ~~the~~ the average result in
figure 6a, in order to capture more opinions on the incinerator
and increase reliability of data

Example 2b

- (e) Study Figures 6a, 6b and 6c in the Resource Booklet. They show three different data presentation techniques from a student's investigation into the changing use of urban environments.

The aim of the student's enquiry was to investigate the attitudes towards the plans for a new urban waste incinerator in Copenhagen, Denmark, on the edge of the city.

The student used three different presentation techniques to help understand people's opinions towards the proposed urban waste incinerator development.

Evaluate how effective the techniques were in presenting the data and information collected.

(8)

The techniques used in presenting the data is alright, the first one, figure 6a has some figures ~~are~~ missing like in questions 3 + 8 so it's creating more work for readers to calculate and could be inaccurate. Figure 6b doesn't give people's opinions towards the waste incinerator so that is helpless/ useless. Figure 6c is good because it's giving a persons opinion about being unhappy with the development so in conclusion the techniques were sort of effective, however next time I would fill in all the info in the table, find a new data representation for figure 6b and for Figure 6c I would get a few more oppinions from people not just 1.

Figures for Example 2a and b

Question number	People's views				Total
	Strongly disagree	Slight disagreement	Not sure	Slight agreement	
1				3	3
2				7	7
3	2	5	3		20
4	6	1	3		10
5	2	2	2	2	8
6		5	5		10
7	1	6	3		10
8			1	2	9

Figure 6a

Results from a survey of people's views on a new waste incinerator



Figure 6b

Photographic results evidence lorry traffic on small roads

(Source: © Kumar Sriskandan / Alamy Stock Photo)

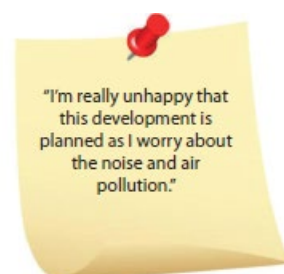


Figure 6c

Presentation of attitudes towards the waste incinerator

Mark Scheme for examples 2a and b

Question number	Indicative content
6(e)	<p style="text-align: center;">AO3 (4 marks)/AO4 (4 marks)</p> <p>Marking instructions</p> <p>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</p> <p>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>AO3</p> <ul style="list-style-type: none"> Both Figures 6a and 6b do show some outcomes from the fieldwork surveys, therefore it is possible to make some sense of what the student found. Figure 6a seems incomplete as the nature of the questions asked is not present on the key so it's difficult to draw conclusions.

		<ul style="list-style-type: none"> Figure 6b only shows one picture, so this might be biased as some could have been missed, therefore this technique is limited in its appropriateness. Recognition of issue in presentation (both Figure 6a and 6b) may be flawed in terms of approach and usage. An evaluation of how far the presentation techniques can be trusted may be provided. <p>AO4</p> <ul style="list-style-type: none"> In Figure 6a there is no totals column for the Peoples Responses In Figure 6a, some rows have incorrect addition In Figure 6a there is no strongly agree category In Figure 6a the colours may be the wrong choice of plot technique In Figure 6b only 2 opinions are shown (there may have been more). In Figure 6b the viewer doesn't know anything about the time the photo was taken, and therefore the frequency of lorry movements etc. In Figure 6b don't anything about the area / context of where the image is taken.
Level	Mark	Descriptor
	0	No acceptable response.
Level 1	1–3	<ul style="list-style-type: none"> Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3) Few aspects of the enquiry process are supported by the use of geographical skills to obtain information, which has limited relevance and accuracy. Communicates generic fieldwork findings and uses limited relevant geographical terminology. (AO4)
Level 2	4–6	<ul style="list-style-type: none"> Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) Some aspects of the enquiry process are supported by the use of geographical skills. Communicates fieldwork findings with some clarity, using relevant geographical terminology occasionally. (AO4)
Level 3	7–8	<ul style="list-style-type: none"> Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently, leading to judgements that are supported by evidence throughout. (AO3)

Example 3a

(g) Discuss the view:

"The causes and impacts of globalisation are distributed unevenly".

Use Figures 8a, 8b and 8c from the Resource Booklet and your own knowledge and understanding to support your answer.

(12)

I think that the ^{cause and} impacts have been distributed unevenly, mainly between developed and developing countries. In 8a, we see the communications to be very high in developed countries like USA and Sweden. This ~~causes~~ ^{cause} for these countries to be the ~~only~~ ^{eg Nike} headquarters of TNCs ~~which~~ due to high levels of communication as they can control operations from their country and control operations in countries such as Vietnam, exploiting their cheap labour and resources. These ^{developed} countries then take most of the profit from the host country (profit leakage abroad) and leave behind problems such as pollution and environmental damage in poorer countries, mostly emerging economies.

In 8b, we see the huge range of people's attitudes towards business as we can see Europe and Central Asia mostly developed and emerging economies have the highest average score ^{at ~68} and Sub-Saharan Africa having the lowest at ~48. This shows how globalisation operations occur mostly in Europe, Central Asia and the Pacific, spreading the causes and impacts in these areas. Africa also has a huge range as China has been investing in certain parts of Africa while other parts are left alone by themselves although in 8a we see that most of Africa ~~is~~ has little communication with the world and therefore has little

say on the global market and globalisation, ~~but~~ being mostly developing countries.

In 8c, we see the main causes of globalisation, which include communication technology which has been discussed in 8a to mainly take place in developed countries, where TNCs operate from. The flexible work force is also connected to 8b as we see ^{central} Asia and Europe being the most willing and flexible to globalised work in different countries and businesses.

Trade blocs such as the EU also play a part in globalisation as, especially Europe, has a much freer trade and freer migration where workers are able to migrate easily to different areas such as from Poland → UK. This makes globalisation concentrated in trade blocs.

^{In conclusion,}
The cause and impacts of globalisation ^{are} mostly ~~the~~ concentrated in developed countries, trade blocs (Total for Question 8 = 35 marks) **31**
with advanced tech and areas with flexible ~~and~~ workers.

Example 3b

(g) Discuss the view:

"The causes and impacts of globalisation are distributed unevenly".

Use Figures 8a, 8b and 8c from the Resource Booklet and your own knowledge and understanding to support your answer.

(12) 4 marks

Globalisation is the increase in connectedness and movement of goods and people around the world.

The causes of Globalisation is shown in Figure 8c, as transport, TNC's, communication, Global institutions and by flexible labour force. TNC's have moved in the UK work in China as they have a cheap labour force compared to UK.

The impacts of globalisation is faster internet connection and greater ease of doing business around the world as businesses and call centres from the UK are set up in India as they have decent internet speed and cheap labour.

Therefore I agree that the causes outweigh the benefits.

Mark scheme for examples 3a and 3b

Question number	Indicative content
8 (g)	<p style="text-align: center;">AO2 (4 marks), AO3 (4 marks), AO4 (4 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> <p>AO2</p> <ul style="list-style-type: none"> • The term globalisation is complex; it can be defined in a range of ways, often to suit different arguments • There are a range of impacts of globalisation, some negative and some positive affecting people and their economies. It creates winners and losers • The causes of globalisation are many and varied. They include: communication technology, transport technology, TNCs and global businesses as well as the removal of trade barriers. <p>AO3</p> <ul style="list-style-type: none"> • The distributed impacts of globalisation depends on the operation of the causes and process, e.g. global shift of manufacturing, increased connectivity etc. • Unquestionably globalisation has delivered many benefits for many people including greater consumer choice, poverty reduction. But it has been coupled with losses of jobs in some areas where other places, especially SE Asia have seen big job increases in the last 20-40 years. • The challenge of globalisation of the issue is that crosses international boundaries – and therefore international cooperation is crucial – but these agreements are never straight forward to arrive at, or to implement. Different countries and places will have different approaches to trade agreements and barriers. • Globalisation is very strongly linked to mass and international migration. In the future as people become more connected, then globalisation will increase globally in otherwise “unconnected” areas (e.g. those in Figure 8a). • Globalisation impacts which are viewed as negative by some can vary spatially and temporally, which means that management solutions often have to be tailored locally or regionally, so the global aspect is difficult.

Question number	Indicative content	
	<ul style="list-style-type: none"> Globalisation remains a hotly contested idea and there is a curtly and anti-globalisation movement growing in some political circles. <p>AO4</p> <ul style="list-style-type: none"> Figure 8a shows red “not-spots” of central Africa and parts of the Middle East, South America and SE Asia. Figure 8a shows that Europe, N America and Australia for example have high scores of internet speed. Figure 8b Shows there is variation in ease of doing business across regions, but highest scores are similar, between 70-80. Figure 8b Latin America and Sub-Saharan Africa have the lowest scores, with Sub -Saharan Africa having the lowest average. Figure 8c shows a range of different causes which are all possible drivers of globalisation Figure 8c shows causes that can operate at different geographical scales. Figure 8c indicates that there is only a limited number of causes, but for some places there may be more. 	
Level	Mark	Descriptor
	0	No acceptable response.
Level 1	1–4	<ul style="list-style-type: none"> Demonstrates isolated elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2) Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3) Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (AO4)
Level 2	5–8	<ul style="list-style-type: none"> Demonstrates elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2) Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)
Level 3	9–12	<ul style="list-style-type: none"> Demonstrates accurate understanding of concepts and the interrelationship of places, environments and processes. (AO2)

Question number	Indicative content	
		<ul style="list-style-type: none"> • Applies understanding to deconstruct information and provides logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently, leading to judgements that are supported by evidence throughout. (AO3) • Uses geographical skills to obtain accurate information that supports all aspects of the argument. (AO4)