

OXFORD

INTERNATIONAL
AQA EXAMINATIONS

INTERNATIONAL AS GEOGRAPHY

(9635)

Mark scheme

Unit 2: Human geography 1

Specimen 2018

Mark schemes are prepared by the lead assessment writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the lead assessment writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

International AS Geography mark scheme

How to mark

Aims

When you are marking your allocation of scripts your main aims should be to:

- recognise and identify the achievements of students
- place students in the appropriate mark band and in the appropriate part of that mark band (high, low, middle) for **each** Assessment Objective
- record your judgements with brief notes, annotations and comments that are relevant to the mark scheme and make it clear to other examiners how you have arrived at the numerical mark awarded for each Assessment Objective
- ensure comparability of assessment for all students, regardless of question or examiner.

Approach

It is important to be **open-minded** and **positive** when marking scripts.

The specification recognises the variety of experiences and knowledge that students will have. It encourages them to study geography in a way that is relevant to them. The questions have been designed to give them opportunities to discuss what they have found out about geography. It is important to assess the quality of **what the student offers**.

Do not mark scripts based on the answer **you** would have written. The mark schemes have been composed to assess **quality of response** and not to identify expected items of knowledge.

Assessment Objectives

This component requires students to:

AO1	Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales.
AO2	Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues.
AO3	Use a variety of relevant quantitative, qualitative and fieldwork skills to: <ul style="list-style-type: none"> • investigate geographical questions and issues • interpret, analyse and evaluate data and evidence • construct arguments and draw conclusions.

The marking grids

Do not think of levels equalling grade boundaries.

Depending on the part of the examination, the levels will have different mark ranges assigned to them. This will reflect the different weighting of Assessment Objectives in particular tasks and across the examination as a whole.

Using the grids

Having familiarised yourself with the descriptors and indicative content, read through the answer and annotate it (as instructed below) to identify the qualities that are being looked for and that it shows. You can now check the levels and award a mark.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptors for that level. The descriptors for the level indicate the different qualities that might be seen in the student's answer for that level. If it meets all the descriptors for the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptors and the answer. With practice and familiarity you will find that for better answers you will be able to skip through the lower levels of the mark scheme quickly.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as in the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best-fit approach for defining the level and then use the variability of the response to help decide the mark within the level.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark.

It is often best to start in the middle of the level's mark range and then check and adjust. If there is a lot of indicative content fully identifiable in the work you need to give the highest mark in the level. If only some is identifiable or it is only partially fulfilled, then give the lower mark.

The exemplar materials used during standardisation will also help. There will be an answer in the standardising materials that will correspond with each level of the mark scheme. This answer will have been awarded a mark by the lead examiner. You can compare the student's answer with the example to determine if it is of the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the lead examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

In addition to the levels descriptors, question-specific indicative content is provided as a guide for examiners. This is not intended to be exhaustive and you must credit other valid points.

An answer that contains nothing of relevance to the question must be awarded no marks.

Annotating scripts

You should write a summative comment at the end for each Assessment Objective and indicate the marks for each Assessment Objective being tested at the end of the answer in the margin in sequence. It is vital that the way you arrive at a mark should be recorded on the script. This will help you with making accurate judgements and it will help any subsequent markers to identify how you are thinking. Please do not write negative comments about students' work or their alleged aptitudes.

The below mark scheme is used to assess both Question 1 and Question 2.

Section A – Global systems and governance
Total for this section: 40 marks

Question	Part	Marking guidance	Total marks
01	1	<p>Which of the following have all been essential flows to create the conditions needed for globalisation of the world's economy?</p> <p>Key – C</p>	<p>1</p> <p>AO1=1</p>
01	2	<p>What is economic interdependence?</p> <p>Key – D</p>	<p>1</p> <p>AO1=1</p>
01	3	<p>Which of the following describes a transnational corporation (TNC)?</p> <p>Key – B</p>	<p>1</p> <p>AO1=1</p>
01	4	<p>Which of the following are true of global commons?</p> <p>Key – B</p>	<p>1</p> <p>AO1=1</p>
01	5	<p>Non-governmental organisations (NGOs) are often involved in protecting the oceans. The work they do may include:</p> <p>Key – D</p>	<p>1</p> <p>AO1=1</p>

Question	Part	Marking guidance	Total marks												
02		<p>Analyse the data shown in Figure 1a and Figure 1b.</p> <p>AO3- There are a variety of ways of approaching this unseen material.</p> <p>This question requires analysis of the growth of e-commerce between 2012 and 2017 by region as well as the spatial pattern of internet access globally. Links should also be made between the data provided. For maximum marks, both figures should be used as well as use of specific data. There is no credit for explanation</p> <p>Mark scheme</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>4–6</td> <td>AO3 - Clear analysis of the quantitative evidence provided which makes appropriate use of data to support. Clear connections between different aspects of the data.</td> </tr> <tr> <td>1</td> <td>1–3</td> <td>AO3 – Basic analysis of the quantitative evidence provided which makes limited use of data to support. Basic or limited connections between different aspects of the data.</td> </tr> <tr> <td></td> <td>0</td> <td>No creditable content.</td> </tr> </tbody> </table>	Level	Marks	Description	2	4–6	AO3 - Clear analysis of the quantitative evidence provided which makes appropriate use of data to support. Clear connections between different aspects of the data.	1	1–3	AO3 – Basic analysis of the quantitative evidence provided which makes limited use of data to support. Basic or limited connections between different aspects of the data.		0	No creditable content.	<p>6</p> <p>AO3=6</p>
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Question	Part	Marking guidance	Total marks
02		<p>Indicative content:</p> <ul style="list-style-type: none"> All regions have seen some growth in total sales of e-commerce between 2010 and 2017, albeit some have very little growth. The region with the greatest growth in e-commerce is Asia Pacific which has seen approximately \$750 billion increase in total sales. This region overtook North America in e-commerce sales during 2013. The Middle East, Africa and Central & Eastern have seen the least growth with around \$30 billion increase. North America and Western Europe have seen steady growth in e-commerce with increased sales of \$280 billion and \$170 billion respectively. The regions showing the greatest percentage of internet users are North America and Western Europe which average 95% of the population. Central and eastern areas of Africa have the fewest populations accessing the internet with Central Africa at 12% of the population- this is nearly 8x fewer people than in the regions with the greatest access (North America and Western Europe). There are some spatial variations across Asia with 60% of the population having internet access whereas southern Asia have around 20% fewer population accessing the internet at 42%. The areas with greatest percentage of internet access (North America and Western Europe) are not the areas showing the highest value of ecommerce sales (Asia Pacific). Africa is the region that has the lowest internet access by population as well as one of the lowest sales values of ecommerce between 2012 and 2017. Some students may comment on the usefulness of combining some of these regions in the graph- credit if used in analysis. 	

Question	Part	Marking guidance	Total marks
03		<p>Evaluate the view that trading relationships between highly developed economies such as the United States, and emerging economies such as India, is beneficial to both types of country involved.</p> <p>AO1 – Knowledge and understanding of the series of trading relationships and interactions between HICs and emerging economies. Knowledge and understanding of the pros and cons of these relationships to both types of country.</p> <p>AO2 – Application of knowledge and understanding to evaluate whether both types of country (HICs and emerging economies) equally benefit from trading relationships. There should be an application of this knowledge and understanding to analyse the way that these relationships impact on the countries involved in trading.</p>	<p>9</p> <p>AO1=4</p> <p>AO2=5</p>

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Question	Part	Marking guidance	Total marks
03		<p>AO2</p> <ul style="list-style-type: none"> • Linking the causes of NIDL to the effects on emerging economies and the HICs who benefit from the agreements. • Issues that might have arisen from MNCs working in and with emerging economies. • Analysis of the benefits and worth of international trade agreements and groups to both parties involved. • Social, economic and environmental sustainability issues with trade and the impacts of the trade on these elements of sustainability. • An evaluation of whether trading relationships are equal in terms of the benefits they bring and the problems that might occur as a result of the trading relationships. 	

Question	Part	Marking guidance	Total marks						
04		<p>To what extent do you agree that globalisation promotes economic and social interdependence in the modern world?</p> <p>AO1 – Knowledge and understanding of factors causing globalisation, economic and social interdependence. The role of globalisation. Knowledge and understanding of the effects of globalisation on different scales and types of country.</p> <p>AO2 – Application of knowledge and understanding to evaluate how the effects of globalisation may cause social and economic interdependence. The evaluation should consider a range effects and why interdependence occurs – including globalisation, but appreciation of other factors.</p> <p>Mark scheme</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>16–20</td> <td> <p>AO2 – Detailed evaluative conclusion that is rational and firmly based on knowledge and understanding which is applied to the context of the question.</p> <p>AO2 – Detailed, coherent and relevant analysis and evaluation in the application of knowledge and understanding throughout.</p> <p>AO2 – Full evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts.</p> <p>AO1 – Detailed, highly relevant and appropriate knowledge and understanding of place(s) and environments used throughout.</p> <p>AO1 – Full and accurate knowledge and understanding of key concepts and processes</p> </td> </tr> </tbody> </table>	Level	Marks	Description	4	16–20	<p>AO2 – Detailed evaluative conclusion that is rational and firmly based on knowledge and understanding which is applied to the context of the question.</p> <p>AO2 – Detailed, coherent and relevant analysis and evaluation in the application of knowledge and understanding throughout.</p> <p>AO2 – Full evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts.</p> <p>AO1 – Detailed, highly relevant and appropriate knowledge and understanding of place(s) and environments used throughout.</p> <p>AO1 – Full and accurate knowledge and understanding of key concepts and processes</p>	<p>20</p> <p>AO1=10</p> <p>AO2=10</p>
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Question	Part	Marking guidance	Total marks
04		<p>throughout.</p> <p>AO1 – Detailed awareness of scale and temporal change which is well integrated where appropriate.</p>	
		<p>3 11–15</p> <p>AO2 – Clear evaluative conclusion that is based on knowledge and understanding which is applied to the context of the question.</p> <p>AO2 – Generally clear, coherent and relevant analysis and evaluation in the application of knowledge and understanding.</p> <p>AO2 – Generally clear evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts.</p> <p>AO1 – Generally clear and relevant knowledge and understanding of place(s) and environments.</p> <p>AO1 – Generally clear and accurate knowledge and understanding of key concepts and processes.</p> <p>AO1 – Generally clear awareness of scale and temporal change which is integrated where appropriate.</p>	
		<p>2 6–10</p> <p>AO2 – Some sense of an evaluative conclusion partially based upon knowledge and understanding which is applied to the context of the question.</p> <p>AO2 – Some partially relevant analysis and evaluation in the application of knowledge and understanding.</p> <p>AO2 – Some evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts.</p> <p>AO1 – Some relevant knowledge and understanding of place(s) and environments which is partially relevant.</p> <p>AO1 – Some knowledge and understanding of key concepts, processes and interactions and change.</p> <p>AO1 – Some awareness of scale and temporal change which is sometimes integrated where appropriate. There may be a few inaccuracies.</p>	
<p>1 1–5</p> <p>AO2 – Very limited and/or unsupported evaluative conclusion that is loosely based upon knowledge and understanding which is applied to the context of the question.</p> <p>AO2 – Very limited analysis and evaluation in the application of knowledge and understanding. This lacks clarity and coherence.</p> <p>AO2 – Very limited and rarely logical evidence of</p>			

Question	Part	Marking guidance	Total marks
04		<p>links between knowledge and understanding to the application of knowledge and understanding in different contexts.</p> <p>AO1 – Very limited relevant knowledge and understanding of place(s) and environments.</p> <p>AO1 – Isolated knowledge and understanding of key concepts and processes.</p> <p>AO1 – Very limited awareness of scale and temporal change which is rarely integrated where appropriate. There may be a number of inaccuracies.</p>	
		<p>0</p> <p>No creditable content.</p>	
<p>Notes for answers:</p> <ul style="list-style-type: none"> • Globalisation time scale. • Historical economic interdependence – colonial links, trading links etc. • Historical social interdependence – support and allies, common wealth links, sovereignty. • Pre ‘globalisation’ interdependence. • Trading relationships. • Social and economic groupings of nations. • Role of TNCs. • Causes of globalisation. • Effects of globalisation. • Independence and self-sufficiency. • Types of goods and services traded. 			

Section B – Resource security
Total for this section: 40 marks

Question	Part	Marking guidance	Total marks
05	1	<p>Which of the following describes a stock resource?</p> <p>Key – C</p>	<p>1</p> <p>AO1=1</p>
05	2	<p>Which of the following is a group of water management strategies?</p> <p>Key – D</p>	<p>1</p> <p>AO1=1</p>
05	3	<p>Secondary energy can be described as:</p> <p>Key – B</p>	<p>1</p> <p>AO1=1</p>
05	4	<p>What does ‘peak gas’ refer to?</p>	<p>1</p>

Question	Part	Marking guidance	Total marks
		Key – D	AO1=1
05	5	How does water desalination provide a water supply? Key – D	1 AO1=1

Question	Part	Marking guidance	Total marks												
06		<p>Assess the usefulness of the data shown in Figure 2 in understanding the global water footprint.</p> <p>AO3- There are a variety of ways of approaching this unseen material.</p> <p>This question requires an assessment of the usefulness of the data provided in the infographic in understanding the global water footprint.</p> <p>For maximum marks, an overall assessment of the usefulness of the infographic as a whole should be made and there should be use of specific data. There is no need to assess all eight aspects of the infographic to access full marks. No credit for explanations.</p> <p>Mark scheme</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>4–6</td> <td>AO3 - Clear analysis of the quantitative evidence provided which makes appropriate use of data to support. Clear connections between different aspects of the data.</td> </tr> <tr> <td>1</td> <td>1–3</td> <td>AO3 – Basic analysis of the quantitative evidence provided which makes limited use of data to support. Basic or limited connections between different aspects of the data.</td> </tr> <tr> <td></td> <td>0</td> <td>No creditable content.</td> </tr> </tbody> </table> <p>Indicative content:</p> <ul style="list-style-type: none"> The figure shows a wealth of data. The graph shows spatial patterns of the water footprint per capita alongside the global average. This can be useful in seeing which countries/regions are using more than the global average. The map also illustrates spatial variations within regions. The map does not show change over time so it is difficult to see if regions are increasing or decreasing their water footprint. The ‘raindrop’ pictograph of is useful in showing the proportion of freshwater available to populations. It is assumed this is a global representation. It does not show a spatial pattern- some areas may have better access than others. The ‘proportional raindrops’ illustrate the top 5 countries most 	Level	Marks	Description	2	4–6	AO3 - Clear analysis of the quantitative evidence provided which makes appropriate use of data to support. Clear connections between different aspects of the data.	1	1–3	AO3 – Basic analysis of the quantitative evidence provided which makes limited use of data to support. Basic or limited connections between different aspects of the data.		0	No creditable content.	6 AO3=6
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06		<p>dependent on water imports. This is useful in showing the top countries but does not show a detailed picture of the global nature of the water footprint or how these figures sit in relation to the data from other countries.</p> <ul style="list-style-type: none"> • The fact showing that 70% of existing freshwater is withdrawn for irrigation in agriculture is useful in seeing what the largest single demand for water is but does not account for the remaining 30%. Nor does it show any spatial pattern to this. • The proportional circles showing the highest water footprints per capita are useful in showing data per capita which means total population sizes does not skew the data. The circles are scaled in a way that makes the USA seem to have a significantly higher figure per capita than Thailand- it is only 260 m³ a year, demonstrating the bias that scales can have on influencing the reader. • The proportional 'tap flows' again show the top 5 countries, this time for highest renewable water resources. It is useful to show the top countries but again, does not give the bigger picture globally. The scale is unclear making this a little less useful than other methods of presenting information and could also skew for the reader. • The water footprint of different foods is useful in illustrating the impact of the food industry on the global water footprint and is useful to compare the same weight in four of the categories. It is perhaps less useful to compare 1kg of chocolate to 1 cup of coffee. • The source of the data waterfootprint.org and WWF should both be reliable for their data, although it could be argued that the purpose of the infographic is to demonstrate the impact of human activity on water resources- it could be argued it could be biased due to its purpose. • Overall, there is a lot of information provided in the infographic but it lacks the spatial element as well as the bigger picture of global data. 	

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07		<p>Assess the extent to which Transnational corporations (TNCs) have globalised energy production.</p> <p>AO1 – Knowledge and understanding of the role of transnational corporations (TNCs) in energy production. Knowledge and understanding of the changing provision of energy on a global level. Other factors that influence the way that secondary energy is produced. Energy sources, their locations and supplies.</p> <p>AO2 – Application of knowledge and understanding of how TNCs have developed over time and space, and their influence on energy production. There should be an application of the changing energy provision linked to large energy companies and their role in making energy less national and more global. Pupils should apply their ideas to other factors which might influence energy production such as resources running low and links between nations.</p> <p>Mark scheme</p> <table border="1" data-bbox="371 824 1273 1982"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>7–9</td> <td> <p>AO1 – Demonstrates detailed knowledge and understanding of concepts, processes, interactions and change.</p> <p>AO2 – Applies knowledge and understanding to the novel situation, offering detailed analysis and evaluation, drawn appropriately from the context provided. Connections and relationships between different aspects of study are thorough and relevant.</p> </td> </tr> <tr> <td>2</td> <td>4–6</td> <td> <p>AO1 – Demonstrates clear knowledge and understanding of concepts, processes, interactions and change.</p> <p>AO2 – Applies knowledge and understanding to the novel situation, offering clear analysis and evaluation, drawn appropriately from the context provided. Connections and relationships between different aspects of study are evident and relevant.</p> </td> </tr> <tr> <td>1</td> <td>1–3</td> <td> <p>AO1 – Demonstrates basic knowledge and understanding of concepts, processes, interactions and change.</p> <p>AO2 – Applies limited knowledge and understanding to the novel situation, offering some basic analysis and evaluation, drawn from the context provided. Connections and relationships between different aspects of study are basic and of limited relevance.</p> </td> </tr> <tr> <td></td> <td>0</td> <td>No creditable content.</td> </tr> </tbody> </table>	Level	Marks	Description	3	7–9	<p>AO1 – Demonstrates detailed knowledge and understanding of concepts, processes, interactions and change.</p> <p>AO2 – Applies knowledge and understanding to the novel situation, offering detailed analysis and evaluation, drawn appropriately from the context provided. Connections and relationships between different aspects of study are thorough and relevant.</p>	2	4–6	<p>AO1 – Demonstrates clear knowledge and understanding of concepts, processes, interactions and change.</p> <p>AO2 – Applies knowledge and understanding to the novel situation, offering clear analysis and evaluation, drawn appropriately from the context provided. Connections and relationships between different aspects of study are evident and relevant.</p>	1	1–3	<p>AO1 – Demonstrates basic knowledge and understanding of concepts, processes, interactions and change.</p> <p>AO2 – Applies limited knowledge and understanding to the novel situation, offering some basic analysis and evaluation, drawn from the context provided. Connections and relationships between different aspects of study are basic and of limited relevance.</p>		0	No creditable content.	<p>9</p> <p>AO1=4 AO2=5</p>
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Question	Part	Marking guidance	Total marks
07		<p>Notes for answers:</p> <p>AO1</p> <ul style="list-style-type: none"> • Primary energy sources. • Generation of secondary energy. • Energy security. • Trading relationships. • Transnational energy companies. • Factors influencing energy production. <p>AO2</p> <ul style="list-style-type: none"> • The role of TNCS in providing countries with energy and their influence and power in the global economy. • Linking the location of energy sources globally to energy production, security and energy transfer. • Developing the value of relationships between TNCs, countries and energy production. • The factors responsible for the production of energy being shared and globalised rather than countries being energy secure. • An evaluation of whether TNCs have globalised energy production and the reasons behind this. 	

Question	Part	Marking guidance	Total marks									
08		<p>‘Managing water consumption is more important than dealing with increasing water supply’. Discuss to what extent you agree with this view.</p> <p>AO1 – Knowledge and understanding of the causes and effects of insufficient water supply. Knowledge and understanding of uneven water consumption. Management of water supply and consumption in various countries. Water transfer, virtual water trade, desalination, grey water.</p> <p>AO2 – Application of knowledge and understanding to evaluate whether managing consumption is more important than increasing the supply. Application of management strategies for increasing supply and reducing consumption and their interconnections. The evaluation should consider a range of water management strategies and consumption needs.</p> <p>Mark scheme</p> <table border="1" data-bbox="368 824 1273 2092"> <thead> <tr> <th data-bbox="368 824 491 875">Level</th> <th data-bbox="491 824 614 875">Marks</th> <th data-bbox="614 824 1273 875">Description</th> </tr> </thead> <tbody> <tr> <td data-bbox="368 875 491 1697">4</td> <td data-bbox="491 875 614 1697">16–20</td> <td data-bbox="614 875 1273 1697"> <p>AO2 – Detailed evaluative conclusion that is rational and firmly based on knowledge and understanding which is applied to the context of the question.</p> <p>AO2 – Detailed, coherent and relevant analysis and evaluation in the application of knowledge and understanding throughout.</p> <p>AO2 – Full evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts.</p> <p>AO1 – Detailed, highly relevant and appropriate knowledge and understanding of place(s) and environments used throughout.</p> <p>AO1 – Full and accurate knowledge and understanding of key concepts and processes throughout.</p> <p>AO1 – Detailed awareness of scale and temporal change which is well integrated where appropriate.</p> </td> </tr> <tr> <td data-bbox="368 1697 491 2092">3</td> <td data-bbox="491 1697 614 2092">11–15</td> <td data-bbox="614 1697 1273 2092"> <p>AO2 – Clear evaluative conclusion that is based on knowledge and understanding which is applied to the context of the question.</p> <p>AO2 – Generally clear, coherent and relevant analysis and evaluation in the application of knowledge and understanding.</p> <p>AO2 – Generally clear evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts.</p> </td> </tr> </tbody> </table>	Level	Marks	Description	4	16–20	<p>AO2 – Detailed evaluative conclusion that is rational and firmly based on knowledge and understanding which is applied to the context of the question.</p> <p>AO2 – Detailed, coherent and relevant analysis and evaluation in the application of knowledge and understanding throughout.</p> <p>AO2 – Full evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts.</p> <p>AO1 – Detailed, highly relevant and appropriate knowledge and understanding of place(s) and environments used throughout.</p> <p>AO1 – Full and accurate knowledge and understanding of key concepts and processes throughout.</p> <p>AO1 – Detailed awareness of scale and temporal change which is well integrated where appropriate.</p>	3	11–15	<p>AO2 – Clear evaluative conclusion that is based on knowledge and understanding which is applied to the context of the question.</p> <p>AO2 – Generally clear, coherent and relevant analysis and evaluation in the application of knowledge and understanding.</p> <p>AO2 – Generally clear evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts.</p>	<p>20</p> <p>AO1=10 AO2=10</p>
Level	Marks	Description										
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Question	Part	Marking guidance		Total marks
08			<p>AO1 – Generally clear and relevant knowledge and understanding of place(s) and environments.</p> <p>AO1 – Generally clear and accurate knowledge and understanding of key concepts and processes.</p> <p>AO1 – Generally clear awareness of scale and temporal change which is integrated where appropriate.</p>	
		2	<p>6–10</p> <p>AO2 – Some sense of an evaluative conclusion partially based upon knowledge and understanding which is applied to the context of the question.</p> <p>AO2 – Some partially relevant analysis and evaluation in the application of knowledge and understanding.</p> <p>AO2 – Some evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts.</p> <p>AO1 – Some relevant knowledge and understanding of place(s) and environments which is partially relevant.</p> <p>AO1 – Some knowledge and understanding of key concepts, processes and interactions and change.</p> <p>AO1 – Some awareness of scale and temporal change which is sometimes integrated where appropriate. There may be a few inaccuracies.</p>	
		1	<p>1–5</p> <p>AO2 – Very limited and/or unsupported evaluative conclusion that is loosely based upon knowledge and understanding which is applied to the context of the question.</p> <p>AO2 – Very limited analysis and evaluation in the application of knowledge and understanding. This lacks clarity and coherence.</p> <p>AO2 – Very limited and rarely logical evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts.</p> <p>AO1 – Very limited relevant knowledge and understanding of place(s) and environments.</p> <p>AO1 – Isolated knowledge and understanding of key concepts and processes.</p> <p>AO1 – Very limited awareness of scale and</p>	

Question	Part	Marking guidance		Total marks
08			temporal change which is rarely integrated where appropriate. There may be a number of inaccuracies.	
		0	No creditable content.	
<p>Notes for answers:</p> <ul style="list-style-type: none"> • Water security patterns and issues. • Water surplus and deficit. • Water consumption patterns and issues. • Managing water consumption. • Strategies for managing consumption and use of water, eg use of grey water. • Strategies for increasing water supply, eg water transfer projects. • Balance between supply and demand. • Economic, social and environmental implications of increasing supply and reducing demand for/of water. 				

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OXFORD INTERNATIONAL AQA EXAMINATIONS
LINACRE HOUSE, JORDAN HILL, OXFORD, OX2 8TA
UNITED KINGDOM

enquiries@oxfordaqaexams.org.uk
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