

Geography B

Advanced GCE **2692**

Issues in Sustainable Development

Mark Scheme for June 2010

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Question 1

With the aid of diagrams, outline the ways in which forests play an important part in:

- (a) atmospheric processes and
(b) world trade.**

[40]

Illustrative content:

There is a brief summary of the impact of rainforest destruction on page 12 of the RB with longer explanations on pages 4, 5, 10 and 11. It is expected that candidates will also have researched the topic. The balance of gases in the global atmospheric system, the hydrological cycle, and thus the maintenance of current atmospheric circulation should be shown.

Trade is dealt with on pages 8 and 9. Again, better answers will show research into current trade patterns.

Level 5 (34-40 marks)

A balanced answer with references to RB and own knowledge and good summary of both sections, clearly showing knowledge and understanding of the physical and human aspects, and with at least one clear diagram used for each section.

Level 4 (26-33 marks)

A good answer which may be a little imbalanced between the two sections but uses appropriate examples and information from the resource booklet and some own knowledge. Diagrams used.

Level 3 (18-25 marks)

A moderate answer which covers both sections with some detail. Shows use of Resource Booklet. A diagram used.

Level 2 (10-17 marks)

A more accurate answer than Level 1 with both sections addressed, or deals with one part effectively, with brief use of the Resource Booklet. Max L2 if no diagrams are used.

Level 1 (1-9 marks)

A basic answer which may address only one section with some weak development or both very briefly described.

Question 2

Using examples from two different types of forest, describe how past uses have threatened each of the forest ecosystems and suggest how management of each type of forest could make them more sustainable. [40]

Illustrative content:

Case studies of tropical rainforest, tropical dry forest, Russian taiga and British temperate woodlands are given, together with information on nutrient cycling and varied aspects of each ecosystem. The last section gives examples of possible future use together with brief sections at the end of each case study. There are some suggestions of sustainable management, such as agro-forestry, and harvesting systems.

Level 5 (34-40 marks)

A comprehensive answer which shows and applies a good knowledge and understanding of the threats to the particular ecosystem involved. Clear sustainable management proposals should be made. The good candidate will make a distinction between the different ecosystems. The resource booklet is used in conjunction with own knowledge. There should be some synoptic elements clearly expressed. The answer is written in almost faultless English.

Level 4 (26-33 marks)

A good answer which succeeds in linking the threats to the appropriate ecosystem, and there should be some indication of own research. Proposals for sustainable management should be addressed with some detail.

Level 3 (18-25 marks)

A moderate answer which covers threats to two ecosystems showing some understanding (although there may be some imbalance), and a brief proposal for sustainable management. Alternatively, sustainable management ideas may be stronger with less detail on the threats to the ecosystems.

Level 2 (10-17 marks)

An answer that attempts to link two case studies. Mainly generalisations rather than specific points, particularly with management proposals.

Level 1 (1-9 marks)

A basic answer that covers one threatened ecosystem slightly developed or two in outline with only a vague suggestion of sustainable management.

Question 3

For one or more resources that you have studied, other than forests, assess the extent to which changes in society have altered the demands made on the resource. [40]

Illustrative content:

This will depend on the topic chosen, but should clearly use material derived from one or more of the nine topics suggested in the Specification. Energy is possibly the most obvious, perhaps linked with transport. Landscapes, having formed last year's booklet, could also be used.

Level 5 (34-40 marks)

An essay written in almost faultless English which shows good knowledge, understanding and application of ways in which the use of resource has changed linked to changes in society, using examples and giving a clear evaluation. At Level 5, the essay would be well balanced and logically structured, written in good English, and clearly show synopticity.

Level 4 (26-33 marks)

A good essay demonstrating a range of knowledge and understanding of changes in the use of resources and in society. Place specific detail for examples is needed. Details of several applications of one 'way' can be accepted just into L4. the answer should begin to show some synopticity, but may not have a full evaluation of 'extent'.

Level 3 (18-25 marks)

Begins to develop an argument with a reasonably structured essay style in moderately correct English and incorporates some examples of one (or more) resource with changes in ways it is used, including some place specific detail and a more developed suggestion of the changes in society that have activated the demands on resource use.

Level 2 (10-17 marks)

There is a clear change in the demand for a resource linked to a change in society. The answer shows a little development but limited understanding and no detailed examples.

Level 1 (1-9 marks)

Shows a basic understanding of change in demand in the use of a resource. The standard of English used is poor. Max L1 if forests are used.

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