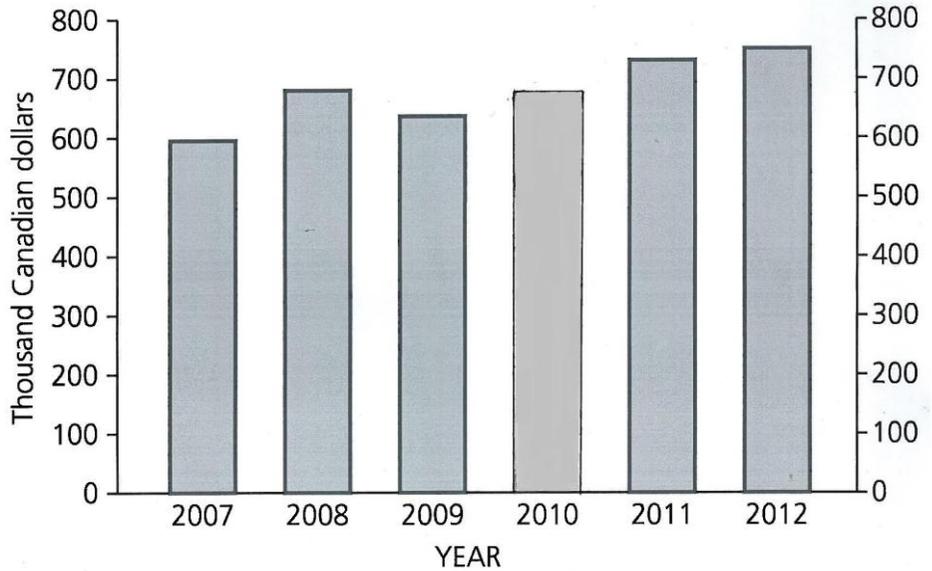


Question	Mark scheme	Comments
<p><b>Part A</b> ai</p>	<p>One mark for each of three correct statements that enables Fort McMurray to be accurately located.</p>	<p>The use of north eastern (1) Alberta (1) will be worth two marks.</p> <p>An example of how you could gain the 3<sup>rd</sup> mark by saying how far it is (and in what direction) from Alberta’s capital: It is 375 kilometres north, north east of Alberta’s capital, Edmonton (1).</p> <p>Don’t, though, be tempted to state that it is in Canada. You have been given that information in the question.</p>
<p>a ii</p>	<p>One mark for each correctly identified sector.</p>	<p>Primary.</p>
<p>bi</p>	<p>One mark for each of two valid statements with the third marked reserved for the accurate use of figures.</p>	<p>There are a few ways in which you may attract the full three marks. One example is: ‘The rise is predicted to be from 1.45 million barrels a day in 1980 to 5.3 million bd. in 2020.’ (1 mark for the rise and the other for the accurate use of figures). Oil from sands show a rapid increase while offshore oil production changes little and conventional oil is declining.’ (1)</p>
<p>b ii</p>	<p>One mark for a correctly identified public service and one for the explanation as to how it may affect quality of life.</p>	<p>Examples include: Health service/doctors/hospitals (1) reduce negative effects of illness disease/allow people to live healthier lives (1); Education/schools/teachers (1) qualifications open access to better/better paid jobs (1)</p>
<p>ci</p>	<p>One mark for each correctly labelled consequence for the area of the photo or wider environment.</p>	<p>Ensure that each arrowhead clearly points into the exact area of the photo you wish to show. Ensure that you only use captions that relate to the natural environment – this question does not ask for effects on people. Possible captions:</p>

		 <p>Air pollution - Contribution to global warming.</p> <p>water pollution - danger to lake/river ecosystems.</p> <p>land degradation - damage to the soil.</p>
<p>cii</p>	<p>The marks could be awarded for stating four simple 'ways' in which damage may affect local quality of life, or could involve crediting one mark for identifying the way and another for its explanation. A combination of these will be acceptable.</p>	<p>Examples include:          Air pollution may reduce people's ability to take part in sport/work (1) because it creates breathing difficulties (1);          Water pollution results in water-borne illnesses (1) because drinking water is contaminated (1);          Land degradation reduces outdoor leisure activities (1) because it destroys unspoilt natural environments (1)</p>
<p><b>Part B</b> ai</p>	<p>One mark for the completion of a bar of the correct height <i>and</i> its correct shading.</p>	<p>Make sure that you use a ruler and accurately complete the bar. Remember that you will gain no reward at all if you don't complete both elements described in the mark scheme.</p>



<p>a ii</p>	<p>Accept one simple way and its elaboration.</p>	<p>Examples include:                      An increase in oil production will attract more workers to the area (1) resulting in greater demand for houses (1);                      Increased oil production will bring greater wealth to the area (1) encouraging more people to buy rather than rent houses (1).</p>
<p>a iii</p>	<p>There are no marks for naming the groups of people. The marks are awarded for simple statements of effect and their elaboration.</p>	<p>You are asked about different ways which suggests you should include at least one positive and one negative effect.                      Examples include:  <i>Older people looking to downsize</i> get more money for house than expected (1) so releases money to spend in their retirement (1);  <i>Home owners who wish to leave the area</i> may be able to buy a similar house more cheaply elsewhere (1) so increase bank balances without reducing house size/quality (1).</p>

		<p><i>Young locals living with parents</i> (1) as costs increase mortgage deposits will rise (1) so won't be able to afford to buy a house (1);  <i>Locals not working in oil industry</i> (1) are unlikely to receive the high salaries paid in the industry (1) so will find increases put a new house/house upgrade beyond their means (1).</p>
bi	<p>One mark for each advantage and each disadvantage. These may be quoted directly from News Article 1 in the Resource folder or inferred from it.</p>	<p><u>Advantages:</u>                  Cultural experiences / theatre / sports / arts /concerts (1).</p> <p><u>Disadvantages:</u>                  Crime / homelessness / unsociable working hours (1).</p>
bii	<p>For each effect, one mark for identifying it and another for its explanation.</p>	<p>Examples include:  <u>Effect on families:</u>                  Families don't eat together regularly (1) breaks down family relations (1).  <u>Effect on city as a whole:</u>                  Demand for services falls outside normal hours (1) resulting in increased costs of operating them (1);                  Reduces attendance at, for example, sporting events (1) reducing incomes for the clubs involved (1).</p>
ci	<p>One mark for each simple statement made and one for its elaboration. Reference to only Alberta or Canada as a whole will result in a maximum mark of two.</p>	<p>A possible response would recognise that over 25% of Alberta's greenhouse gas emissions are from oil extraction (1) and a further 5%+ is from pipeline transportation and making petroleum and coal products (1) so reducing the extraction would reduce Alberta's contribution by about half (1).                  However, Alberta's greenhouse emissions are <i>only</i> 6.8% of Canada's total (1) so reducing oil extraction will have little effect on the national impact (1).</p>
cii	<p>One mark for each simple response and for each elaboration. You may gain all four marks by stating four simple changes. However, the mark scheme also allows you to earn the marks by fully elaborating the simple change with three linked elaborations.</p>	<p>Examples:                  Rising sea levels (1) drown areas of saltmarsh (1) killing producers in the ecosystem (1) resulting in the death of consumers through lack of food (1);                  Melting ice caps (1) endanger species like polar bears (1);                  Reduction of precipitation on desert edges (1) encourages spread of</p>

		deserts (1).								
di	<p>One mark for each of three statements made to support the choice made. A maximum of two marks if there is no evidence from the graph. No credit given to a simple statement of ‘yes’ or ‘no’.</p>	<p>Example: <u>Yes</u>: the evidence shows that, with over 170 billion barrels of reserves (1), Alberta has the third largest deposits in the world (1). As demand for oil grows and world reserves deplete, demand for Albertan oil will continue (1). <u>No</u>: despite Alberta having the world’s third largest deposits, nothing is certain (1). Pressure groups look for a reduction in greenhouse gas emissions (1) and renewable energy sources are growing so demand for oil could decline (1).</p>								
dii	<p>Reward is given for the quality of answers as opposed to merely crediting the number of valid responses made.</p> <p>Marked using a ‘levels of response’ mark scheme. Work upwards through the levels from Level 1.</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;"></th> <th style="text-align: right; width: 20%;"><b>Marks</b></th> </tr> </thead> <tbody> <tr> <td><b>Level 1:</b> gives simple explanation</td> <td style="text-align: right;">1-2</td> </tr> <tr> <td><b>Level 2:</b> gives detailed explanation</td> <td style="text-align: right;">3-4</td> </tr> <tr> <td><b>Level 3:</b> gives detailed and specific explanation</td> <td style="text-align: right;">5-6</td> </tr> </tbody> </table>		<b>Marks</b>	<b>Level 1:</b> gives simple explanation	1-2	<b>Level 2:</b> gives detailed explanation	3-4	<b>Level 3:</b> gives detailed and specific explanation	5-6	<p>In order to get to the highest level you will need to include specific information. A response like:</p> <p>The creation of wealth for people working in the industry which then fuels increased spending in shops, restaurants, theatres and other services. These will expand, employing more people. Direct and indirect payment of local taxes will allow more money to be spent on public services like schools and hospitals and on improving the local environment.</p> <p>Note that this question is asking about the positive multiplier effect in general and not about Alberta in particular. It will help if you import specific information about an area you have studied, naming the actual employers and the services that have been affected.</p>
	<b>Marks</b>									
<b>Level 1:</b> gives simple explanation	1-2									
<b>Level 2:</b> gives detailed explanation	3-4									
<b>Level 3:</b> gives detailed and specific explanation	5-6									
C	<p>As above, reward is given for the quality of answers as opposed to merely crediting the number of valid responses made.</p> <p>There is no correct choice and a well explained ‘no’ response will score as highly as an equally well explained ‘yes’ response.</p> <p>The letter is marked first and the matrix is only marked if the mark is lower than 8.</p>	<p>Tips for creating a top quality response to this question are given on page 119-120 of ‘My Revision Notes’, as is a copy of the mark scheme for ‘spelling, punctuation and grammar’.</p>								

	<p>Work upwards from the lowest to the highest levels.</p> <p><b>Level 1: (1-4 marks)</b> The candidate's response contains some specific detail about the area and options. There is some elaboration of ideas beyond that provided by the sources. <i>Information is communicated by brief statements. There is a basic structure. There is some accuracy of spelling, punctuation and grammar.</i></p> <p><b>Level 2: (5-8 marks)</b> The candidate considers different options along with the effects of each. There is developed elaboration of ideas beyond that provided by the sources. <i>Communication is clear and logical. Spelling, punctuation and grammar have considerable accuracy.</i></p> <p><b>Level 3: (9-11 marks)</b> The candidate presents a letter that provides advice. A choice of development is made and there is some justification in terms of sustainability. <i>Communication is clear, logical and has structure. Specialist terms are used with proficiency. Spelling, punctuation and grammar have considerable accuracy.</i></p> <p><b>Level 4: (12-14 marks)</b> The candidate presents a letter that clearly explores the positive / negative features <b>of all option(s)</b>. They competently address sustainability. There is clarity in their justification of the decision. <i>Communication is very clear, sophisticated and well structured. Specialist terms are used adeptly. Spelling, punctuation and grammar have consistent accuracy.</i></p>	
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