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Name: _____ () Class: _____



AHMAD IBRAHIM SECONDARY SCHOOL PRELIMINARY EXAMINATION 2017

GEOGRAPHY

2236/01

Level: Sec 4 Express

Date: 15 August 2017

Duration: 1 hour 40 minutes

READ THESE INSTRUCTIONS FIRST

Write your name, index number and class on all the work you hand in.

Write in dark blue or black pen on both sides of the paper.

You may use an HB pencil for any diagrams or graphs.

Do not use staples, paper clips, highlighters, glue or correction fluid.

Section A

Answer Question 1.

Section B

Answer one question.

Section	Marks
A	25
B	25
Total	50

Write all answers on the writing papers provided.

Candidates should support their answers with the use of relevant examples.

At the end of the examination, fasten all your answers securely together.

The number of marks is given in brackets [] at the end of each question or part question.

Submit the Question Paper and answers **separately**.

This question paper consists of 8 printed pages.

Setter: Mr. Faizal Osman

[Turn over]

Section A

This question is compulsory.

- 1 A group of students were investigating the coast at Whitley Beach, Vanuatu. Fig. 1 shows the surroundings, as well as transect (X-Y), along which they carried out their fieldwork.

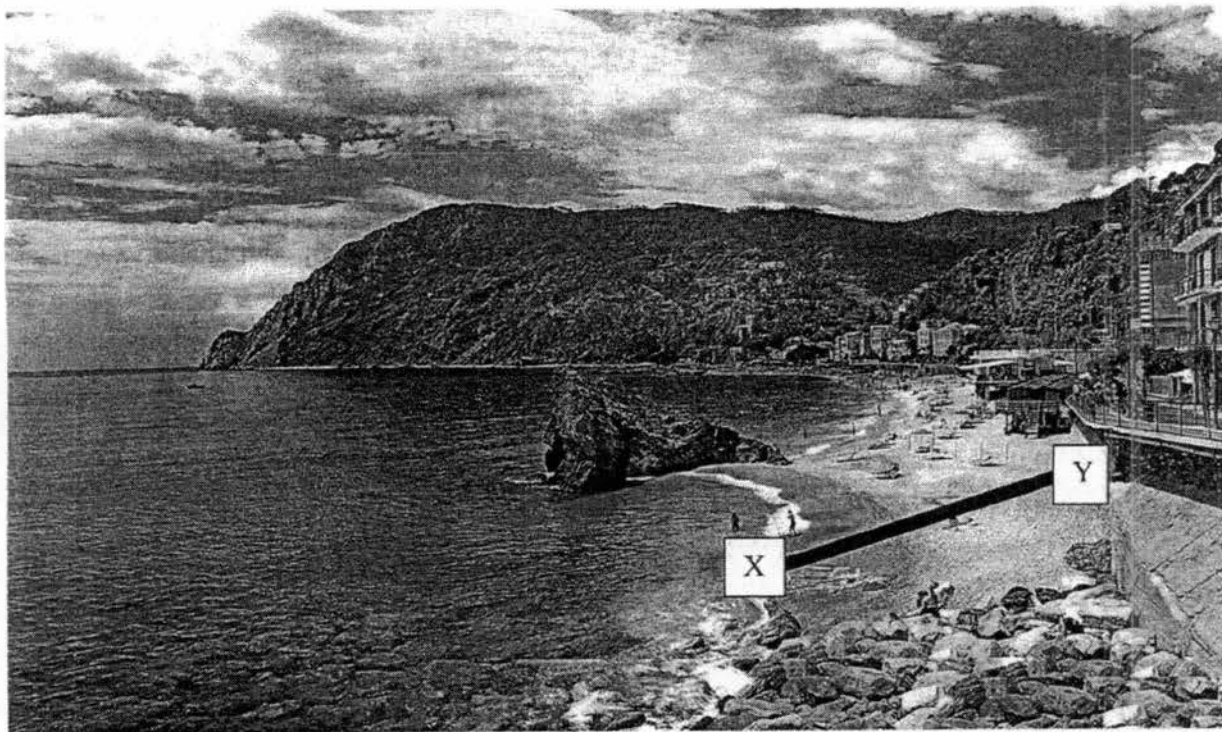


Fig.1

- (a) Draw a field sketch of the view shown in Fig. 1 using the blank paper provided. Annotate your sketch to identify and describe the coastal features shown.

[4]

- (b) The view of transect X-Y is shown in Fig.2 below. Students took sediment samples from four different sites, Q, R, S and T along the transect, as shown in Fig. 2. Fig. 3 and 4 show beach material found at sites Q and T in Fig. 2.

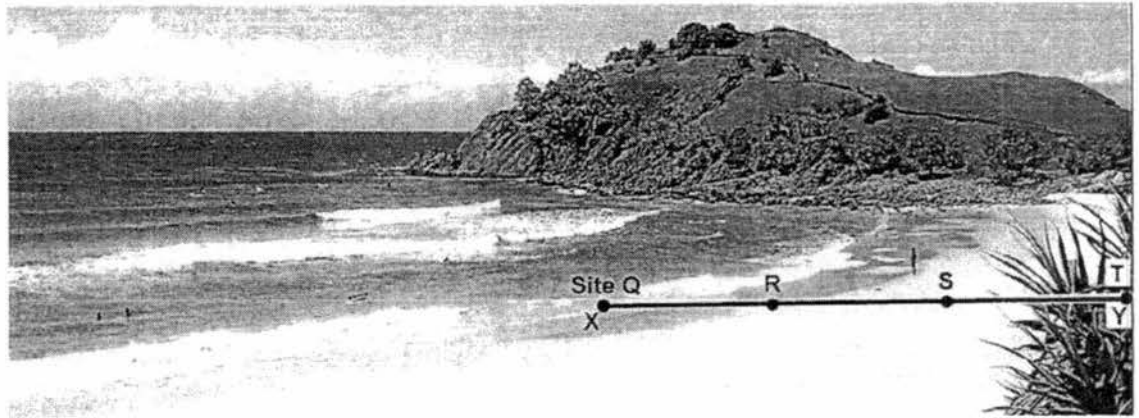


Fig. 2

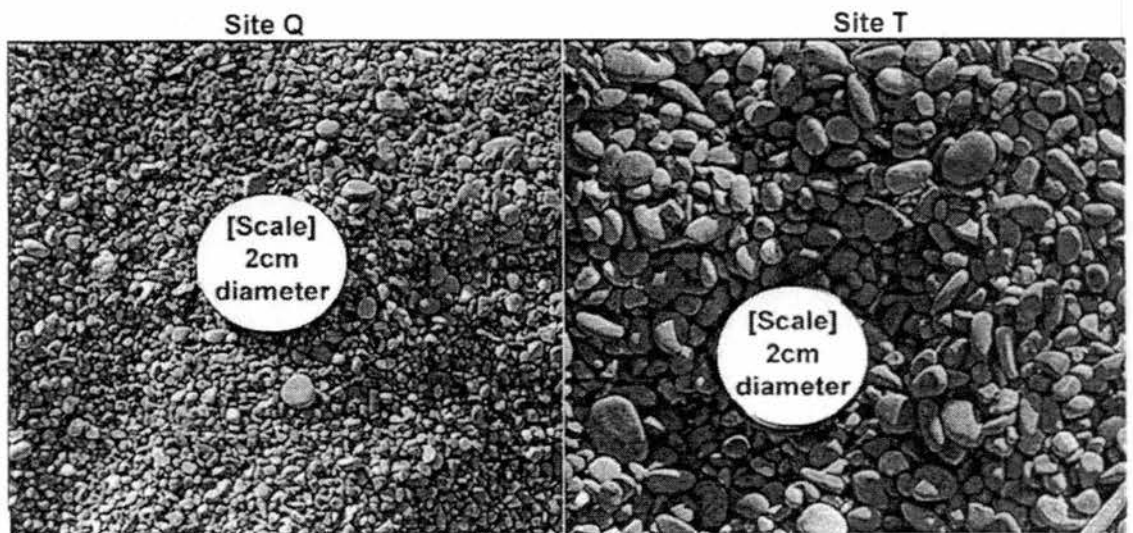


Fig. 3

Fig. 4

Compare the size of the beach materials at the two sites and suggest a hypothesis about the size of the beach material along the beach.

[2]

- (c) They collected the data and presented it in Table 1 below.

Site	Distance from sea (m)	Diameter of sediments retained (mm) / Percentage of sediments (%)					
		0.0625	0.125	0.25	0.5	2	4
Q	0	20	40	20	10	5	5
R	5	30	25	20	10	10	5
S	10	35	20	20	10	10	5
T	15	5	5	10	15	20	45

Table 1

- (i) Describe how the data in Table 1 was collected at each site using a set of screen sieves. [4]
- (ii) From Table 1, identify the sampling method used by the students. Suggest an advantage of using this method. [2]
- (iii) What information would be needed the day before starting such a field investigation to ensure the safety of the students collecting the data? [2]
- (d) (i) Using the data in Table 1 and the graph paper provided, construct a comparative bar graph for Sites Q and T only. Your graph should show how the size of beach materials varies at these two sites. [3]
- (ii) What conclusions can the students draw from Table 1? [2]
- (e) Comment on the validity and reliability of the data in Table 1. You should evaluate the data collection strategy and suggest possible improvements. [6]

[Total: 25]

Section B

Answer one question from this section.

- 2 (a) Study Fig. 5 and 6 below, which show a stretch of coastline in Cape Town, South Africa.



Fig. 5



Fig. 6

- (i) Describe the coastline shown in Fig. 5. [3]
- (ii) With reference to Fig. 6, explain how the fragile nature of the coastline poses challenges for humans living in the area. [4]

- (b) Study **Photograph A**, which shows stilt houses in the sea in Kukup Island, Malaysia.



Photograph A

With reference to **Photograph A**, explain how living along the coast provides advantages to the people of Kukup Island.

[4]

- (c) Explain the conditions which favour the formation of beaches. [6]
- (d) "Restricting coastal development is the most effective method in the regulation and management of coastal areas."
To what extent do you agree with this statement? Support your answer with relevant examples. [8]

[Total: 25]

- 3 (a) Study Fig. 7 below, which illustrates the importance of global tourism to the world economy in 2014. Table 2 shows the growth in the number of tourism arrivals by region (ITA) as well as receipts from tourism by region (ITR) in 2014 compared with 2004 figures.

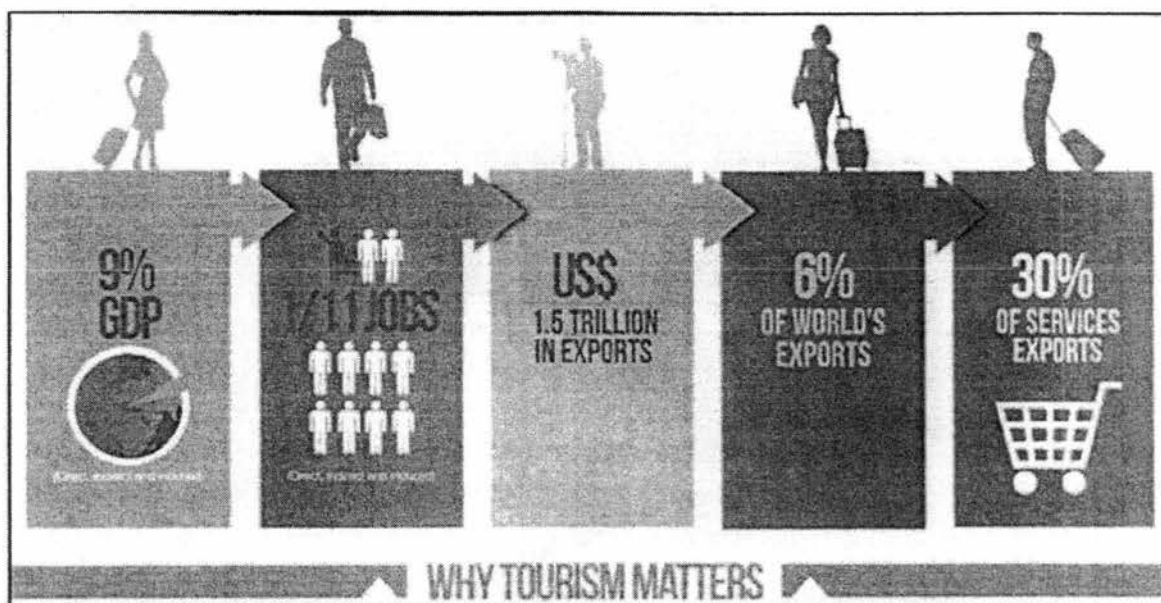


Fig.7

Region	International Tourism Arrivals (ITA)	International Tourism Receipts (ITR)
Americas (includes North and South America)	181 million (+16%)	US\$274 Billion (+22%)
Africa (excluding NE Africa)	56 million (+5%)	US\$36 Billion (+3%)
Europe (including Russia)	581 million (+51%)	US\$509 Billion (+49%)
Middle East (including NE Africa)	51 million (+5%)	US\$49 Billion (+4%)
Asia-Pacific (including Oceania & Pacific)	263 million (+23%)	US\$377 Billion (+30%)

Table 2

- (i) Based on the information in Fig. 7, explain the importance of tourism to the world's economies. [4]
- (ii) With reference to Table 2, describe the differences in international tourism arrivals and international tourism receipts in different parts of the world. [4]
- (iii) Account for the slower growth in regions like Africa and the Middle East compared to the rest of the world. [5]

- (b) Study Fig.8 that shows outbound leisure travelers over 65 years of age, by country, in Asia Pacific for 2011 and the predicted numbers in 2030.

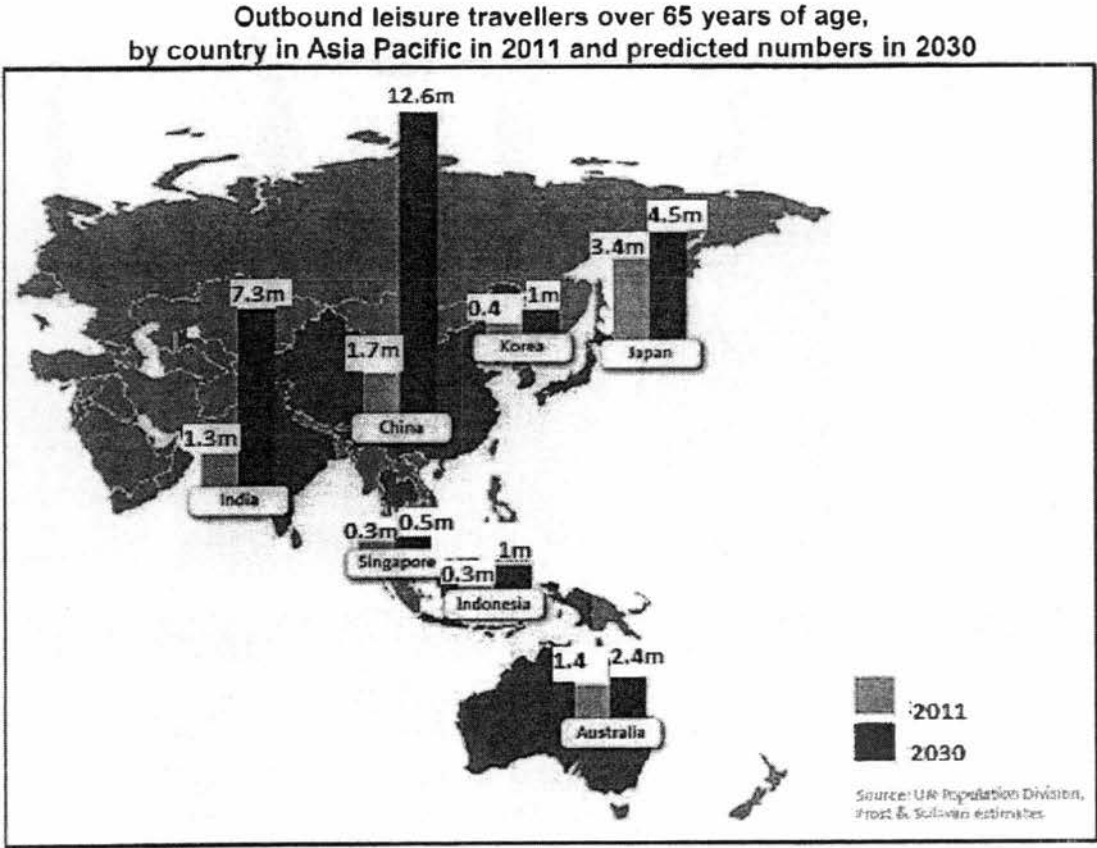


Fig. 8

- With reference to Fig.8, compare the changes and suggest a reason for the predicted changes in the number of outbound leisure travelers over 65 years of age in Asia Pacific between 2011 and 2030. [4]
- (c) "Hard engineering methods are more effective than soft engineering methods in reducing coastal erosion." To what extent do you agree with this statement? Support your answer with relevant examples [8]

[Total: 25]

End of Paper

Name: _____ () Class: _____



AHMAD IBRAHIM SECONDARY SCHOOL PRELIMINARY EXAMINATION 2017

GEOGRAPHY 2236/02

Level: Sec 4 Express

Date: 17 August 2017

Duration: 1 hour 30 minutes

READ THESE INSTRUCTIONS FIRST

Write your name, index number and class on all the work you hand in.

Write in dark blue or black pen on both sides of the paper.

You may use an HB pencil for any diagrams or graphs.

Do not use staples, paper clips, highlighters, glue or correction fluid.

Section A

Answer **one** question.

Section B

Answer **one** question.

Section	Marks
A	25
B	25
Total	50

Write all answers on the writing papers provided.

Candidates should support their answers with the use of relevant examples.

At the end of the examination, fasten all your answers securely together.

The number of marks is given in brackets [] at the end of each question or part question.

Submit the Question Paper and answers **separately**.

This question paper consists of 9 printed pages.

Setter: Mr. Faizal Osman

[Turn over]

Section A

Answer one question from this section.

Answer **ALL** questions.

1(a) Study Fig. 1 which shows a map of the world.

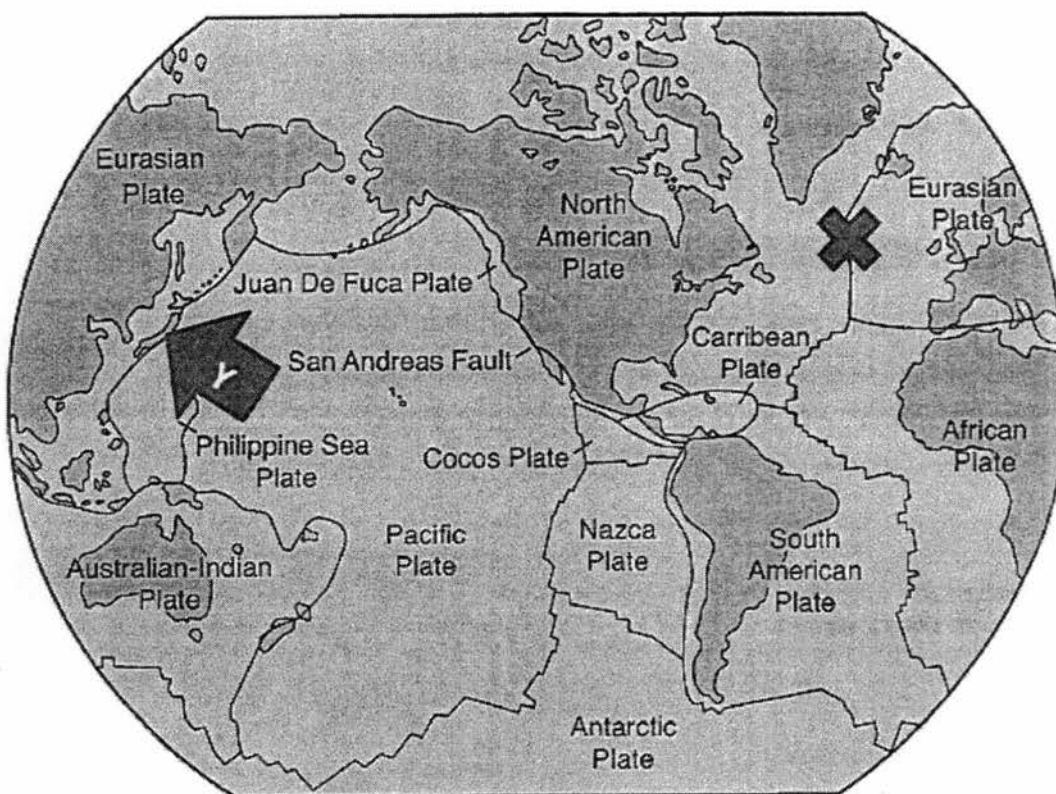


Fig. 1

 Mid-Atlantic Ridge

- (i) Using Fig.1, describe and account for the formation of the Mid-Atlantic Ridge. [4]
- (ii) Explain the presence of volcanoes in Country Y. [3]
- (iii) Using examples that you have studied, describe the advantages and disadvantages of living near volcanoes. [5]

- (b) Photographs A and B shows the effects and magnitude of earthquakes in Nepal, 2015.



Photograph A



Photograph B

Using the evidence from **Photograph A and B**, account for the severity of the impacts of the earthquake. [5]

- (c) "Preparedness measures are more important than long term responses to threats and impacts of earthquakes."
How far do you agree with the statement? Support your answer with relevant examples. [8]

[Total: 25]

- 2 (a) Fig. 2 shows the global land temperature readings and named volcanic eruptions from 1750 to 2000.

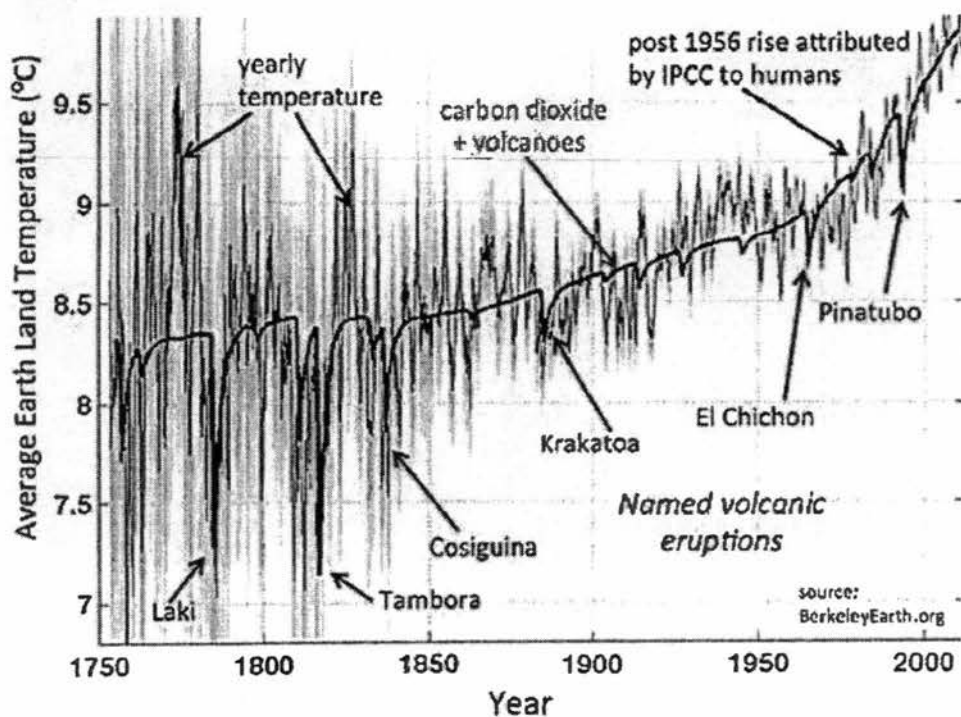


Fig.2

- (i) Describe the trend of the average surface temperature as shown in Fig.2. [4]
- (ii) Discuss the impacts of volcanic eruptions and human activities on global climate. [5]

- (b) Fig. 3 shows the pathway and seasons of tropical storms.

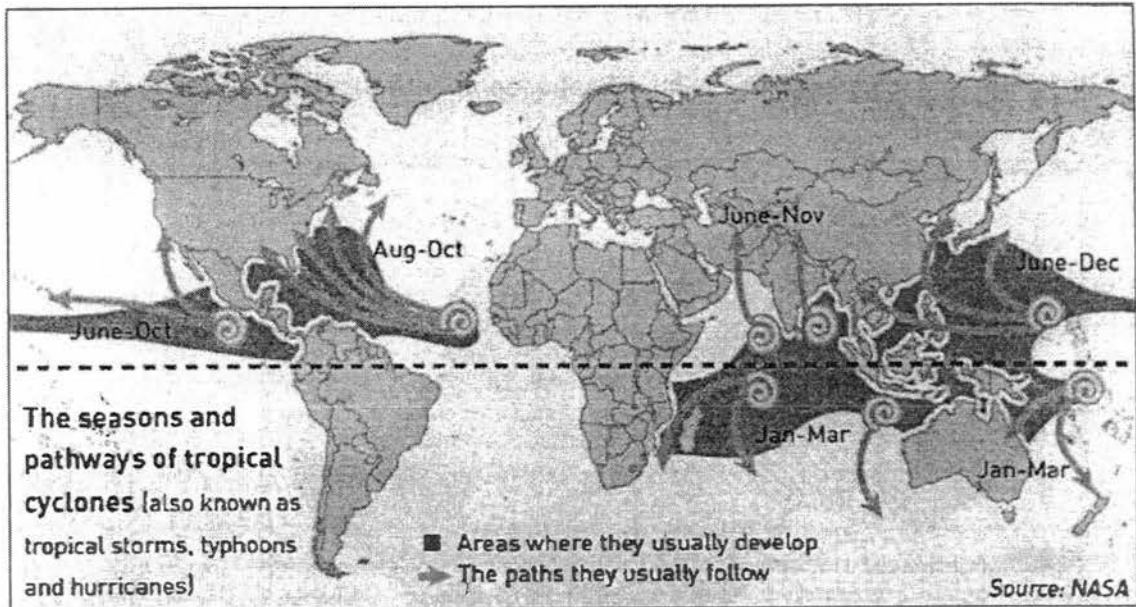


Fig.3

Account for the occurrence of tropical storms in the areas shown in Fig.3.

[

- (c) Using named examples, discuss two possible impacts of tropical storms as shown in Fig. 3.
- (d) "Floodplain management is the most effective in mitigating the impact of tropical storms." How far do you agree with the statement? Support your answer with relevant examples.

[

[

[Total: 24]

Section B

Answer one question from this section.

3(a) Study Fig. 4 which shows the distribution of undernourished population in Africa.

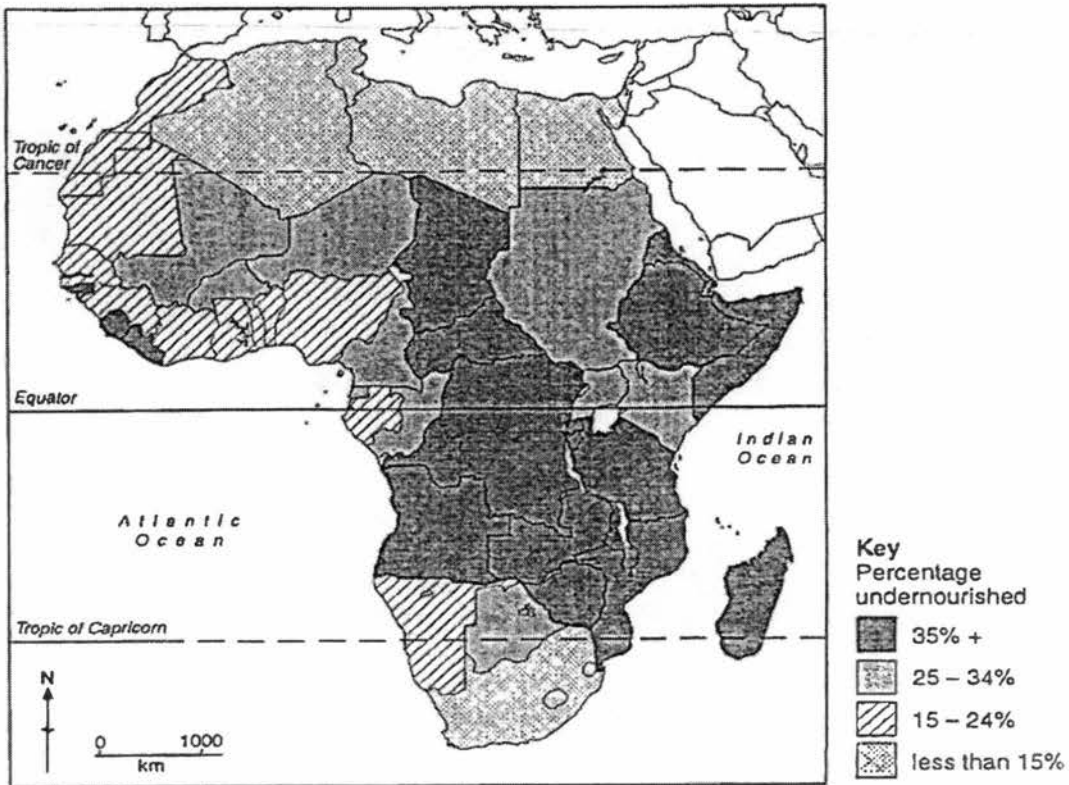


Fig. 4

Describe the pattern of undernourished population shown in Fig.4.

[4]

(b) Fig 5 shows land transactions in Tanzania.

Tanzania, a hotspot for agrofuel investments

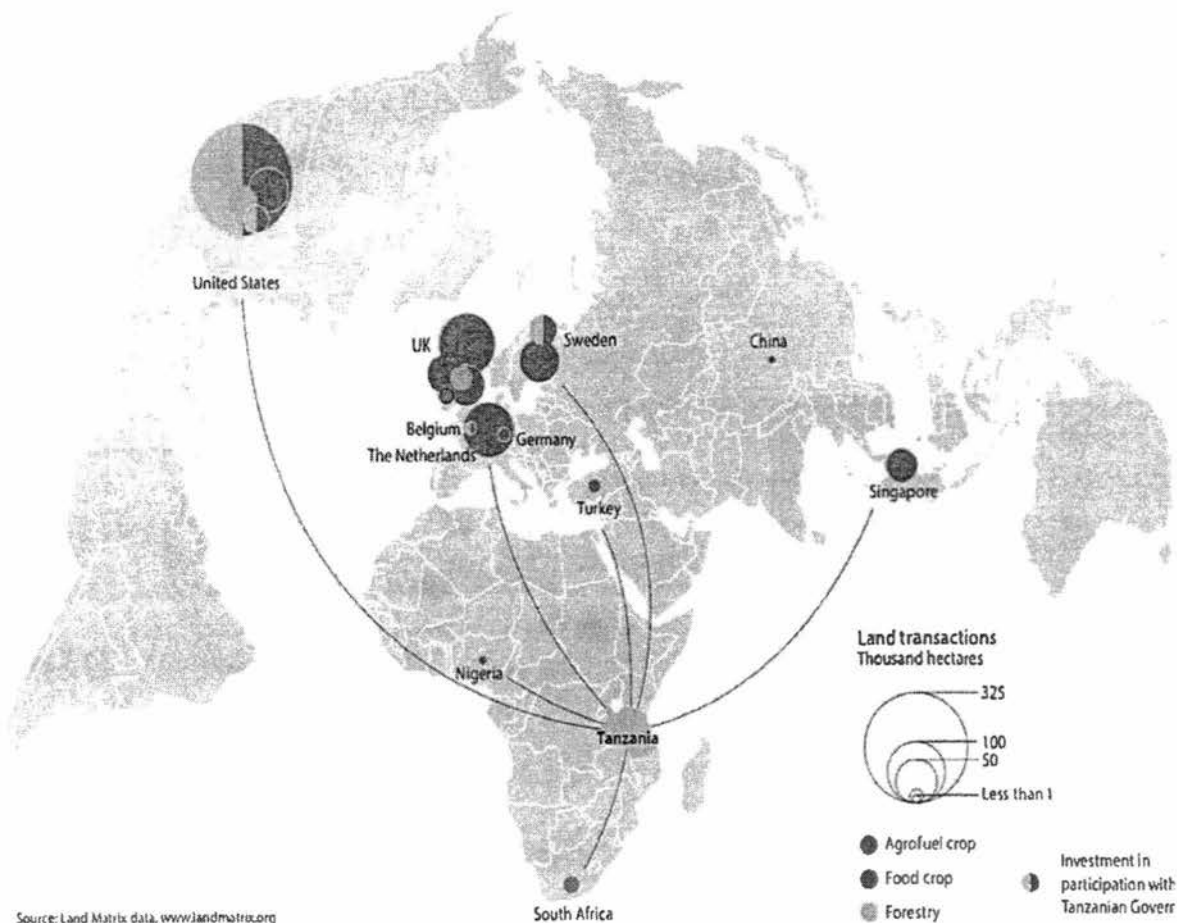


Fig.5

- b (i) Describe the distribution of countries with land transactions with Tanzania and the various ways they use the land. [4]
- (ii) Explain both the positive and negative impacts of selling or leasing land to another country for the purposes shown in Fig 5. [5]
- (c) With reference to Singapore, describe and explain what the government can do to ensure food safety and stability in a country. [4]
- (d) "Intensification of food production can have negative impacts on water and soil quality". How far do you agree with the statement? Support your answer with relevant examples. [8]

[Total: 25]

4 Study Fig. 6, which shows the distribution of HIV/AIDS in parts of Africa.

HIV/AIDS Rate in Sub-Saharan Africa

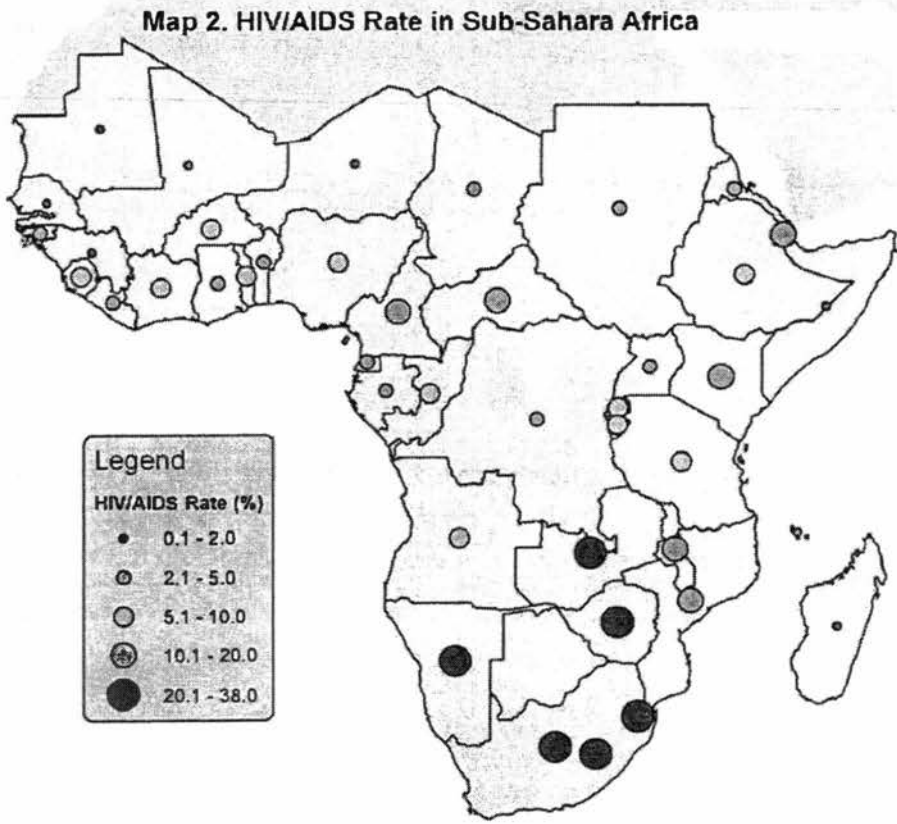


Fig.6

- (a) (i) Describe the distribution of the areas with more than 10% of HIV/AIDS infection rates. [3]
- (ii) Describe the socio-economic impacts of high HIV/AIDS infection rates in the region shown in Fig.6. [5]

ANSWER KEY

Section A

This question is compulsory.

1	A group of students were investigating the coast at Whitley Beach, Vanuatu. Fig. 1 shows the surroundings, as well as transect (X-Y), along which they carried out their fieldwork.	
(a)	Draw a field sketch of the view shown in Fig. 1 using the blank paper provided. Annotate your sketch to identify and describe the coastal features shown. 1m for field sketch title: Field sketch of Coastal Features shown in Fig.1 1m for accuracy in sketching: must show the shape and features of the coastline 1m for identification of at least 2 coastal features: spit, wave cut platform, cliff, arches, stack, stumps 1m for annotation: shoreline, beach, headland (must include at least 2 for 1 mark, no marks given if only 1 annotation)	[4]
(b)	The view of transect X-Y is shown in Fig.2 below. Students took sediment samples from four different sites, Q, R, S and T along the transect, as shown in Fig. 2. Figs. 3 and 4 show beach material found at sites Q and T in Fig. 2.	
(c)	Compare the size of the beach material at the two sites and suggest a hypothesis about the size of the beach material along the beach. • Sediment size is larger at Site T than at Site Q (or sediment size is smaller at Site Q than Site T). (1) • Sediments at both sites are mostly much smaller than 2cm. (1) • Hypothesis: The further up the beach from the sea, the larger the sediment size (or vice versa) (1) 1 mark each for description for a maximum of 2m.	[2]
(c)	They collected the data and presented it in Fig. 5 below.	

Site	Distance from sea (m)	Diameter of sediments retained (mm) / Percentage of sediments (%)					
		0.0625	0.125	0.25	0.5	2	4
Q	0	20	40	20	10	5	5
R	5	30	25	20	10	10	5
S	10	35	20	20	10	10	5
T	15	5	5	10	15	20	45

Fig. 5

		(i) Describe how the data in Fig. 5 was collected at each site using a set of screen sieves. • Use a set of screen sieves (with netting of different sizes) that is <u>arranged with largest holed-netting on top and finest at the bottom.</u> • Ensure sediments collected are <u>dry, or dried.</u> • Collect a <u>fixed amount</u> of sediment (e.g. 1 cup or 100g) from a site. • <u>Pour</u> sediments into the top sieve and <u>shake</u> the entire screen sieve so that the sediments pass through different <u>sieves</u> and are sorted into different sizes. • <u>Weigh</u> the amount of sediment in each sieve layer and <u>calculate</u> the % of sediments of different sizes. <i>1 mark each for description for a maximum of 4m.</i>	[4]
		(ii) From Fig. 5, identify the sampling method used by the students. Suggest an advantage of using this method. • Systematic sampling • This ensures that the transect will be <u>evenly sampled at regular intervals</u> as compared to using random sampling or it is <u>free from human bias.</u> <i>1 mark each for description for a maximum of 2m.</i>	[2]
		(iii) What information would be needed the day before starting such a field investigation to ensure the safety of the students collecting the data? • Tide times (times of high/low tide) • Wind conditions/size of waves (check that the size of waves are not too large and are suitable for conducting fieldwork safely) • Weather conditions (too cold, too hot or too wet for fieldwork) • Any other information related to safety • X Check for broken glass etc, check for tsunami	[2]

		1 mark each for description for a maximum of 2.	
(d)	(i)	Using the data in Fig. 5 and the graph paper provided, construct a comparative bar graph for Sites Q and T only. Your graph should show how the size of beach materials varies at these two sites. Sediment sizes at Sites Q and T along Transect X-Y of Bells Beach, Victoria, Australia Site Q Site T 0m 15m ■ 0.0625 ■ 0.125 ■ 0.25 ■ 0.5 ■ 2 ■ >2 Distance along transect 1m for accurate plotting of points 1m for graph title 1m for legend	[3]
	(ii)	What conclusions can the students draw from Fig. 5? - The further the distance from sea, the bigger the sediment size. [1] [Example of use of data]- at 0m from the sea, 60% of the sediments were smaller than 0.25mm. While at 15m from the sea, 45% of the sediments were bigger than 2mm. [1] <i>Any of the above points (overall statement, examples or identification of anomaly), 1 mark each. For mark to be awarded for example, ensure that data cited is accurate.</i>	[2]
(e)		Suggest how valid and reliable the data in Fig. 5 is. You should evaluate the data collection strategy and suggest possible improvements. <u>Validity/Reliability</u> - From the anomaly (Site S at 10m from the sea), data observed by the students may have been influenced by human activities and not a result of natural sorting by wave action. - The students only collected the data on 1 day. However, the data was also <u>valid/reliable</u> because: - Measurements were taken at regular intervals along the line of transect i.e. every	[6]

5m

Improvements

- Students should select a part of the beach that is not affected by human activities.
- They could conduct the investigation for a longer period of time (e.g. 3 days)
- They should conduct the investigation at more parts of the beach.
- *Reduce interval where samples were taken from 5m to 2m for e.g.*

1 mark each for any reason, elaboration on why this would affect validity/reliability or improvement. If no explanations of validity/reliability or suggestions for improvements – max 3 marks.

Section B

Answer one question from this section.

2 (a)	Study Figs. 6 and 7 below, which shows a stretch of coastline in Cape Town, South Africa.	[4]
(i)	Describe the coastline shown in Fig. 6. • Steep coastal cliff/escarpment • Jagged/ rocky cliff face • Presence of horizontal rock joints at base of cliff • Some rocks/ rubble at base of cliff • Gently sloping beach at base of cliff with sand deposits • Signs of mass movement, landslides, erosion <i>1 mark each for description, up to 3 marks</i>	[3]
(ii)	With reference to Fig. 7, explain how the fragile nature of the coastline poses challenges for humans living in the area. Evidence from Fig. 7 • Road/footpath eroded, damaged and cut off makes access difficult for the people living in the area/require alternative access transport routes to be developed • Houses, buildings and other property near the cliff may be damaged as the cliff continues to slump and retreat backwards householders may suffer economic losses/be rendered homeless • Fences to property may be destroyed in parts where they collapse together with the eroded cliff pose security risk to homeowners • Exposure of underground service lines such as electricity/telephone/water damage of communications/electricity/water supplies which will disrupt the domestic and other activities of the people living there • Exposure of underground service lines such as electricity/ telephone/water requires maintenance/replacement cost <i>Award 1 mark per point of suggestion explained, up to a maximum of 4 marks. If no photographic evidence is provided, cap at 2 marks. Not accepted → (Living near at or near the coast, a tsunami will affect the residents and result in the loss of lives) Candidates are to note that the threat of tsunami is ever-present when one decides to make the coast his/her place of residence.</i>	[4]

(b)	With reference to Photograph A, explain how living along the coast provide advantages to the people of Kukup Island.	[4]
	The nutrients from the sea provide food for the development of fisheries/aquaculture; Which in turn provide employment/source of livelihood to the people living on Kukup Island; The aquaculture in turn attracts tourists who want to enjoy the fresh seafood; Which in turn provide income and employment to the people living on Kukup Island Living next to the sea makes transportation convenient As the water allows for the use of boat services to ferry the people around Living next to the sea makes it convenient for the people to dispose of their waste; As the water transports their waste away <i>Award 1 mark per point of suggestion explained, up to a maximum of 4 marks. If no evidence from photograph is provided, cap at 2 marks.</i>	
(c)	Explain the conditions which favour the formation of beaches. Beaches form in sheltered bays/areas where the reduction of energy will lead to deposition; As the waves enters the sheltered areas it experiences refraction and dissipates wave energy thus leading to more loss of energy Presence of gently sloping coast that allows waves to break gently on the coast thus depositing the load that the waves carry; The reduction of energy will create constructive waves which have more swash than backwash which will lead to deposition of materials on the beach; Abundant material is available for example, where longshore drift brings in abundant material from various sources like cliffs and headlands. The areas of beach formation must not be exposed to strong winds, storms and typhoons that will carry the sediments away thus retarding beach formation. <i>Credit points of explanation at one mark each</i>	[6]

(d)	'Restricting coastal development is the most effective method in the regulation and management of coastal areas.' How far do you agree with this statement? Use examples to support your answer.	[8]
	<u>***coastal protection strategies are not accepted***</u> This is because the question asks specifically for regulation and management of coastal areas. <u>Restrict development in areas prone to natural hazards</u> Restricting development involves implementing laws and policies that involve relocation of built structures away from areas prone to natural hazards. In future planning of uninhabited coastal areas, risks are also calculated and new structures are being built away from coasts to mitigate the disastrous impacts brought about by natural hazards. Natural coastal hazards, such as tsunamis are disastrous to natural environments and human activities. The earthquake in Tohoku, Japan, in 2011 for example brought about a huge tsunami that caused the death of 20,000 people and US\$300 billion losses. Government bodies, therefore, research on how severe or widespread the problem is, plan for it, then make and enforce laws. In USA, for example, the Federal Emergency Management Agency (FEMA) steers development away from areas prone to flooding or coastal erosion, by relocating current buildings away. Another method is avoidance, where developments are being regulated and restricted from being established on low-lying lands. However, this method has its limitations. People are still attracted to coasts despite the occurrence and unpredictability of natural hazards, as coasts provide natural resources and built services, such as docks, ports, etc. Therefore, there is a limit to how effective restrictions are, as some people may still continue to stay in areas where it has been cordoned off. Residents and investors of coastal areas may have to spend more in construction and maintenance, and will also need to be prepared for emergencies. <u>Protection of coastal resources</u> A strategy to prevent sources from being exploited or depleted. Fish is an example of what needs to be protected and areas close to the coastline where around 90% of all marine fish are caught are vulnerable to overfishing. This is especially seen in areas where destructive fishing methods of blasting and poison fishing are used in the coral reef areas. In both Wakatobi National Park in Indonesia and Goat Island Marine Reserve in New Zealand, zones have been marked off to prevent commercial fishing. This is done through local management or establishment of a marine reserve. Marine reserves protect marine ecosystems which allow fish and endangered species to breed and thrive. The Goat Island Marine Reserve is now a tourist attraction because of its plentiful fish;	

there are now up to 14 times more snappers within the reserve than outside it. This demonstrates the positive management impact of protecting coastal resources.

However, the establishment of marine reserves is often strongly opposed by local fishermen. Their access to a valuable resource and possibly a source of food, is now being denied. The potential long-term benefits of a marine reserve may not be significant to locals who can no longer fish in an area that has supported them for a long time.

Limit damaging activities

These refer to activities that interrupt the functioning of natural systems. Some of these activities include blasting coral reefs to create a channel for boats, clearing mangroves to develop fish farms, dumping waste into coastal areas or into seas, and constructing facilities such as docks and marinas that replace the natural features of the coast.

As banning these damaging activities might be costly and inefficient, many national and local governments instead try to limit these activities. This is done through management that aligns the needs and demands of the people together with the nature of the coastal environment.

Sand dunes, which are deposits of windblown sand from the foreshore zone stabilized by plants, were often trampled on by people visiting the beach in Port Philip. Dune vegetation was being destroyed and the sand dunes were left exposed to wind erosion. Houses behind the dunes were in danger of being partly buried by the large volumes of sand blown by the wind.

To allow the dunes to recover, authorities fenced off the dunes and built access paths to the beach. This decision allowed the coastal environment to recover. However, these fences make the beach look less attractive and do not allow visitors and residents access to all parts of the beach.

Level 1 (0-3m)

Generally addresses restricting coastal development only
 Poor description of management strategy
 No or poor evaluation of the management strategy
 No example given

Level 2 (4-6m)

Addresses at least restriction of coastal development and 1 other management strategy
 Or coastal protection measures (e.g. seawall and planting of mangroves)
 Some description of the management strategy
 Satisfactory evaluation of the management strategy
 At least one example given

Level 3 (7-8m)

Addresses at least restriction of development and 2 other management strategies
 Clear description of management strategies

Thorough evaluation of impact management strategies At least one example given for each strategy	
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3 (a)	Study Fig. 8 below, which illustrates the importance of global tourism to the world economy in 2014. Table 1 shows the growth in the number of tourism arrivals by region (ITA) as well as receipts from tourism by region (ITR) in 2014 compared with 2004 figures.	
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(i)	Based on the information in Fig. 8, explain the importance of tourism to the world's economies.	[4]
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Information from Fig. 8 indicates that tourism is very important to the world's economies; the data indicates that:

Tourism accounts for 9% of the world's total GDP – this shows that many of the world's economies/countries depend on tourism for revenue

Fig. 8 also indicates that tourism alone accounts for as many as 1/11 of all jobs in the world either directly, indirectly or linked – this shows that without tourism, unemployment numbers in many parts of the world will be much higher

Fig. 8 also indicates that tourism and related industries together accounts for US\$1.5 trill in exports – this shows that to service the tourism industries, exports of materials and services help to generate not only business for economies and industries but is also important for world trade and development

As Fig. 8 indicates, tourism alone accounts for 6% of the world's exports – this is achieved through export of resources as needed by the tourism industry either directly e.g. food resources, building materials or indirectly e.g. transport, electricity and infrastructure materials needed to build tourism-related services and activities

The tourism also accounts for as much as 30% of all services exported – this is due to the need for transport as well as travel-related services that are required to serve the tourism industry – this indicates that the tourism industry is a major service industry for the world economy.

Overall, this shows that the tourism industry is a key player in the world's economy.

4 @ 1m each; answers shd not only repeat points showed in Fig. 4 but also elaborate/ explain how this is important to the world's economy.

Award max. of 2m for answers that simply repeat points/ideas from Fig. 4 with link to show how it is important to the world's economies.

Award max. 2m if no data is provided in support of reasons.

(ii)	With reference to Table 1, describe the differences in international tourism arrivals and international tourism receipts in different parts of the world.	[4]
	Table 1 indicates that most of the tourist arrivals in the world go to Europe – this is shown by Table 3 which shows that Europe alone accounts for more than half of the total arrivals at 581 million. This is compared with the rest of the world which accounts for only 551 mill of international tourist arrivals (ITA) Europe also accounts for the largest proportion of tourism receipts at US\$509 bill followed by the Asia-Pacific region at US\$377 bill Comparatively, Africa and the Middle East account for the smallest numbers of ITA at 55 mill and 51 mill respectively; They also account for the smallest in terms of ITR at US \$34 bill and US\$49 bill respectively In terms of the rate of growth of ITA, Europe experiences the highest rate at 51%, followed by the Asia-Pacific Region (+23%) and the Americas (+16%). This is compared with only 5% for Africa and the Middle East regions. This is compared with only 5% for Africa and the Middle East regions. 4 @ 1m each with explanation/ elaboration; Award max. of 2m if there is no reference to Table 1. Award max. 2m if no comparison is made in ITA/ITR between the different regions.	
(iii)	Account for the slower growth in regions like Africa and the Middle East compared to the rest of the world.	[5]
	The reason for this is due to factors like disposable income– developed regions have a higher disposable income so the highest numbers go to Europe, while the Americas also account for a fairly large number. Award 1 marks for stating disposable and 1 mark for explaining it using the DC vs LDC (level of disposable income) framework. Another possible reason is that Africa is fairly undeveloped in terms of infrastructure compared with other parts of the world – this also includes poor infrastructure such as airports or other transport infrastructure, hotels for tourists or services such as water and electricity.	

	Award 1 marks for stating factor and 1 mark for explaining it using the DC vs LDC (infrastructural development) framework. This would be a discouraging factor for tourists who may be interested in visiting Africa. This would have led to smaller numbers visiting Africa (ITA) as well as smaller receipts due to the smaller ITA and lack of services/activities that serve the tourism industry in Africa and the Middle East. Award 1 mark for further explanation it using the DC vs LDC (infrastructural development) framework.	
(b)	Study Fig. 9 that shows outbound leisure travellers over 65 years of age, by country in Asia Pacific up to 2030. With reference to Fig. 9, compare the changes and suggest a reason for the changes in outbound leisure travellers over 65 years of age in Asia Pacific between 2011 and 2030.	[4]
	Increasing trend across Asia Pacific countries.(1) Largest increase is in China with 640% and least increase is in Japan with 32%.(1) Max 2m for comparison of changes. Must include data from source for marks. Reasons: Growing affluence – especially for the rising economy like china where they are better-off would choose to travel. Retirees also have more resources to travel. Changing lifestyle – more elderly who are healthier than their predecessors travel more after retirement. 2 m for stating one reason with explanation.	
(c)	"Hard engineering methods are more effective than soft engineering methods in reducing coastal erosion." To what extent do you agree with this statement?	[8]
	Soft Engineering <u>Stabilising coastal dunes</u> -A coastal dune acts as barriers along the coast protecting human property such as houses and roads against coastal erosion and flooding from waves Limitations: -Vegetation cannot totally prevent soil erosion -For long term solution, human activities such as property development and recreational activities should be kept to the minimum <u>Planting mangroves along the shores</u> -Mangrove have prop roots or kneed roots that anchor the trees firmly in muddy soil -The roots bind the loose soil and protect it from erosion The roots bind the loose soil and protect it from erosion Limitations: -Young mangroves are fragile, local people must cooperate by not letting young animals graze on them	

Beach nourishment

-Where beach erosion has become a major problem, a method of beach replenishment is used, involving the adding of sand, brought in from an external source to the badly eroded beach

Limitations:

- last only for about 10 years
- cost is extremely high
- regular maintenance is required
- e.g. In 2005, 24 km of Miami Beach, USA cost US\$64 m

Encouraging growth of coral reefs:

It has several positive impacts and it is an important resource to the marine ecosystem. It reduces the impact of wave energy from the sea. It also is an important ecosystem for the creatures of the sea. It is relatively cheap as it is a self-sustaining if left untouched by human activities.

Limitations:

- Depends on cooperation of various groups of people including fisherman, industries and government bodies
- Take a very long time to proliferate and it is fragile and is prone to destruction

Breakwater

- Breakwaters help break the force of oncoming waves
- Built either parallel to the coast or with one end attached to the coast
- When constructed offshore, breakwaters can create a zone of calm water behind them
- Materials are deposited and build up in this zone of calm water

However,

- Aesthetically unappealing
- Costly to build and maintain
- Protect the coast unevenly as materials away from the breakwater are subjected to wave action and possible erosion
- Examples:
 - Along the reclaimed shorelines of East Coast Park in Singapore
 - Siloso Beach in Sentosa Island in Singapore
 - Portland Harbour, England
 - Almeria, Spain

Seawall

- Usually made of concrete, granite or stone
- Build along/parallel to the coast
- To protect the coastlines against wave attack by absorbing the wave energy
- Protect against strong waves especially during storm

However,

- Waves energy is directed/reflected towards the base of the seawall

- Resulting in undermining which wears away the base of the seawall
- Causing it to weaken thus collapse over time

Examples:

- Along the coast of Drakes island in England
- Pathway on the seawall, which has been extended far outside the boundaries of Stanley Park has become one of the most-used features of the park by both locals and tourists.

Candidate at each level will show the following characteristics:

Level 1 [0 – 3 marks]

No reference to named example(s).

Answer limited to descriptions of strategies only.

No evaluation **OR** one-sided evaluation of strategies only.

Level 2 [4 – 6 marks]

Clear explanation of how strategies help to reduce erosion

At least ONE balanced discussion of a strategy.

Good use of example in the answer

May attempt to **evaluate** between the different type of strategies

Reference to named example(s)

Level 3 [7-8 marks]

Clear explanation of how both strategies help to reduce erosion

Balanced discussions of all strategies and explains relative importance of the discussed strategies i.e. not just why they are effective/ineffective, but explains why one is more, and the others less effective.

Excellent use of examples in the answers provided

Paper 2

Answers

Section A [25marks]		
1	a	Study Fig. 1 which shows a map of the world.
	i	Using Fig.1, describe and account for the formation of the Mid-Atlantic Ridge. [4]
		• 2 oceanic plates, N.America & European plates move from each other at the divergent plate boundaries. • Creates cracks/faults between the plates • Magma rises through the cracks, cools and solidifies. Forming new crust. (Sea-floor spreading) • Mid-Oceanic ridges are then formed to the the sea-floor spreading the the build up of magma at the cracks/fault lines. • 4 points @ 1 mark each
	ii	Explain the presence of volcanoes in country Y. [3]
		• Even at the divergent plate boundaries there are cracks and faults allowing for magma to flow (possible of using terms like vent and pipes) during the plate divergence. • They will then be able to reach the earth's surface and form a layer of lava which cools and solidify. • Many layers forming results in volcanoes after thousands of years. • 3 points @ 1 mark each.
	iii	Using examples that you have studied, describe the advantages and disadvantages of living near volcanoes.
		Elaboration on each point is needed, including a named example. • Advantages: Fertile volcanic soil (Japan, Java etc) • Precious stones and minerals, building materials (Java, Japan etc) • Tourism (Bali, Madagascar etc) • Geothermal energy. (Iceland, Japan, etc) • Example: An advantage is geothermal energy when groundwater comes into contact with hot rocks beneath the surface, it heats up and erupts as hot water or steam. The hot water or steam can be harnessed to drive turbines and produce electricity. [1 mark] • Disadvantages: Destruction by volcanic materials (Philippines, Italy etc) • Landslides (Japan, Java etc) • Pollution (Philippines, Indonesia, Iceland etc) • Effects on weather (Philippines, Indonesia, Iceland etc) • Example: A disadvantage is landslides where parts of the volcanic cone will collapse during an eruption, ranging from a few rock fragments to landslides of several hundreds of cubic kilometres. They will obstruct flow of rivers causing floods, blocked roads and buried villages and farmlands. • 5 points @ 1 mark each • 3 points on advantages and 2 points on disadvantages or vice versa

	b	Photograph A and B shows the effects of an earthquake in Nepal, 2015. Using the evidence from Photograph A, account for the severity of the impacts of the earthquake. [5]
		Severity of impacts: • Destruction of properties where many buildings crumbled and impossibly hard to live in. • With so many obstacles and communication lines dangling or snapped, there will be disruption of services. • Loss of lives and property Max. 2 marks for describing the impacts in the Photograph. Reasons for the impacts: • Distance from epicentre (near) thus the energy from the earthquake is more • Type of soil (Nepal is a mountainous region) thus causing landslides • Magnitude (high) • Population density (tourism & largest city in Nepal) 3 points @ 1 mark each
	d	'Preparedness measures are more important than long term responses to threats and impacts of earthquakes.' How far do you agree with the statement? Give reasons for your answer. [8]

Section A [25marks]		
2	a	Fig. 2 shows the global land temperature readings and named volcanic eruptions from 1750 to 2000.
	(i)	Describe the trend of the average surface temperature as shown in Fig.2. [3]
		Generally increase trend from about 8°C in the 1750s to 9.5°C in the 2000s. Faster (exponential) rate of temp increase since the 1950s. Dip in temperature coincides with the named volcanic eruption such as Mt Pinatubo. (must give named example)
	(ii)	Discuss the impacts of volcanic eruptions and other human activities on global climate. [6]

	• Define climate change: variation of global climate or climatic pattern in the long term. • Large volume of CO₂ and water vapour, sulfur dioxide dust and ash are released into the atmosphere during an volcanic eruption such as Krakatou in 1800s. • Sulfur dioxide reacts with water vapor to form sulfur based particles in the atmosphere. • Together with ash and dust, these particles reflect solar energy back into space resulting in global dimming and lower temperature. Other human causes : Deforestation/ urbanization/ Agriculture • Deforestation: removal of trees and forest in forested areas. • Removes trees which could have absorb billions of tonnes of CO₂ from the earth atmosphere via photosynthesis. • Deforestation exposes soil to sunlight, increasing rate of oxidation in soil releasing more CO₂ into the atmosphere. With CO₂ in the atmosphere, more heat is trapped leading to higher temperature.
(b)	Figure 3 shows the pathway and seasons of tropical storms. Account for the occurrence of tropical storms in the areas shown in Fig.3. [4]
	• Latitude of 9 and 15 degree North and South of the equator. • Where Coriolis Effect is strongest away from the equator. • High ocean surface temp of 26.5°C is necessary bec the heat and moisture. Late summer or early Autumn, when sea temperatures are at their highest • Tropical cyclones usually weaken when they make landfall (i.e. hit the land) because they are no longer being fed by the energy from the warm ocean waters. • In the northern hemisphere they track (i.e. move) anticlockwise ie westwards and clockwise ie eastwards due to the Coriolis effect.
(c)	Using named examples, discuss two possible impacts of tropical storms. [4]

	Physical impact • Coastal flooding: bring disruption to basic services such as electricity and water supplies • Destruction of infrastructure such as roads and bridges, which makes transportation of aid supplies difficult in the aftermath of a tropical storm. Economic Impact • Cost of repairs to damaged properties such as buildings. Cost of repairs could have been channeled for other infrastructural developmental projects. • Economic cost of damaged crops which could lead higher food prices and food shortage. Social Impact • Flood could lead to spread of diseases • Displacement of people from homes, where many have to seek temporary shelter. Affects the poor who might assistance in order to start their lives afresh in the aftermath.
(d)	"Floodplain management is the most effective in mitigating the impact of tropical storms." To what extent do you agree? Explain your answer with reference to studies you have made. [8]

Flood plain management/ Land use control

- Masterplan to reduce potential of flood damage.
- Involves mapping the land use of an area and implementing strategies to prevent floods.
- Ensure that new devt in floodplains are not prone to floods.
- e.g floodplain mgmt. for Cairns in Aust ensures that new devt are not vulnerable to floods.
- In Bangladesh, 50% of the population lives in floodplains and relies on agriculture for their livelihood.
- Mississippi Floodplain management plan allows residents to purchase flood insurance, giving residents a source of funds to rebuild their lives in the aftermath of a tropical storm.
- BUT flood insurance premium could be high and not affordable to segments of the population limiting its effectiveness.
- Limiting devt in flood prone area could only work if authorities exert strict enforcement which required time and manpower.
- People with vested interest in coastal areas could be reluctant to relocate which could result in costly compensation fees from the govt.

Other Strategies

Emergency action

- Involves taking immediate action in response to any situation that poses risks to people health and lives.
- Involves setting up of emergency shelters
- Setting up of community shelter in LDCs such as Bangladesh has helped to reduce the number of deaths in the aftermath of a tropical storms.
- BUT cyclone shelters are very expensive to build and require regular maintenance, especially when they are vulnerable to damage caused by severe tropical storms. LDCs might lack the financial resources to build and maintain them. There is still shortage of cyclone shelters in Bangladesh.
- 2010 typhoon Megi victims were aided by Red Cross with basic necessities such as food, shelter and health care.
- BUT poor coordination could hampered the effectiveness of the aid provided.
- Poor accessibility could delay the delivery of emergency supplies, especially in the event where transport links were damaged during the tropical storm.

Reducing vulnerability of infrastructure

- Designing buildings that are resistant to wind and water damages, regular inspection of river embankments and coastal dikes.
- Buildings can be designed to resistant to wind and water with galvanized hurricane ties nailed to the roof. A layer of secondary water resistance is added to the roof of houses to prevent leaking.
- In USA govt helps homeowners by employing specialized companies to improve the design of the roof and openings of the houses.
- Utility lines such as power and telecommunication and water supply could be placed underground to avoid damage by strong winds and storm surges.
- High financial burden on the govt, might not be affordable to govt in LDCs.

Prediction and warning

- Analysing long-term climatic records in order to predict possible climatic events
- However this method only indicates frequencies of cyclones and not predict the next climatic event.
- Another method is computer modelling which accounts for predictions to be made on the cyclones path as well as areas that will be effected.
- However, it might not be totally accurate as weather conditions may change quickly.

Level	Descriptors
L1 0-3	Brief description of either ONE Emergency response or mitigation response. No examples given
L2 4-6	General discussion of ONE Emergency response and mitigation response. Makes an attempt to link description to less developed countries and mention why they are a it is the best response for LDCs. Some examples given
L3 7-8	Detailed discussion of ONE Emergency response and mitigation response. Makes an attempt to link description to less developed countries and mention why they are a it is the best response for LDCs. Clear links made to less developed countries Relevant examples given (Need to provide a balanced viewpoint with suitable examples. They should also include a concluding analysis)

Section B [25marks]

3	a	Describe the pattern of undernourished population shown in Fig.4 [5]
		• Countries with less than 15% undernourished population are found in northern Africa such as Algeria and Egypt. • Countries with an undernourished population of 25%-35% are mainly found in many parts of Sub-Saharan Africa. • Examples of countries are Ethiopia, Chad and Angola found in Central and Eastern Africa. • Those with an undernourished population of 15% to 24% tend to be concentrated in Western Africa bordering the Atlantic Ocean, such as Nigeria and Ghana as well as Namibia in Southern Africa. • South Africa also experiences less than 15% of undernourishment. • Madagascar also experiences more than 35% of its population facing undernourishment. 1 mark for identifying regions and another 1 mark for giving at least 2 examples of such regions.
	b i	Describe the distribution of countries with land transaction with Tanzania and the various ways they use the land.
		<u>Description of countries with land transaction with Tanzania</u> • The land transactions are mainly between developed countries and Tanzania. • Most of the transactions are between the countries in Europe • The transactions are mainly for agrofuel crops (about 500,000 ha of land) • The least usage is for forestry (about 30,000 ha of land) • Singapore rents/ buys labour 50,000 ha of land from Tanzania only for food crops (4@1m each. Reserve 1m for the use of data to support answers.)
	b ii	Explain both the positive and negative impacts of selling or leasing land to another country for the purposes shown in Fig 3A.

- (b) Study Fig. 7, which shows the food consumption patterns of USA and Bangladesh.

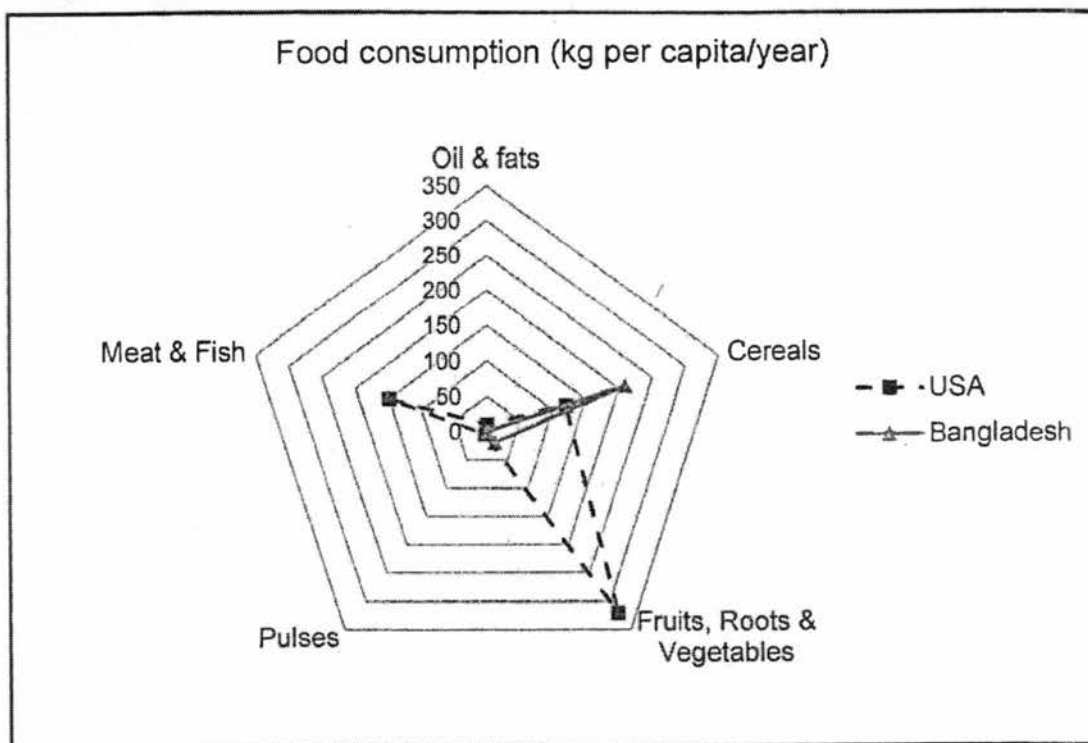


Fig.7

With reference to Fig.7, compare the food consumption patterns in USA and Bangladesh.

[4]

- (c) With the use of examples, explain how migration and population growth can influence the change in food consumption patterns in a country.
- (d) "National efforts made by countries to manage the outbreak of HIV/AIDS has been unsuccessful". How far do you agree with the statement? Support your answer with a named example.

[5]

[8]

[Total: 25]

End of Paper

		Positive impacts - Increasing the amount of food available in the country that buys/ leases the land. This is so as food can be now grown in Tanzania, processed if needed and sent directly to the country (eg: Singapore). This helps Singapore to increase its food stability by ensuring that there will always be food crops grown and sent to Singapore from Tanzania - This also helps in diversifying food source for the country that rents/ buys land from Tanzania. For example, Singapore would not need to rely solely on one country like Malaysia for its food imports as they can now choose to also grow the food in Tanzania. Thus this reduces reliance on just one importer - Leasing out land generate income for the government that can be used to help local Tanzanian farmers improve their farming methods Negative - However, the leasing and buying of land from Tanzania will reduce the amount of land available for agricultural activities for the locals themselves. This might in turn lead to lower food stability and food supply for themselves. - However, if Tanzania is not able to grow enough food for themselves, they will have to turn to imports. This will expose them to more market fluctuations in food prices. With lesser land available for food production, and greater fluctuations in food prices, the food prices may increase for the people in the country - The competition of land from the foreign country may cause land prices within the country to increase thus making it difficult for local farmers to grow (4@1m each. Reserve at least 1m each for positive and negative impacts.)
c		With reference to Singapore, describe and explain what the government can do to ensure food safety and stability in a country. [4] - The government plays an active role in ensuring food safety standards are in place and are met. [1] - In 2011, there was an earthquake in Japan and subsequent nuclear radiation contaminated farmland and water resources so the government restricted seafood imports from Japan to Singapore for many months so as to ensure the safety of food consumers in Singapore. [1] - The Ministry of Development set up a \$5 million fund to help food production businesses grow or import from more places so Singapore will not be dependent on limited sources to feed its people. [1] - The fund will also help develop research into how to increase productivity at the 266 farms in Singapore so that we will always have a steady food supply. [1]
d		With reference to examples, evaluate the effects that intensification of food production can have on water and soil quality. [8]

Candidates may include the following material:

- Irrigation allows greater areas of land to be farmed
- Irrigated land likely to have greater yields than when not irrigated
- Regular supply of water – farming can take place throughout the year
- Increase yield leads to increased income for the farmers
- Increased income leads to improvement of standard of living
- Poorer farmers might not have enough knowledge and money to use irrigation leading to inappropriate usage leads to salinisation
- Build-up of salts and soil deterioration decreases future yield of crops
- Flood irrigation → water covers field surface
- Water contains natural salts, left behind by continuous flooding + Dissolution of natural salt rocks, carried to surface
- water used by plants/ evaporated → salts in water left behind
- Soil deterioration leads to lower yields and land becoming infertile
- Decline in income for the farmers = lower standard of living
- Eg: Water in Aswan dams used for irrigation – Sediments and minerals dissolve in water from upper course of river accumulate behind dam – water used to irrigate fields → ↑ salinity
- Waterlogging might also result too much water is used in fields – cause soil to become saturated with water
- Nutrients and air cannot enter soil and reach root causing crops to wither & die → ↓ food production, decreases future yield of crops
- Eg: India – used large amt of water to wash excess salt to reduce salinisation → waterlogging
- Increased risk of water-borne pests or diseases in irrigated areas, eg: mosquitoes
- High yield seeds increases output per one growth cycle, Shorter growing period, making multiple cropping possible – increases income as farmers can now sell more crops, thus increasing the standard of living with the income
- BUT HYVs need huge quantities of fertilisers and pesticides
- Poorer farmers might not have enough knowledge to on fertilisers and pesticides use leading to inappropriate usage leads to eutrophication
- Eutrophication – increase in nutrients in water bodies, caused by widespread overuse of fertilisers containing nitrogen and phosphorous leads to excess minerals unabsorbed by plants – Excessive minerals and nutrients (chemical fertilisers) from fields washed into rivers and lakes OR leached into soil layers and contaminate groundwater
- causes water source to be undrinkable
- Lowers standard of living of farmers
- Moreover, if yields become affected, the poorer farmers will be much greatly affected as they might have taken loans to buy the seeds

Students must give a valid stand and present a balanced argument.

Students should use appropriate examples to support their stand. Examples could be of a town/ country or how the type of coastal protection measure employed not should not be employed because of its outcome.

Section B [25marks]

Students must give a valid stand and present a balanced argument.

Students should use appropriate examples to support their stand. Examples could be of a town/ country or how the type of coastal protection measure **employed** not should not be employed because of it's outcome.

All examples must be accompanied with a clear place-specific example.

A full answer does not need to include all the above points

Candidates at each level will show the following characteristics:

Level 1 (0 – 3 marks)

- One or two suggestions about increase or damage, eg: 'extra water helps crops grow more, 'more water means more food'
- No place reference or very general, eg: 'in America', 'in Africa'
- No mention of extent/ counter argument, just repetition of question, eg: 'but damages the environment', 'and the environment is damaged'

Level 2 (4 – 6 marks)

- Suggests how both irrigation and HYVs may increase food, eg: 'extra water helps crops grow more' and 'HYV enables greater amount of food to be grown', water means new land can be used and HYVs shortens growing period, multiple cropping made possible'
- Place reference given, but with little detail, eg: 'in India', 'in Australia'
- Brief extent/ counter argument, eg: 'but run offs affects river and streams', or 'but might increase salt content of soil'

Level 3 (7 – 8 marks)

- Suggestions have some detail (often linked to location chosen), eg: 80% agricultural output in Pakistan relies on irrigation', or 'land that was once desert in Egypt now grows crops with water from the Aswan Dam'
- Place reference is fairly specific, eg: 'most of this water is diverted from the Indus', 'most farmland in the Muray-Darling Basin is now irrigated'

Detailed/ supported extent/ counter argument clear, eg: 'but soil quality is reduced when salt is left behind after evaporation, 'farmers need knowledge and money for fertilisers that can increase the HYVs' yield.

4	a	Study Fig. 6, which shows the distribution of HIV/AIDS in parts of Africa. Describe the distribution of the areas with more than 10% of HIV/AIDS infection rates. [3]
		10.1% - 20% - Central Africa: Cameroon, Central Africa Republic, [1] - East Coast: Somalia, Kenya, Malawi, Mozambique [1] 20.1% - 38% - Highest level in Southern Africa: Zambia, Zimbabwe, Namibia, South Africa, Lesotho, Swaziland [1] Must include a named country for marks.
	b	Describe the socio-economic impacts of high HIV/AIDS infection rates in the region shown in Fig.6. [5]
		- Reduces life expectancy in countries - Increases infant mortality rate - Orphan crisis: increase number of orphans leading to great burden on extended families and countries. Orphans suffer from emotional trauma, stigmatization, malnutrition and illness - Increase health care expenditure: - o Govt spendings on treating complications from HIV/AIDS and expensive drugs - o Less funds for education system - o Lower skilled workforce - o Less foreign investment - Slower economic growth: - o High absenteeism, decline in labour and loss of skilled labour resulting in lower labour productivity - o Increase costs of recruitment and training One mark each, must include explanation
	c	With reference to Fig.7 compare the food consumption patterns in USA and Bangladesh. [4]
		• People in USA consume more fruits, roots and vegetables (320kg per capita/year) compared to people in Bangladesh where the consumption is only 20kg per capita/year • People in Bangladesh consume more cereals than those in USA by 90kg per capita/year • People in USA consume more meat and fish than those in Bangladesh by 100kg per capita/year • Both USA and Bangladesh consume little oil and fats, ranging from 0kg per capita/year to 10kg per capita/year • Both USA and Bangladesh do not consume pulses (0kg per capita/year)
	d	With the use of examples, explain how migration and population growth can influence the change in food consumption patterns in a country. [5]

Max of 3+2 marks per well-explained point. Maximum of 3 marks if no named examples were used.

- Migration can lead to an increase in the variety of food consumed in a country.
- Migrants introduce new foods to places and drive demand for new food. When migrants relocate, they bring with them their local cuisines. This might then influence the cuisine of the local people, thus forming a fusion of local and migrant cuisines.
- For example, Korean food has become more popular in Manila Philippines due to Korean retirees and the growing number of Korean students staying in Philippines for short term English studies.

OR

- Migration can lead to an increase in the quantity or amount of food consumed in a country.
- Migrants earn a higher wage while working abroad and hence have a higher purchasing power/more able to afford more or wider variety of food.
- Population growth can lead to an increase in the amount of food consumed in a country.
- Growth rates are faster in LDC than DC. when population grows so does the demand for food to meet the needs of a rising world population.
- EG China (LDC) has a faster population growth than Singapore hence they consume more food overtime than Singapore (DC).

OR

- Population growth can lead to a change in type of food consumed to more staples.
- Pop growth happens more rapidly in LDCs, and this may increase the burden on families to provide for more people than they can afford, hence resulting in consumption of more staples which is more affordable than meats.

e Assess the efforts made to manage the outbreak of HIV/AIDS in a country you have studied.

Efforts and success may vary from country but the main ones are included below.

Candidates may express these efforts in a variety of relevant ways.

An indication of success is given for some efforts as examples of what is acceptable.

Educating men, women, adolescents and children about the disease and prevention.

e.g. 'national women and girls awareness days' e.g. March 10th every year in countries such as South Africa.

Some efforts at spreading information are not very aggressive and reach only small percentage of population.

Research, counselling and care – but shortage of health care workers limits success.

Efforts of aid organisations and charities including community projects.

Attitude towards sexual activity

- Abstain from sex until marriage
- Be faithful to partner – can be very successful but difficult in the case of migrant workers.
- Correctly and consistently use condoms – can be as successful as reducing risk by 90% but depends upon overcoming traditions/religious difficulties of communicating to rural areas and free access to condoms.
- Provision of clean drug using equipment – success difficult because of illegal nature of drug taking – not all users will come forward or agree to treatment. Also 40% of countries have laws that prevent or limit effective prevention services.
- Substitute therapy

Attitude towards mother to child transmission

- Antiretroviral drugs for HIV positive mothers and children – success rate of 40% - 70% in reducing transmission of AIDS to newborns in Botswana – large percentage lack access to drugs. In addition, the success depends on adequate nutrition as HIV/AIDS sufferers need more calories and protein than those unaffected.
- Alternatives to breast feeding

Attitude towards blood transfusion

- Blood screening and safe procedures – low level of blood screening in most LDCs but screening in India has seen reduction in infected blood since 1986. In many countries such as India, medical treatment is often difficult because of the discrimination against women with HIV/AIDS in the form of ridicule, harassment and physical assault.

In some countries, there is a national action plan but in others the efforts lack coordination, finance, drugs and equipment

In Kenya, there is a National AIDS Strategic Plan 2009/10 to 2012/13.

Level 1 (0 – 3 marks)

At this level answers will lack detail and may be general in nature. A basic answer that has little development.

Level 2 (4 – 6 marks)
At This level answers will contain some appropriate detail. The content will lack balance and some relevant detail.
This means that only successful or not successful points are considered. OR both successes and failures are considered but support is patchy so that the answer is not full.
Assessment may be given but may be limited or general in nature. A country will be named in answer.
Level 3 (7 – 8 marks)
At this level answers will be comprehensive and supported by sound knowledge.
There will be assessments of the extent to which efforts were successful, i.e. considering both successful and not successful points.
Students will make a stand on which method is considered the best or suggest a method to ensure the