**Question 1**

Assess the reasons why, even within a country, some people are more vulnerable to hazards than others. [12 marks]

**General**

- This is a 12-mark question, and is therefore marked using levels of response. It is a straightforward assessment of reasons, as it is for AS level.

- The command word 'Assess' is used. Students are assessed partly on the basis of material that students are required to have learned (Assessment Objective 1 – 3 marks) but mainly on their ability to make a judgment on this basis of what they know and are asked to apply (Assessment Objective 2 – 9 marks).

- If any students write responses that demonstrate only AO1 without any application or judgment, they should be awarded marks as follows:
  - Level 1 AO1 performance: 1 mark
  - Level 2 AO1 performance: 2 marks
  - Level 3 AO1 performance: 3 marks.

**Indicative content:**

Students should aim to identify a range of reasons and explain why each one means that some people are more vulnerable to hazards than others, even within a country. AO1 is for naming the reasons and AO2 involves the assessment as shown by the example.

For example:

- Rural areas > less dense housing and population therefore likely to be fewer people affected (AO1). However, will also be more likely to be remote > may be poor quality infrastructure > routes may become blocked by the hazard > communities difficult to reach > more difficult to get help and supplies to them (AO2).
Other key points may include:

- Population profile—elderly/infirm/very young may suffer more.
- Quality of buildings—poor building quality can increase deaths and injuries.
- Level of education/lack of access to education.
- Living in hazardous areas—no choice, or taking advantage of (for example) fertile soils.
- Lack of insurance to modify the loss.
- Density of population can affect number of deaths, spread of disease, etc.
- Employment profile which determines job loss.
- Many of the above can be linked to poverty of the people which is possibly the underlying cause as it impacts on vulnerability.

Hints

This is an assess question. After explaining why different factors make some people more vulnerable to hazards than others, students need to decide which they perceive to be the most significant factor(s) and why. They may decide the most significant factors are grouped (for example, economic forces) rather than one individual reason. Case study evidence should be used to support ideas as the question is about variations of vulnerability within a country.
Use the following level descriptors to help you assign a mark:

<table>
<thead>
<tr>
<th>Level</th>
<th>Marks</th>
<th>Descriptor</th>
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<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>• No rewardable material.</td>
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| 1     | 1–4   | • Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1)  
• Applies knowledge and understanding of geographical information/ideas, making limited logical connections/relationships. (AO2)  
• Applies knowledge and understanding of geographical information/ideas to produce an interpretation with limited relevance and/or support. (AO2)  
• Applies knowledge and understanding of geographical information/ideas to make unsupported or generic judgements about the significance of few factors, leading to an argument that is unbalanced or lacks coherence. (AO2) |
| 2     | 5–8   | • Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1)  
• Applies knowledge and understanding of geographical information/ideas logically, making some relevant connections/relationships. (AO2)  
• Applies knowledge and understanding of geographical information/ideas to produce a partial but coherent interpretation that is mostly relevant and supported by evidence. (AO2)  
• Applies knowledge and understanding of geographical information/ideas to make judgements about the significance of some factors, to produce an argument that may be unbalanced or partially coherent. (AO2) |
| 3     | 9–12  | • Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)  
• Applies knowledge and understanding of geographical information/ideas logically, making relevant connections/relationships. (AO2)  
• Applies knowledge and understanding of geographical information/ideas to produce a full and coherent interpretation that is relevant and supported by evidence. (AO2)  
• Applies knowledge and understanding of geographical information/ideas to make supported judgements about the significance of factors throughout the response, leading to a balanced and coherent argument. (AO2) |