

G3A Assessment Objectives Grid

Question	AO1 Knowledge & Understanding	AO2 Application	AO3 Skills	Total
G3 A Themes 1-3	13 (extend geographical ideas, concepts & processes)	7 (evaluations & connections between aspects of Geography)	5 (reach conclusions & communicate findings)	25
G3 A Themes 4-6	13 (extend geographical ideas, concepts & processes)	7 (evaluations & connections between aspects of Geography)	5 (reach conclusions & communicate findings)	25
G3B (a) (b)	3 6 (geographical concepts)	3 3 (apply understanding and evaluation of techniques)	4 6 (use a range of skills & techniques)	10 15
	35 46%	20 27%	20 27%	75 (100%)

Geography - G3

SECTION A: CONTEMPORARY THEMES IN GEOGRAPHY

Summary Descriptor	Marks out of 25	Criteria
Very good	21–25	<ul style="list-style-type: none"> • A response that demonstrates a high order of conceptual understanding and an appreciation of the holistic nature of geography within the context of the question. • Critical analysis, synthesis and assessment of the connections between the different elements of the subject. • Wide-ranging, thorough and accurate knowledge. • Detailed and possibly original exemplification. • Well-directed and well-annotated sketch maps/diagrams. • A well-structured, coherent and logical response. • Complex ideas expressed clearly with few, if any, errors in grammar, punctuation and spelling.
Good	16–20	<ul style="list-style-type: none"> • A confident grasp of relevant concepts and principles. • Sound analysis, synthesis and assessment of some of the connections between the different elements of the subject. • Good factual knowledge and understanding. • Appropriate exemplification. • Appropriate, basically accurate annotated sketch maps/diagrams. • The response is clear, coherent and appropriately structured. • The quality of English is consistently sound
Average	11–15	<ul style="list-style-type: none"> • A reasonable grasp of relevant concepts and principles. • Arguments are partial with points limited in range, depth and development with only limited linkage. • A secure, straightforward base of knowledge and understanding. • Examples are superficial and may be variable. • Limited use of basic diagrams. • There may be some loss in coherence. • Language is correct but simplistic.
Marginal	6–10	<ul style="list-style-type: none"> • Some grasp of concepts and principles is evident, but there may be inaccuracies and misconceptions. • Arguments are weakly presented and most points are generalised or of partial relevance to the question with little or no linkage. • Some knowledge and understanding, but it is limited in scope. • There is limited use of examples. • Sketch maps/diagrams contain inaccuracies. • The response lacks fluency. • Expression may be poor and there are basic errors in the spelling of geographical terms.
Weak	1–5	<ul style="list-style-type: none"> • There is minimal understanding of subject material. • Organisation of material is poor and although occasional relevant points are made much is irrelevant. • The response demonstrates poor knowledge and understanding and contains errors. • Little use of examples or if evident they are irrelevant to the question. • The response may be incomplete or difficult to follow. • The answer is poorly written and contains basic errors in the spelling of geographical terms.

INFORMATION FOR EXAMINERS

Theme 1 Extreme Environments

Q.1 Examine the characteristics of the arctic and alpine tundra environment that make it extreme. Theme 1.4 [25]

Guidance:

Candidates should:

- (i) show knowledge of the characteristics of the arctic and alpine tundra environment, but not necessarily all. They may include its main climatic, soil and biotic characteristics;
- (ii) show an understanding of how the characteristics interrelate to give a distinctive environment.

Better candidates will link the characteristics to the concept of extreme throughout, whereas the average candidate may only link their knowledge to the concept in passing or perhaps in their conclusion. The emphasis should be on characteristics of the environment rather than outcomes or consequences.

Answers will examine the climatically stressed arctic and alpine tundra environment with short and cool growing seasons. Latitudinal tundra occurs in the Arctic and to a much lesser extent in the Antarctic, where the environments are characterised by cool, short growing seasons. Altitudinal tundra occurs under a similar climatic regime. After temperature, the second most important environmental factor affecting most tundra communities is moisture. However, there are important environmental differences between these two tundras, with the alpine type being subject to much larger variations of daily temperature during the growing season, as well as more intense inputs of solar radiation during the day.

In contrast, arctic tundra can experience continuous exposure to the sun's rays, with 24-hour days for an extended period during the growing season. The interrelationships may be discussed in terms of the need for special adaptations required by biota to overcome climatic and soil constraints. The concept of extreme may take this further and answers could relate extreme to purely physical or try to link extreme to human aspects. Expect examples to be well integrated in the answer.

Candidates can have access to full marks if the treatment of the two tundra environments is unbalanced.

Q.2 Assess the effectiveness of strategies used to manage human activities in desert environments. Theme 1.3 [25]

Guidance:

Candidates should:

- (i) show knowledge of human activities in desert environments;
- (ii) show understanding of strategies used to manage human activities in desert environments.

Better candidates will assess the effectiveness of the strategies discussed throughout, whereas the average candidate may only assess the strategies in passing or perhaps briefly in their conclusion.

In relation to desert environments, candidates may examine the threats posed by population growth, agriculture, tourism and mineral exploitation. They may refer to the negative impacts on a variety of elements of the desert environment. Comment could be made on the role of agriculture in desertification at a continental scale, the pollution of soils and ecosystems by mineral exploitation such as that in Australia or the damage caused by off-roading in Dubai. Do not expect all these for full marks.

When discussing the strategies used to manage human activity candidates may present a range from conserving the desert environment, alleviating the impacts of human activity, controlling the use of desert environments and monitoring the impacts of human activity. Candidates should display a grasp of a number of these, but do not expect all to be considered as candidates may choose to use examples that enable only a limited number of strategies to be discussed.

The assessment could come in the form of comparisons in place elsewhere to manage human impact or on the basis of the extent to which they reduce the impact of different forms of human activity.

Theme 2 Landforms and their Management

Glacial Environments

Q.3 Examine the role of erosional processes in the development of glacial landforms. Theme 1.2 [25]

Guidance:

The focus of the essay is the relationship between process and landform. Some candidates may look at erosion alone whilst others may look at the relative influence of erosion compared to deposition. Either approach is acceptable and open to maximum credit, but candidates should:

- (i) show a knowledge of some of the processes of erosion operating in a glacial environment: better candidates will show a more detailed knowledge of a wider range of processes;
- (ii) show an understanding of the link between erosional processes and landforms.

Better candidates will examine the role of erosion in the production of landforms throughout, whereas the average candidate may only examine its role in passing or perhaps in their conclusion.

Candidates should examine the production of macro, meso and micro-scale landforms that are the result of predominantly glacial processes. Credit any answers that refer to fluvio-glacial erosion. Candidates who focus on a set of landforms that are essentially depositional can only reach the top of good as long as the reference to erosion as an influence on their development is central to the discussion.

Q.4. Examine how human activities are influenced by glacial environments. Theme 1.5 [25]

Guidance:

Candidates should show a knowledge and understanding of the opportunities for and constraints on human activity in glacial environments: better candidates will show a more detailed knowledge and understanding.

Answers may make reference to the landforms themselves and outline the impact of the glacial environment on leisure, tourism, communication, industry, agriculture, settlement, mining and quarrying and construction. If the focus is on geomorphological processes, candidates could discuss avalanches, rock falls or thawing permafrost as influences on human activities.

Accept a broad definition of human activity that may include management, but candidates who focus exclusively on strategies should be limited to the top of average.

Coastal Environments

Q.5 Examine the role of erosional processes in the development of coastal landforms. Theme 1.2 [25]

Guidance:

The focus of the essay is the relationship between process and landform. Some candidates may look at erosion alone whilst others may look at the relative influence of erosion compared to deposition. Either approach is acceptable and open to maximum credit, but candidates should:

- (i) show a knowledge of some of the processes of erosion operating in a coastal environment: better candidates will show a more detailed knowledge of a wider range of processes;
- (ii) show an understanding of the link between erosional processes and landforms.

Better candidates will examine the role of erosion in the production of landforms throughout, whereas the average candidate may only examine its role in passing or perhaps in their conclusion.

Candidates could examine the production of landforms that are the result of predominantly marine processes (headlands and bays, wave-cut platforms, caves, blowholes, arches, stacks), together with landforms that result from sub-aerial (cliff face) processes or examine the relative importance of sea level changes to erosion (raised beaches, marine platforms). Candidates who focus on a set of landforms that are essentially depositional can only reach the top of good as long as the reference to erosion as an influence on their development is central to the discussion.

Q.6 Examine how human activities are influenced by coastal environments. Theme 1.5 [25]

Guidance:

Candidates should show a knowledge and understanding of the opportunities for, and constraints on, human activity in coastal environments, better candidates will show a more detailed knowledge and understanding.

Answers may make reference to the landforms themselves and outline the impact of the coastal environment on leisure, tourism, communication, industry, agriculture, settlement, mining and quarrying and construction. If the focus is on geomorphological processes, candidates could make reference to cliff erosion or deposition in estuaries and deltas as influences on human activities.

Accept a broad definition of human activity that may include management, but candidates who focus exclusively on strategies should be limited to the top of average.

Theme 3 Climatic Hazards

Q.7 Account for the distinctive characteristics of one climatic type chosen from either a tropical or a temperate region. Theme 1.3 [25]

Guidance:

Expect candidates taking the temperate climatic region to limit their responses to the west margin European climatic type and candidates taking the tropical climatic region to limit their responses to one climatic type e.g. the monsoon type or the savanna type.

Candidates should clearly describe distinctive climatic characteristics of their chosen climatic type in terms of temperature, precipitation (type, amount and distribution), prevailing winds and pressure, together with important diurnal and seasonal variations.

In accounting for the above, candidates should cover the basic factors influencing the formation and location of the distinctive climatic type chosen and its seasonality in terms of:

- (i) global atmospheric circulation;
- (ii) the seasonal movement of the ITCZ and pressure and wind belts associated with the apparent movement of the sun's overhead position through the year;
- (iii) the effects of warm and cool ocean currents, orographic influences and temperature differences between continental land masses and ocean waters.

To reach the **'very good'** category, reference needs to be made to explanations that are specific to the particular climatic type chosen including orographic influences, variations in the path of upper jet streams and the interaction of different air masses. To reach this category, students should also demonstrate a **detailed** knowledge the climatic characteristics of their chosen climatic region.

Q.8 Assess the success of strategies used to reduce the impact of either low-pressure or high-pressure climatic hazards. Theme 1.6 [25]

Guidance:

Candidates should:

- (i) show a knowledge and understanding of strategies used to reduce the impact of hazards associated with low-pressure or high-pressure systems;
- (ii) better candidates will assess the effectiveness of the strategies discussed throughout, whereas the average candidate may only assess the strategies in passing or perhaps in their conclusion.

Candidates may identify briefly the impact of hazards associated with low-pressure or high-pressure systems in tropical climatic regions or temperate climatic regions.

When discussing the strategies taken to reduce the impacts of hazards associated with low-pressure or high-pressure systems, candidates may present logically sequenced points progressing from monitoring, prediction and warning of future hazards, immediate response to lessen the impact once it has occurred to long-term planning. Candidates should display a grasp of a number of these, but do not expect all to be considered as candidates may choose to use examples that enable only a limited number of strategies to be discussed.

Candidates need to assess the effectiveness of the measures discussed. Measures may be evaluated on the basis of the extent to which they reduce the impact of an event, by comparison with strategies in place elsewhere to meet a similar hazard event (LEDC v MEDC comparison), on the basis of advances in strategy policies and implementation of them compared to those in place prior to the last hazard event or an evaluation on the basis of the finances and human resources available to the agencies involved in the formulation and implementation of measures. Where there is limited evaluative comment, the answer is unlikely to reach **'good'** and to reach **'very good'** a well-balanced answer with some depth of discussion is needed.

Accept secondary hazards but expect some direct link to low-pressure or high-pressure hazards.

Theme 4 Development

Q.9 Account for the uneven nature of world development.

Level 1.5 [25]

Guidance:

Candidates should: show knowledge and understanding of the differences that exist in levels of world development.

Better candidates will provide more detailed explanations for the continuing existence of these differences, whereas the average candidate may only provide limited explanations.

The identification of inequalities may include reference to the large economic and consequent social divide between richer countries and poorer countries. This part of the response may be usefully supported by actual statistics.

Accounting for the uneven nature of world development may well be approached by identifying factors that hinder the closing of the development gap such as the burden of Third World debt, the role of Trade Blocs and social and cultural constraints. The cover need not be exhaustive. Candidates may make reference to the countries in Brandt's 'South' that have recently benefited from the globalisation of economic activity, as illustrated by the rise of NICs/RICs and oil rich countries and identify that these benefits are not being passed on to, and have accentuated the problems of, sub-Saharan Africa. Expect the explanation to be supported by appropriate exemplification.

Q.10 Assess the effectiveness of attempts to close the development gap.**Theme 1.6 [25]****Guidance:**

Candidates should show knowledge and understanding of some of the strategies implemented to close the development gap.

Better candidates will assess the relative merits of the different measures discussed throughout, whereas the average candidate may only assess these in passing or perhaps in their conclusion.

The content of the answers will depend upon the strategies selected. Candidates may discuss the role of aid, free and fairer trade, FDI and initiatives for debt reduction. A distinction may be made between 'top down' and 'bottom up' strategies.

An assessment of the success of the strategies discussed can be considered in terms of economic, social and environmental progress in poorer countries. Candidates may also demonstrate knowledge of the range of indicators that can be used to measure changes associated with the improvements in economic activity and the narrowing of the development gap. Indicators covered will be mainly economic, but may include social, environmental and demographic measures of change.

The discussion may be supported by appropriate exemplification, with the candidate illustrating their discussion with reference to one named country such as Vietnam where FDI, improvements in trade (membership of ASEAN 1995 and the WTO 2006), together with aid (DFID £50 million/yr) have operated to improve human development indicators and economic growth rates significantly since the 1980s.

Answers must assess the degree of success of the strategies employed in order to achieve a **'good'** category of response. Evaluative comment may make reference to both the positive and negative effects on development (inequality, corruption and environmental deterioration) of the initiatives discussed.

Theme 5 Globalisation**Q.11 Examine the factors responsible for globalisation.****Theme 1.2 [25]****Guidance:**

Candidates should show knowledge and understanding of some of the factors that have led to the current globalisation of the world economy.

Better candidates will show the ability to examine the different factors discussed.

The factors responsible include economic change (the emergence and investment policies of transnationals), technological factors (the speed and distance over which communications and movement can now take place due to computer, transport and communication technologies) and political change (the role of governments in encouraging outside investment and aid; Trade Blocs and the policies of international bodies such as WTO). Expect good answers to show clear understanding of the processes involved and to contain specific illustrative detail and examples. An examination may look at the relative worth of each factor or recognise that these factors operate in an inter-related way.

Q.12 Examine the causes and effects of political and cultural globalisation.**Theme 1.6 [25]****Guidance:**

Candidates should:

- (i) show knowledge and understanding of some of the causes of political and cultural globalisation;
- (ii) show knowledge and understanding of the effects of political and cultural globalisation.

Expect good answers to show clear and detailed knowledge and understanding of the causes and effects involved and to contain specific illustrative detail and examples.

Globalisation has led to most countries being interlinked in different ways: politically and culturally as well as economically. Causes of political globalisation include the influence of the super powers, particularly the USA, often criticised for exploiting the situation of lesser developed countries e.g. the USA attempts to infringe the sovereignty of Iran by exerting pressure on the Iranian government to stop developing nuclear technology. There has also been the diffusion of state power to regional and international organisations, e.g. EU and UN and an increase in non-state actors, e.g. NGOs.

Cultural globalisation refers to the growth in the exchange of cultural practices between nations and peoples. At the heart of much of the rise of cultural globalisation has been the massive expansion of the entertainment and communications industry fuelled, in particular, by the spread of television. Analysts point to the way new technologies and their exploitation such as commercial air travel, satellite television, mass telecommunications and the internet have created a world where billions now consume identical cultural products – such as pop music, soap opera and sporting events – and employ cultural practices they would never otherwise have encountered – such as foreign food preparations and foreign words and phrases.

The Internet is central to this new development, but also the spread of similar products often styled by TNCs (resulting in a product and lifestyle monoculture) and shared amongst people from many nations and cultural backgrounds. The effects of cultural globalisation include the lack of local cultural diversity, the loss of cultural identity and the development of a homogenised, westernised consumer culture with greater cultural integration. Some candidates may point to the rise of nationalism and fundamentalism as a response to these trends.

Candidates can access full marks if the examination of causes and effects, political and cultural is unbalanced.

Theme 6 Emerging Asia

China

Q.13 Examine the factors responsible for recent changes in China's economy.

Theme 1.2 [25]

Guidance:

Candidates should show knowledge and understanding of the factors that have led to recent changes in the Chinese economy.

Better candidates will show the ability to examine the different factors discussed.

Candidates may identify how the economy of China has grown in the last thirty years, with the decline of many old manufacturing industries owned by the state (SOEs) with mainly strategic SOEs left such as steel, petrochemicals and cars; the transfer of SOEs to private ownership leading to increased efficiency and modernised production; the crucial role of FDI with foreign firms located in SEZs; the concentration of new industry in coastal cities and SEZs; the growth of new industries – all kinds of modern technology – and the growth of export markets based on low labour costs; rural – urban migration especially to east coast cities and the growth of many new small manufacturing firms – TVEs – in towns and cities. Candidates also need to identify factors responsible for these changes that may include the failure of Mao's socialist policies to create wealth and industrial prosperity, the realisation that China was being left behind in the global community, the need to modernise industry rapidly with the aim to get transfer of technology from foreign firms through FDI, the Open Door policy of Deng in 1988 and the need for resources e.g. oil and minerals for industrial development.

Expect good answers to show clear understanding of the processes involved and to support their answers with specific illustrative detail and examples. To reach the **'good'** category of response, expect some examination of the factors discussed. Where there is limited examination, the answer is unlikely to reach **'good'** and to reach **'very good'** a well-balanced, well located answer with some depth of discussion is needed.

Q.14 Discuss the economic and social challenges facing urban communities in China. Theme 1.4 [25]

Guidance:

Candidates should show knowledge and understanding of the economic and social challenges facing urban communities in China; better candidates will demonstrate a more detailed knowledge and understanding.

Economic challenges associated with China's urbanisation include the growth of the informal sector, problems of service provision and exploitation of the labour force. Social challenges include deprivation and poverty, segregation, problems associated with housing, health and crime. The Chinese government argues that it has helped lift more than 200 million people out of poverty. Millions of people have migrated from rural to urban areas to fill the jobs generated by the economic explosion. However, anti-poverty campaigners argue that many workers receive low wages and live in poor conditions. An estimated 200,000 people each year move to slums on the southern outskirts of the capital, Beijing. The discussion may look at the relative worth of each variable or may take the form of an assessment of urban challenges as compared with rural. A combination of both approaches is also valid. To reach the **'good'** category of response there must be a discussion of the challenges identified. The term 'challenges' may be interpreted by candidates as simply the difficulties presented by the urbanisation, rather than in the wider sense of demands that require a response. Answers that interpret the question in this way are acceptable, but a critical discussion of these difficulties is needed for the response to reach the **'good'** category of assessment.

India**Q.15 Examine the factors responsible for recent changes in India's economy.****Theme 1.2 [25]****Guidance:**

Candidates should show knowledge and understanding of the factors that have led to recent changes in India's economy.

Better candidates will show the ability to examine the different factors discussed.

Candidates may identify the growth of manufacturing industries, service and financial industries and in agriculture. Economic change includes the growth of modern steel, pharmaceuticals, textiles, clothing, and a substantial high-tech electronics sector e.g. mobile phones and the growth of service industries – call centres, back office jobs, outsourcing from Europe / US and the growth of entertainment industries – Bollywood. The factors responsible for this growth include economic change (the emergence and investment policies of transnationals together with the growth in Indian firms and also of an urban middle-class, educated population who have become consumers themselves, providing a large market for new consumer goods), technological factors (the speed and distance over which communications and movement can now take place due to computer, transport and communication technologies) and political change (the role of governments in encouraging outside investment e.g. the development of SEZs to attract FDI in Mumbai and Gopalpur). Candidates are most likely to argue that India's rural economy is still very important and has changed little, although there has been some developments in agribusiness in some states due to technological developments (Green Revolution) and political reform.

Expect good answers to show clear understanding of the processes involved to be supported with specific illustrative detail and examples. To reach the **'good'** category of response there must be some examination of the factors discussed. Where there is limited examination, the answer is unlikely to reach **'good'** and to reach **'very good'** a well-balanced, well located answer with some depth of discussion is needed.

Q.16 Discuss the economic and social challenges facing urban communities in India. Theme 1.4 [25]

Guidance:

Candidates should show knowledge and understanding of the economic and social challenges facing urban communities in India; better candidates will demonstrate a more detailed knowledge and understanding.

Economic challenges associated with India's urbanisation include the growth of the informal sector, problems of service provision and exploitation of the labour force. Social challenges include deprivation and poverty, segregation, problems associated with housing, health and crime. The urban population of India has rapidly increased in recent years. In 1961 about 79 million persons lived in urban areas of the country; by 2001, their number had gone up to over 285 million, an increase of over 350 percent in the last four decades, which will increase to over 400 million by the year 2011 and 533 million by the year 2021. In 1991 there were 23 metropolitan cities, which have increased to 35 in 2001. As a result, most urban settlements are characterized by shortfalls in housing, inadequate sewerage, poverty and social unrest making urban governance a difficult task. The discussion may look at the relative worth of each variable or may take the form of an assessment of urban challenges as compared with rural. A combination of both approaches is also valid. To reach the '**good**' category of response there must be a critical discussion of the challenges identified. The term 'challenges' may be interpreted by candidates as simply the difficulties presented by the urbanisation, rather than in the wider sense of demands that require a response. Answers that interpret the question in this way are acceptable, but a discussion of these difficulties is needed for the response to reach the '**good**' category of assessment.

G3B Assessment Objectives Grid

Question	AO1 Knowledge & Understanding	AO2 Application	AO3 Skills	Total
G3 A Themes 1-3	13 (extend geographical ideas, concepts & processes)	7 (evaluations & connections between aspects of Geography)	5 (reach conclusions & communicate findings)	25
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G3B (a) (b)	3 6 (geographical concepts)	3 3 (apply understanding and evaluation of techniques)	4 6 (use a range of skills & techniques)	10 15
	35 46%	20 27%	20 27%	75 (100%)

Generic Mark Scheme for G3 B

G3 B contains 10 two part questions marked out of 10 (Part (a)) and 15 (Part (b)).

Part (a) is marked in three Levels.

Level	Description of quality	Marks range	
3	Very Good Good	8-10	Very good knowledge and understanding used critically which is applied to aspect(s) of research enquiry examined. The work is obviously based on research and uses it to provide good supporting evidence. A clear, coherent mini essay that is grammatically correct. May include well-annotated maps and/or diagrams to support answer.
2	Average	4-7	Good knowledge and understanding with some critical appreciation of the aspect(s) of research enquiry examined. A clear structured mini essay that uses good English but argues points soundly rather than strongly. Appropriate diagrams and/or maps not always fully labelled.
1	Weak	1-3	Some limited knowledge and understanding of aspect(s) of research enquiry examined but some points may be partial and lack exemplar support from the research. May use taught material of variable relevance. "All I know" rather than an answer to the question. Language is variable; lacking paragraphs and may have weak grammar and syntax.

Part (b) is marked in four Levels.

Level	Description of quality	Marks range	Characteristics of level (It is not necessary to meet all of the characteristics to be placed in a Level.)
4	Excellent Very Good	13-15	Provides title of research. Very good knowledge of the topic studied and a critical awareness of the route to enquiry and findings as applied to the topic in question. Provides very good support from own research. May have some good diagrammatic material and maps to support answer. Written in a sound coherent essay style which is grammatically correct with a sequence of ideas that enable the question to be answered fully. Concludes in relation to the question. May include well-annotated maps and/or diagrams to support answer.
3	Good	9-12	Provides title of research. Good knowledge of the topic with some gaps. Understanding of the route to enquiry and findings is present with some critical awareness, but this may be sound rather than strong. A clearly structured essay that uses good English consistently. Appropriate diagrams and/or maps not always fully labelled.
2	Average Marginal	5-8	Provides title of research. Knowledge & understanding present but some points may be partial and lack exemplar support from research theme studied or may only be of potential relevance to the research topic. Verges on the formulaic answer which is possibly almost identical for all in centre. Language is straightforward and will possibly lack paragraphing. Perhaps going off at a tangent with an "all I know" answer.
1	Weak	1-4	Possibly neglects to state title. Some knowledge and understanding but with gaps and misconceptions that indicate an inability to understand the question. Evidence that the research was superficial. Only limited support from research. Language is variable and slips occur.

SECTION B: RESEARCH

CONTEMPORARY THEMES AND RESEARCH IN GEOGRAPHY MARK SCHEME

- (a) **Describe and justify different methods of acquiring information that could be used to investigate (context).** **[10]**

There is no requirement to draw parallels with their own study, but this should be credited if it helps to develop the answer. Candidates should demonstrate their knowledge of how information or data could be obtained (primary and/or secondary data collection) in the context of their selected research area and justify their choice of the methods identified.

Level 3 (8-10 marks)	Answers contain a detailed description of a variety of data collection methods developed in some depth and clear justification of the selected methods.
Level 2 (4-7 marks)	Answers at this level are likely to develop a description of data collection methods used to collect information in some depth, either by describing a greater variety of methods used or by developing the description of fewer methods in greater detail. Candidates may provide some justification of the selected methods.
Level 1 (1-3 marks)	Answers provide a simple description of a limited number of methods used to collect information, with little or no justification of the selected methods.

- (b) **Summarise and evaluate the conclusions of your personal research into (context).** **[15]**

Candidates should demonstrate their ability to communicate the main conclusions, however tentative, of their personal research within their chosen topic area. The content will depend on the investigation undertaken, but answers should show knowledge and understanding of the topic chosen. Candidates should present a critique of the findings of their investigation.

Level 4 (13-15 marks)	Answers contain a detailed discussion of the conclusions of their investigation. Expect either a variety of conclusions or greater depth if fewer conclusions. Answers should contain developed evaluative comment on the conclusions.
Level 3 (9-12 marks)	Answers contain a sound discussion of the conclusions of their investigation. Expect either a variety of conclusions or greater depth if fewer conclusions. Answers should contain sound evaluative comment on the findings, but at the lower end this is less well developed.
Level 2 (5-8 marks)	Answers contain a generalised discussion of the conclusions of their investigation. Expect fewer conclusions at this level. Answers contain little evaluative comment on the conclusion.
Level 1 (1-4 marks)	Answers contain a simple description of limited conclusions of their investigation, with no evaluative comment.