

INFORMATION FOR EXAMINERS

If candidates answer in a way that is not anticipated by the mark scheme, but has an acceptable answer to the question set, please use the generic mark scheme on pages 3 and 4 to determine an appropriate mark. If in doubt, please consult your team leader.

Theme 1 Extreme Environments

- Q.1 Examine the pressures on tundra environments caused by human activity.** **1.5 [25]**

Guidance:

Candidates:

- (i) should show knowledge and understanding of how human activity causes pressures on tundra environments;
- (ii) better candidates may discuss the positive as well as the negative outcomes of human activity.

Pressures that may be identified include those from tourism, global warming, mineral exploitation and airborne pollution. It is not expected that all of these are considered in the context of both latitude *and* altitude, but better candidates may examine both. Expect examples to be well integrated in the answer. The approach to the question may be regional by investigating two areas such as arctic Canada and the Alps or thematic by looking at the threats individually. (Note that the specification mentions only alpine tundra, but the Teachers' Guide refers to both alpine and arctic tundra). To achieve the **very good** category, expect an **examination** of the pressures discussed.

- Q.2 Discuss the strategies used by different groups in the management of desert environments.** **1.3 [25]**

Guidance:

Candidates:

- (i) should show knowledge and understanding of the strategies designed by different local, national and international groups for the management of desert environments;
- (ii) better candidates may discuss the role played by different groups in designing and implementing the strategies.

When discussing the strategies used to manage desert environments 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. Candidates should also show that they understand that strategies are initiated and directed by groups at a local, national and international level, although all of these need not be covered for every strategy. In order to reach beyond the **good** band, in addition to sound factual content of the strategies designed for the management of desert environments, there needs to be some discussion of these strategies.

Theme 2 Landforms and their Management

Glacial Environments

Q.3 Examine the processes responsible for the formation of one or more glacial landforms. 1.2 & 1.3 [25]

Guidance:

Candidates:

- (i) should show a knowledge and understanding of the processes operating in the selected environment;
- (ii) should show an understanding of the link between processes and landform development;
- (iii) better candidates may provide a discussion of the role of other influences in the development of landforms.

The central feature of this question is the link between the processes of weathering, erosion, transport and deposition and landform development, as the specification gives emphasis to these processes in Key Questions 1.2 and 1.3. The command word 'examine' would imply not only the need to identify the processes, but also to look at their role in landform development in some detail. Answers should deal with at least one landform.

To achieve the **very good** category, expect an examination of the processes discussed.

Q.4 Discuss the impact of glacial processes and landforms on human activity. 1.5 [25]

Guidance

Candidates:

should show knowledge and understanding of the impact of glacial processes and landforms on human activity; better candidates will show a more detailed knowledge and understanding.

Candidates need to demonstrate their knowledge and understanding of how glacial landforms (in areas that are currently experiencing glaciation and in formerly glaciated areas) provide opportunities and present constraints for human activity in terms of tourism, water supplies and energy, agriculture, mining and quarrying and settlement. Candidates also need to demonstrate that glacial processes impact on human activity because of the high incidence of avalanches, rock falls and other forms of mass movement such as landslides and glacial outburst floods. For periglacial environments students may investigate how freeze-thaw in the active layer damages structures. There may be a discussion not only of the nature, but also of the seriousness of the impacts. Expect examples to be well integrated in the answer and a balanced discussion to get into the **very good** category of assessment.

Coastal Environments

Q.5 Examine the processes responsible for the formation of one or more coastal landforms. 1.3.[25]**Guidance:**

Candidates:

- (i) should show a knowledge and understanding of the processes operating in the selected environment;
- (ii) should show an understanding of the link between processes and landform development;
- (ii) better candidates may provide a discussion of the role of other influences in the development of landforms.

The central feature of this question is the link between the processes of weathering, erosion, transport and deposition and landform development, as the specification gives emphasis to these processes in Key Questions 1.2 and 1.3. The command word 'examine' would imply not only the need to identify the processes, but also to look at their role in landform development in some detail. Better candidates may also make reference to the relative role of geology (Key Question 1.4). Answers should deal with at least one landform.

To achieve the **very good** category, expect an examination of the processes discussed.

Q.6 Discuss the impact of coastal processes and landforms on human activity. 1.5 [25]**Guidance**

Candidates:

should show knowledge and understanding of the impact of coastal processes and landforms on human activity; better candidates will show a more detailed knowledge and understanding.

Candidates need to demonstrate their knowledge and understanding of how coastal landforms provide opportunities and present constraints for human activity particularly in terms of tourism and recreation. Candidates also need to demonstrate that coastal processes impact human activity because of the incidence of cliff erosion, mass movement such as landslides and deposition in estuaries and deltas. There may be a discussion not only of the nature, but also of the seriousness of the impacts. Expect examples to be well integrated in the answer and a balanced discussion to get into the **very good** category of assessment.

Theme 3 Climatic Hazards

- Q.7** 'Climatic types display distinctive characteristics of temperature, precipitation, winds and pressure'. Discuss with reference to *either* a tropical or a temperate region. 1.3 [25]

Guidance:

Candidates:

- (i) should describe some of the distinctive climatic characteristics of the climatic types of their chosen climatic region in terms of temperature and precipitation, better candidates may provide more details in terms of the type, amount and distribution of precipitation, humidity and pressure, prevailing winds, together with important diurnal and seasonal variations;
- (ii) should briefly explain the basic factors influencing the formation of the climates discussed in terms of: global atmospheric circulation; 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; better candidates will provide a more detailed explanation

Candidates may refer to the entire climatic region, but they may just deal in detail with one climatic type chosen from either a tropical or a temperate region.

Candidates taking the tropical region should describe and discuss the Equatorial, Savanna, Monsoon or hot Desert climate. Candidates taking the temperate region should refer to the Western Margin European, Continental Interior or East Margin Maritime climate. The use of a well-annotated diagram in the context of the climatic region selected should be given full credit.

To achieve the **very good** category, expect a well balanced answer with discussion of the characteristics.

Q.8 Discuss the ways in which the impact of hazards associated with either high-pressure or low-pressure systems may be reduced. 1.5 & 1.6 [25]

Guidance:

Candidates:

- (i) should show a knowledge of the damaging effects of the climatic hazards selected;
- (ii) should show knowledge and understanding of the strategies used to reduce the impact of hazards associated with either high- or low-pressure systems, better candidates will demonstrate a greater depth of knowledge and understanding;
- (iii) better candidates may make an assessment of the effectiveness of the above strategies.

Within either the tropical or the temperate region, candidates may refer to the effects of hazards associated with either cyclonic or anticyclonic situations. The effects discussed are likely to be both environmental and human (demographic, economic and social) but specifically those that impact on human activity.

When discussing the measures taken to reduce the impacts of hazards associated with either low-pressure or high-pressure systems, candidates may present logically sequenced points progressing from monitoring, prediction and warning, immediate response to lessen the impact once it has occurred to long-term planning.

Candidates may 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;
- comparison with strategies in place elsewhere to meet a similar hazard event;
- advances in strategy policies and implementation of them compared to those in place prior to the last hazard event;
- the finances and human resources available to the agencies involved in the formulation and implementation of measures at a local, regional, national or international level.

To reach **very good** a well-balanced answer with some depth of discussion is needed.

Theme 4 Development

Q.9 Examine how and why the definition of development has changed. 1.1 [25]

Guidance:

Candidates:

should show some knowledge and understanding of **how** and **why** the definition of development has changed over time; better candidates will show more detailed knowledge and understanding.

Expect candidates to discuss how the term 'development' is difficult to define. It can be defined as 'the progressive improvement in standards of living and quality of life for an increasing proportion of the population'. The definition is dynamic, due to changing concepts of development and to changes in the development process itself. As a result of this dynamism, the term 'development' has been defined in many different ways: in economic terms, in human terms and increasingly in terms of sustainability. Until the 1970s development was largely equated with economic development, hence the drive towards industrialisation by lesser developed countries. In the least developed countries it became clear that by the end of the 1960s 'that development as economic development was not having the wide ranging effect on the standards and conditions of the majority of individuals in many Third World Countries'. The emphasis in development switched to ideas of equal opportunity of access to basic needs and the elimination of poverty and social deprivation. Hence, in addition to economic progress, the concept of development by 1980 took in social progress and human development. Even before the 1980s, it was evident that growing environmental problems associated with overuse of resources, destruction of the rainforest and global warming were threats to both economic progress and the eradication of poverty – hence in the 1980s and 1990s questions of sustainability became increasingly associated with the development process.

Q.10 'The burden of Third World Debt is the most important factor that hinders the closing of the development gap'. Discuss. 1.5 [25]

Guidance:

Candidates:

- (i) should show some knowledge and understanding of the way in which Third World Debt hinders the closing of the development gap; better candidates will show a more detailed knowledge and understanding;
- (ii) discuss the extent to which other factors such as trade blocs, social constraints and cultural barriers are responsible; better candidates will present a more critical discussion.

Candidates are likely to agree broadly with the viewpoint that the greatest obstacle to development for an individual country is indebtedness. Countries that were at a low level of development in the past were loaned money through the World Bank and International Monetary Fund. Money that was generated had firstly to be spent on paying interest on the loan before repaying the debt, and reinvestment in the economy was impossible. Such countries became caught in a poverty trap. They became the Heavily Indebted Poor Countries (HIPC). Special arrangements to relieve this debt have been developed by richer nations, such as the Multilateral Debt Relief Initiative (MDRI) but many believe this is still not enough to allow real development to take place. Candidates should however argue that factors other than indebtedness hinder the closing of the development gap such as trading blocs, which greatly benefit each member of the bloc but work to the detriment of countries outside the bloc as they face quotas or tariffs that make it almost impossible to sell the commodities they have to offer, undermining their economic development. Social constraints and cultural factors also act as a barrier to development. However a more critical viewpoint may be that other social and political factors operate to reduce the development gap such as debt agreements, aid and fairer trade for a variety of motives including alleviating international tension, hunger reduction and a sense of fairness. Expect examples to be well integrated in the answer.

Theme 5 Globalisation

Q.11 Examine the reasons for the rise of one or more NICs. 1.4 [25]

Guidance:

Candidates:

- (i) should show some knowledge and understanding of the reasons for the rise of one or more named NICs; better candidates will show a more detailed knowledge and understanding.
- (ii) better candidates may make an assessment of the relative importance of the different reasons discussed.

Candidates need to demonstrate their knowledge and understanding of the reasons for the growth of one or more of the NICs/Asian Tigers. The growth of NICs can be accounted for by factors such as their geographical location, levels of education, political stability, standard of infrastructure, the availability of capital together with opportunities in the structure of the world system and these will vary according to the NIC chosen as not all NICs have followed the same pathway.

12. Explain how the globalisation of economic activity has led to changing employment in MEDCs. (1.5) [25]

Guidance:

Candidates should:

- (i) show knowledge and understanding of how changing demand, foreign competition and the growth of the service sector has led to the decline of regionally important manufacturing industries; better candidates will show a more detailed knowledge and understanding;
- (ii) show knowledge and understanding of how the globalisation of economic activity has led to changing employment in MEDCS; better candidates will show a more detailed knowledge and understanding;

The content will vary according to the region suffering from deindustrialisation used by way of illustration e.g. Saarland, South Wales, the North East of England or Appalachia. Factors leading to deindustrialisation are mainly associated with MEDCs that have lost high cost industry to a lower cost country. Candidates are likely to focus on the economic (role of TNCs; product life cycle and NIDL) and technological changes (use of the Internet, tele-sales) which have resulted in the decline of traditional economic activity in MEDCs. Responses to revive regional economies suffering from deindustrialisation may include promoting location, developing leading industries, creating R&D, providing government assistance at the local, regional and national level and encouraging tourism. These measures have resulted in the growing tertiarisation of economic activity.

Theme 6 Emerging Asia

China

13. Examine some of the challenges facing urban communities in China. (1.4) [25]

Guidance

Candidates:

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

Candidates should identify that there are a number of challenges created by rapid urban growth in China including:

- the physical expansion of urban areas;
- the availability of and pressure on resources and energy provision;
- the amount and quality of water supply;
- the provision of housing due to privatisation of industries and privatisation of house building;
- social and urban/rural inequalities and the sustainability of cities and SEZs (Special Economic Zones).

Some of these are familiar to all cities but others reflect China's recent history. The scale of the problems is another unique characteristic.

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 examination 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 **very good** category of response there must be an examination of the challenges identified. The term 'challenges' may be interpreted by candidates as simply the difficulties presented by urban growth, rather than in the wider sense of demands that require a response. Answers that interpret the question in this way are acceptable, but an examination of these difficulties is needed for the response to reach the **very good** category of assessment.

14. **'The balance between economic growth and sustainable development in China is difficult to achieve'. Discuss.** (1.6) [25]

Guidance

Candidates:

- (i) should show some knowledge and understanding of the different ways in which economic growth in China is compromising sustainable development; better candidates will show a more detailed knowledge and understanding;
- (ii) discuss the extent to which economic growth and sustainable development in China can be achieved.

The relationship between the environment and economic growth is complex and poses something of a conundrum. As a country develops it uses more energy and mineral resources to support manufacturing. More offices, transport and houses all use natural resources. Most human activity, domestic and industrial, produces waste, which has to be disposed of, and in turn affects air quality. The optimistic view suggests that the range of demands on the environment can be managed in order to ensure a sustainable future. As a country becomes more developed it can develop the technology to use resources more sustainably and efficiently. Theoretically, the more wealthy a country the more it can afford environmental protection and could limit its environmental and ecological footprint. There is a growing environmental awareness among grassroots organisations and communities in China but serious concern for environmental sustainability within the Politburo is still overridden by the desire for economic growth. Despite that, the Government response to Rio and Kyoto suggested some recognition of the need for sustainability and the Chinese signed the Kyoto Protocol in 1998, less than a year after it was set up. This was also intended to establish China as a leader of developing nations. Environmental concerns are being taken seriously, but bureaucratic problems and some corruption inhibit national policies being put into practice in local communities.

India**15. Examine some of the challenges facing urban communities in India. (1.4) [25]****Guidance**

Candidates:

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 examination 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 **very good** category of response there must be an examination 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 an examination of these difficulties is needed for the response to reach the **very good** category of assessment.

16. **'The balance between economic growth and sustainable development in India is difficult to achieve'. Discuss.** (1.6) [25]

Guidance:

Candidates:

- (i) should show some knowledge and understanding of the different ways in which economic growth in India is compromising sustainable development; better candidates will show a more detailed knowledge and understanding;
- (ii) discuss the extent to which economic growth and sustainable development in India can be achieved.

The relationship between the environment and economic growth is complex and poses something of a conundrum. As a country develops it uses more energy and mineral resources to support manufacturing. More offices, transport and houses all use natural resources. Most human activity, domestic and industrial, produces waste, which has to be disposed of, and in turn affects air quality. The optimistic view suggests that the range of demands on the environment can be managed in order to ensure a sustainable future. As a country becomes more developed it can develop the technology to use resources more sustainably and efficiently. Theoretically, the more wealthy a country the more it can afford environmental protection and could limit its environmental and ecological footprint. Environmental issues have been creeping up the political agenda in India, but the challenges of addressing poverty as well as managing the environment sustainably are huge. After the UN Conference on the Human Environment 1972, environmental issues were included in the national 5-year Plans. In the 1980s a Ministry of Environment & Forests was created and now there are numerous autonomous agencies, offices, institutions set up by national and state governments. There is a will to have environmental improvement, but often this conflicts with other demands and, in common with most other countries, often puts government departments at odds with each other. India's economic development, particularly since 1991, has increased inequality between castes and between states. Although India has developed in terms of rapid industrialisation, consumerism and materialism, much of this 'progress' has not reached everyone. Many people are worse off than in 1991 especially the adivasi, the Scheduled Tribes and Castes and indigenous communities, the landless peasants and marginalised farmers. India faces many of the same environmental issues as developing countries. It is challenged by the need to meet the demands of industrialisation for development while understanding the necessity for environmental sustainability. The rates of urban and rural change make it hard to ensure that the best environmental decisions are taken. India's democracy can hinder progress. The sheer scale of the environmental challenges is daunting, yet progress is being made at national and grassroots levels.

Assessment Objectives Grid - G3B

| Question | AO1 Knowledge & Understanding | AO2 Application | AO3 Skills | Total |
|----------------|---|---|---|----------------------------|
| G3 A | 13 (extend geographical ideas, concepts & processes) | 7 (evaluations & connections between aspects of Geography) | 5 (reach conclusions & communicate findings) | 25 |
| G3 A | 13 (extend geographical ideas, concepts & processes) | 7 (evaluations & connections between aspects of Geography) | 5 (reach conclusions & communicate findings) | 25 |
| G3B (b) | 9 (geographical concepts) | 6 (apply understanding and evaluation of techniques) | 10 (use a range of skills & techniques) | 25 |
| | 35 46% | 20 27% | 20 27% | 75 (100%) |

G3B

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 quality of written communication 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 | 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 | 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 quality of written communication. 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. Language is straightforward and will possibly lack paragraphing. Perhaps going off at a tangent with an 'all I know' answer. |
| 1 | Weak | 1-4 | 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) **Identify and justify methods of presenting data that could be used in an investigation into (context).** **[10]**

There is no requirement for candidates to draw parallels with their own study, but this should be credited if it helps to develop the answer. The test is for candidates to be able to link their chosen topic to suitable data presentation methods.

| | |
|---------------------------------|--|
| Level 3 (8-10 marks) | Methods selected will be shown to be relevant and appropriate to the topic and effective in presenting data. Choices of data presentation methods are clearly justified. |
| Level 2 (4-7 marks) | Answers at this level are likely to show to a more limited range of relevant methods. There will also be some justification of the methods of presentation identified. Unbalanced answers are unlikely to reach the top of this level. |
| Level 1 (1-3 marks) | Answers at this level will contain only superficial statements. |

- (b) **Outline the main findings of your personal research into (context) and evaluate your methods of obtaining information.** **[15]**

There are two elements to the answer. The content will depend on the investigation undertaken, but in their answers candidates should outline the main findings drawn from their personal research. Outlining the findings is less demanding than evaluating the methods of data collection used.

| | |
|----------------------------------|---|
| Level 4 (13-15 marks) | A very clear statement of the findings with a thorough evaluation of the methods of obtaining information used. May refer to how the data collection could be improved. |
| Level 3 (9-12 marks) | A clear statement of the findings with a generalised evaluation of the methods of obtaining information used. May refer to how the data collection could be improved. |
| Level 2 (5-8 marks) | A generalised summary of the findings with a limited evaluation of the methods of obtaining information used. One of these elements may be done well with the other neglected, or answers may be only partial for both. |
| Level 1 (1-4 marks) | Findings will be stated in brief terms only, methods of obtaining information will be described in a limited way with superficial comment on their strengths and limitations. |