

G3 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%)

Command Words WJEC A2 Geography

Account	Give reasons for.
Assess	This is an evaluative question - weigh up the importance of the subject. This means that there are a number of possible explanations/outcomes. You need to give the main ones and then say which you tend to favour.
Classify	Divide into groups or categories.
Discuss	Usually you are expected to build up an argument about an issue and to present <u>more than one side</u> of the evidence with supporting examples. This creates a written debate identifying both positive and negative points and then you must reach a conclusion from the debate. You should both describe and explain. Try to create a balanced answer and summarise your view at the end.
Evaluate	<p>Evaluate requires and overall statement of the overall quality or value of the feature/issues being considered. You need to <u>state a viewpoint</u>, after consideration of the evidence. In both cases your own judgement/opinion is wanted. Although an opinion cannot be marked incorrect, credit is given for the justification of the position you've taken up. It is usually best not to adopt an extreme viewpoint; a balanced answer is best.</p> <p>With assess and evaluate, particularly in G4, there are many occasions where there are two sides to an argument and evidence should be put forward for both sides, or that certain strategies or actions may have beneficial outcomes but also costs attached to them.</p> <p>Opinions and conclusions should be presented clearly and supported with appropriate evidence and sound argument.</p>
To what extent	Give possible explanations for and against and justify which you tend to favour
How far do you agree	
Examine	Investigate in detail, offering evidence for or against a point of view or judgement.

G3A
SECTION A: CONTEMPORARY THEMES IN GEOGRAPHY

Summary Descriptor	Marks out of 25	Criteria
Very good Level 5	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 Level 4	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 <p><u>At the lower end</u></p> <ul style="list-style-type: none"> • Arguments may not be fully developed • Some lack of balance • Minor flaws in logical ordering or linguistic expression • Diagrams not well-integrated
Average Level 3	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. <p><u>At the lower end</u></p> <ul style="list-style-type: none"> • An unfocused or potentially relevant response • Weaknesses in structure and expression
Marginal Level 2	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. <p><u>At the lower end</u></p> <ul style="list-style-type: none"> • Understanding of the question is weak
Weak Level 1	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.

GEOGRAPHY G3
CONTEMPORARY THEMES IN GEOGRAPHY
SECTION A

Theme 1 Extreme Environments

Q.1 Assess the impacts of human activity on one or more extreme environments.

[25]

Guidance

Candidates:

- i. should show knowledge and understanding of the impacts of human activity on either desert or tundra environments or both; better candidates will show a more detailed knowledge and understanding;
- ii. should show the ability to assess the impacts of human activity on either desert or tundra environments or both; better candidates will assess the impacts throughout, whereas the average candidate may only assess the impacts in passing or perhaps briefly in their conclusion.

Candidates may examine the impacts caused by population growth, mineral exploitation, agriculture and tourism in desert environments. 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. Impacts on tundra environments that may be identified include those from mineral exploitation, airborne pollution, global warming and tourism. It is not expected that all of these threats are considered in the context of both desert *and* tundra environments. The approach to the question may be either regional (desert /tundra or both) or thematic by looking at the different impacts individually. Reference needs to be made to the fragile and special qualities of the tundra and/or desert environment(s) with explanation and illustration of this fragility. Reference to impacts on indigenous societies and the economy are also worthy of credit. The assessment could come in the form of comparisons between desert and tundra environments or take the form of an assessment of costs compared to benefits, but be prepared to credit those candidates who see a spatial difference in impacts. In order to reach the **very good** band, Level 5, in addition to sound factual content of the impacts of human activity on either desert or tundra environments or both, there needs to be an assessment of these. Expect examples to be well integrated in the answer.

Q.2 Discuss how human activity in tundra environments can be managed. [25]**Guidance**

Candidates:

- i. should show knowledge of the characteristics of and human activity in tundra environments;
- ii. should show understanding of strategies used to manage the characteristics of and human activity in tundra environments;
- iii. should show the ability to discuss the strategies; better candidates should discuss the strategies throughout, whereas the average candidate may only discuss the strategies in passing or perhaps briefly in their conclusion.

In relation to tundra environments, candidates may examine the threats posed by mineral exploitation, airborne pollution, global warming and tourism. Do not expect reference to all these for full marks. They may refer to the negative impacts on a variety of elements of the tundra environment. Reference needs to be made to the fragile and special qualities of the tundra environment with explanation and illustration of the strategies used to manage this fragility. When discussing the strategies used to manage tundra environments, candidates may present a range that could include conserving the tundra environment, alleviating the impacts of human activity, controlling the use of tundra 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 management strategies to be discussed. The discussion could take the form of comparisons in place elsewhere to manage tundra environments or be on the basis of the extent to which tundra environments can be managed. In order to reach the **very good** band, Level 5, in addition to sound factual content of the strategies used to manage human activity in tundra environments, there needs to be a discussion of these.

Theme 2 Landforms and their Management

Glacial Environments

Q.3 Examine the relative importance of erosion and deposition in the development of *one or more* glacial landforms. [25]

Guidance

Candidates:

- i. should show a knowledge and understanding of processes of glacial erosion and deposition;
- ii. should show an understanding of the link between the processes and the development of glacial landforms;
- iii. should show the ability to discuss the relative importance of these processes in producing one or more glacial landforms.

Candidates should examine both processes of erosion and deposition in the development of one or more glacial landforms. Better candidates should examine the production of at least one macro or meso-scale landform such as a corrie or a ribbon lake that is the result of both erosional and depositional glacial processes. Credit any answers that refer to fluvio-glacial processes and associated landforms. Some candidates may widen the argument to examine the relative influences of erosion and deposition against other processes. This approach is open to maximum marks as long as the link between the erosional and depositional processes and their relative roles in the production of landforms is discussed. Candidates who simply describe the formation of landforms should be limited to the top of **average**, Level 3. To reach the **'very good'**, Level 5 category of assessment, candidates need to examine the 'relative importance' of the processes discussed.

Q.4 Discuss the opportunities and limitations presented by the shift of the permafrost limit. [25]

Guidance

Candidates:

- i. should show a knowledge and understanding of the opportunities and limitations presented by the shift of the permafrost limit; better candidates will show a more detailed knowledge and understanding;
- ii. should show the ability to discuss the opportunities and limitations presented by this shift.

The opportunities for human activity presented by the shift of the permafrost limit include settlement, the development of agriculture, mining and oil extraction industries and tourism. Limitations for human activity include freeze thaw in the active layer damaging structures and construction and engineering in permafrost zones causing ground subsidence and accelerating thermokarst development. The discussion could come in the form of an assessment of opportunities compared to limitations, but be prepared to credit those candidates who see a spatial difference in opportunities and limitations. To reach the **'very good'**, Level 5 category of assessment, a discussion of the opportunities and limitations is needed.

Coastal Environments

Q.5 Examine the relative importance of erosion and deposition in the development of *one or more* coastal landforms. [25]

Guidance

Candidates:

- i. should show a knowledge and understanding of processes of coastal erosion and deposition;
- ii. should show an understanding of the link between the processes and the development of coastal landforms;
- iii. should show the ability to discuss the relative importance of these processes in producing one or more coastal landforms.

Candidates should examine both processes of erosion and deposition in the development of one or more coastal landforms. Better candidates should examine the production of at least one landform such as a spit that is subject to both erosional and depositional coastal processes. Some candidates may widen the argument to examine the relative influences of erosion and deposition against other processes. This approach is open to maximum marks as long as the link between the erosional and depositional processes and their relative roles in the production of landforms is discussed. Candidates who simply describe the formation of landforms should be limited to the top of **average**, Level 3. To reach the **'very good'**, Level 5 category of assessment, candidates need to examine the 'relative importance' of the processes discussed.

Q.6 'Coastal environments need to be managed'. Discuss. [25]

Guidance

Candidates:

- i. should show a knowledge and understanding of the impact of coastal processes and landforms on human activity and/or of the impact of human activities on coastal environments;
- ii. should show the ability to discuss the extent to which these impacts require management.

Candidates may refer to intensive and extensive building and infrastructure close to a coastal edge where coastal erosion is rapid, removal of coastal deposits through activities such as dredging, inappropriate leisure activities such as dune trampling and cliff scaling, which adversely affect coastal processes or damage coastal forms. Strategies to manage these impacts will depend on the environment chosen, but may be expected to include protective measures such as prevention of access, control of occupation and character of land use through planning controls and/or education to modify human activity. If the focus is on coastal processes, candidates may make initial reference to cliff erosion or deposition in estuaries and deltas. Their discussion of the need for management should be centred mainly on reducing the detrimental effects of landforms or coastal processes on human activity. To reach the **'very good'**, Level 5 category of assessment, candidates need to discuss the need for coastal management. Better candidates may discuss the question in the context of alternative strategies or the appropriateness of management strategies.

Theme 3 Climatic Hazards

Q.7 Explain how global atmospheric circulation gives rise to global climatic zones. [25]

Guidance

Candidates:

- i. should show knowledge and understanding of global atmospheric circulation;
- ii. should show knowledge and understanding of the link between global atmospheric circulation and the formation and location of broad global climatic zones.

Candidates should demonstrate their knowledge and understanding of global atmospheric circulation and its influence on the formation and location of global climatic zones. Solar energy (insolation) 'powers the atmospheric system and the energy circulations within it' – the amount of solar energy (heat budget) received varies with latitude. The tropics have an energy surplus as they gain more from insolation than is lost by radiation, but the higher temperate and polar latitudes have an energy deficiency losing more by radiation than is gained by insolation. This imbalance in energy distribution sets up a transfer of heat energy from the tropics to higher latitudes. This global transfer of energy is the basis of global atmospheric circulations which give rise to the low- and high-pressure belts and the planetary wind systems associated with the earth's major convection cells – the Hadley, Ferrel and Polar Cells. Candidates should also demonstrate a broad knowledge and understanding of the link between global atmospheric circulation and the distribution of the world's major climate types for the polar, tropics and temperate latitudinal belts. Detailed reference to particular climatic types is not required by this question. The explanation of global atmospheric circulation may be almost entirely met by well-annotated diagrams and relevant, accurate diagrams should be worthy of good credit. Where the explanatory side is limited, it is difficult to see the assessment reaching beyond **average**, Level 3 and for '**very good**', Level 5 a well-explained answer with evidence of thorough and accurate knowledge and understanding is needed.

Q.8 Explain the causes of hazards associated with low-pressure systems. [25]**Guidance**

Candidates:

- i. should show knowledge and understanding of the formation of low-pressure systems associated with waves in the upper westerlies in temperate latitudes or disturbances in the tropical atmospheric circulation;
- ii. should show knowledge and understanding of the hazards associated with low-pressure systems in either tropical or temperate regions.

Candidates should show knowledge and understanding of the climatic causes of, and the weather associated with, low-pressure systems together with the human circumstances that constitute the hazard. In the case of tropical areas candidates will deal with tropical depression/storm/hurricane formation together with a description of the weather conditions associated with them that contribute to the hazard. In the case of temperate regions, climatic causes will generally centre around the causes and conditions associated with deep depressions bringing gales and heavy rain or, in winter, heavy snowfall. In the case of coastal areas the occurrence of a deep depression in association with exceptionally high tides may increase the severity of the hazard. To reach **'very good'**, Level 5, a thorough explanation of the formation of low-pressure systems is required together with a detailed description of their associated weather conditions and the human circumstances that constitute the hazard. The answer may be effectively supported with appropriate case studies.

Theme 4 Development**Q.9 'The development gap is widening.' Discuss. [25]****Guidance**

Candidates:

- i. should show knowledge and understanding of the term the 'development gap';
- ii. should show knowledge and understanding of the reasons for the widening of the development gap;
- iii. should show the ability to discuss the statement; better candidates should provide a more balanced discussion and may show knowledge and understanding of strategies that are working to close the gap.

It is clear that there are groups of countries that share common characteristics. Some of these groupings are very polarised, leading to ideas of a development gap. This is a broad question which can be approached in a number of different ways, either by discussing the barriers to development such as Third World Debt, trade blocs and social constraints and cultural barriers that widen the gap between MEDCs and LEDCs, particularly those of sub-Saharan Africa or 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. To reach the **'very good'**, Level 5 category of assessment, candidates need to discuss the statement.

Q.10. Examine the factors that cause development to be unequal between countries. [25]

Guidance

Candidates:

- i. should show knowledge and understanding of the differences that exist in levels of world development;
- ii. should show knowledge and understanding of the factors that cause unequal development;
- ii. should show the ability to examine factors; better candidates should provide a more detailed examination.

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. An examination of the factors that cause unequal development between countries may be approached by systematically identifying the physical, economic, social, political and cultural factors affecting the rate and nature of development. The cover need not be exhaustive. Expect the explanation to be supported by appropriate exemplification. To reach the **'very good'**, Level 5 category of assessment, candidates need to examine the factors covered.

Theme 5 Globalisation

Q.11 Examine the costs and benefits of outsourcing and offshoring. [25]

Guidance

Candidates:

- i. should describe and briefly explain the costs and benefits of outsourcing and offshoring;
- ii. should show the ability to examine the costs and benefits of outsourcing and offshoring; better candidates should provide a more detailed examination.

The distinction between outsourcing and offshoring is not always clear and does not need to be stated by candidates, but generally offshoring occurs when TNCs transfer manufacturing production to LEDCs or NICs whereas outsourcing is the global shift of services from MEDCs to NICs, RICs and LEDCs. Outsourcing and offshoring bring huge benefits for countries such as India in terms of job creation, higher salaries, greater disposable incomes and a reduction in gender apartheid. However there are also disadvantages including westernisation and loss of cultural identity, unsocial hours and increasing social divisions. The impact of outsourcing and offshoring for MEDCs is simply more profitable returns for the companies which participate in these activities so that they can maintain employment in the quaternary jobs in the home country and in the manufacturing/service jobs in the production countries. These advantages must be set against significant job losses in the service sector in MEDCs, particularly female jobs in vulnerable deindustrialised areas. Evaluative comment may be based on an analysis of benefits: costs or in terms of differences within chosen LEDCs/MEDCs or differences between LEDCs/MEDCs. To reach **'very good'**, Level 5, a well-balanced, well-located answer with some depth of discussion is needed.

Q.12 'Globalisation decreases the development gap.' Discuss.**[25]****Guidance**

Candidates:

- i. should show knowledge and understanding of the term the 'development gap';
- ii. should show knowledge and understanding of the role globalisation plays in both in decreasing and widening the gap;
- ii. should show the ability to discuss the statement; better candidates should provide a more detailed discussion.

The question is a very broad one and candidates may approach it from a number of different perspectives – discussing the effect of cultural, political and/or economic globalisation on the development gap. In cultural terms the world is increasingly displaying a lack of local cultural diversity. People in the very remotest villages in rainforests, in high mountains and in Arctic conditions appear to wear increasing similar garments with brand logos, eating McDonalds and drinking Coca Cola. There is therefore evidence of cultural globalisation operating to close the gap. Tourism, in particular, is guilty of transferring customs and cultures to all parts of the world. However where individuals and groups preserve what they can of their traditional cultural identities, the gap in development appears wider. In terms of political globalization, TNCs demonstrate more wealth and power than the LEDC countries in which they locate branch plants and can, therefore, to some extent, act like a colonial power with empire and super power status to negotiate advantageous terms of business. Although committed to free trade, global organisations such as the WTO (and the World Bank/IMF through SAPs/PRSPs) operate in a manner that is unfair to LEDCs, therefore widening the development gap. The NGO Forum stated 'Globalisation according to the free market model is making the rich richer and the poor poorer'. One of the negative effects of economic globalisation has been the growing development gap, the increasing disparity in levels of development between countries, fuelled by the uneven pace of development between different parts of the globe. Trade patterns and patterns of foreign direct investment reveal the special economic problems of sub-Saharan African countries. Candidates may make reference to the countries in Brand'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. A counter-argument to the statement based on evidence is equally acceptable. To reach the '**very good**', Level 5 category of assessment, candidates need to discuss the statement.

Theme 6 Emerging Asia

CHINA

Q.13 'Urban communities in China are not sustainable.' Discuss. [25]

Guidance

Candidates:

- i. should identify that there are a number of challenges created by rapid urban growth in China;
- ii. should show the ability to discuss the extent to which urban communities are sustainable; better candidates will provide a more detailed discussion.

The challenges created by rapid urban growth in China include 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. Candidates are likely to argue that urban communities are not sustainable. There may be some reference to ecocities (Dongtan, near Shanghai) and to recent proposals for the creation of a mega-city twice the size of Wales. To reach the **'very good'**, Level 5 category of assessment, candidates need to discuss the statement with specific comment regarding sustainability.

Q.14 Examine environmental challenges facing China. [25]**Guidance**

Candidates:

- i. should show knowledge and understanding of some of the environmental challenges facing China; better candidates will demonstrate a more detailed knowledge and understanding;
- ii. should show the ability to examine the challenges discussed; better candidates should provide a more detailed examination.

Candidates should discuss in some detail examples of at least two environments that are being or have been exploited. Candidates are most likely to use some of the following examples: soil erosion in loess plateau; industrial pollution; use of water and water shortages in Beijing; availability of water from South – North water transfer scheme; encroaching desertification from the north, Mongolia or the need for energy supplies. Candidates will need to show knowledge and understanding of the causes and consequences of the exploitation of China's environment and provide an examination of the challenges identified. The term 'challenges' may be interpreted by candidates as simply the difficulties presented by the exploitation of China's environment, 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'**, Level 5 category of assessment.

INDIA**Q.15 'Urban communities in India are not sustainable.' Discuss. [25]****Guidance**

Candidates:

- i. should identify that there are a number of challenges created by rapid urban growth in India;
- ii. should show the ability to discuss the extent to which urban communities are sustainable; better candidates should provide a more detailed discussion.

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, where over 400 million were in 2011 and will be 533 million by the year 2021. In 1991 there were 23 metropolitan cities, which 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. Candidates are likely to argue that urban communities are not sustainable. To reach the **'very good'**, Level 5 category of assessment, candidates need to discuss the statement with specific comment regarding sustainability.

Q.16 Examine environmental challenges facing India.**[25]****Guidance:**

- i. Candidates: should show knowledge and understanding of some of the environmental challenges facing India; better candidates will demonstrate a more detailed knowledge and understanding;
- ii. should show the ability to examine the challenges covered; better candidates should provide a more detailed examination.

Candidates should discuss in some detail examples of at least two environments that are being or have been exploited. There are potentially a wide range of examples. Candidates are most likely to use the following examples: deforestation – need for fuel; increasing desertification in Rajasthan; air and water pollution in Delhi; Bhopal Union Carbide industrial disaster; Ganga Action Plan; Sardar Sarovar / Narmada scheme; intensive use of chemicals and pesticides in rural areas as part of Green Revolution technology; energy demand – use of coal, with limited development of alternative energy resources; flooded river valleys and increase in malaria. Candidates will need to show knowledge and understanding of the causes and consequences of the exploitation of India's environment and provide an examination of the challenges identified. The term 'challenges' may be interpreted by candidates as simply the difficulties presented by the exploitation of India's environment, 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**', Level 5 category of assessment.

G3 Assessment Objectives Grid

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G3 A	13 (extend geographical ideas, concepts & processes)	7 (evaluations & connections between aspects of Geography)	5 (reach conclusions & communicate findings)	25
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Generic Mark Scheme for G3B

G3B contains 10 two-part questions marked out of 10 marks (Part a) and 15 marks (Part b).

Part (a) is marked in three 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)
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. Allow full marks for thorough description.
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	Basic	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 research. "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. 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	Knowledge and 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 on a tangent with an "all I know" answer.
1	Basic	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.

GEOGRAPHY G3

CONTEMPORARY THEMES AND RESEARCH IN GEOGRAPHY

SECTION B: RESEARCH

- (a) **Evaluate data presentation techniques that could be used in an investigation into (context).** [10]

There are two elements to this question – evaluation and data presentation techniques. There is no requirement to draw parallels with their own study, but candidates should demonstrate their knowledge of a range of data presentation techniques that could be used for their chosen study. Any suitable relevant data presentation technique that is appropriate to the topic is acceptable; examples may include: maps, graphs, photos and other ICT methods, tables.

From the WJEC list of command words '**Evaluate**' expects candidates: 'to give an overall quality or value to the feature/issue being considered. You need to state a viewpoint, after consideration of the evidence..... a judgment/opinion is wanted. Although an opinion cannot be marked incorrect, credit is given for the justification of the position taken up..... a balanced answer is best'.

Expect evaluation to include the quality, complexity, and/or value of the presentation techniques and possibly reference to the appropriateness of the techniques given. Better candidates may link their response to the appropriateness of the data available for their context, which could be quite variable. Award a maximum of Level 2 if there is no evaluation.

The WJEC document: *Enquiry Approach* suggests the following elements from data refinement and display.

- Refine the data into tables.
- Use a range of appropriate graphical techniques (given on pages 15 and 16 of the specification) to present the data accurately and clearly. Justify your choices.
- Include any cartographical (mapping) techniques (given on pages 15 and 16 of the specification). Justify your choices.
- Evaluate your methods of presentation – how effective are they in showing the data you collected. Would alternative methods have been better?

Level 3 (8–10 marks)	Answers contain a detailed evaluation of a range of appropriate data presentation techniques that could be used in the context of the selected research area, developed in some depth, with some appreciation of strengths and weaknesses. Answers at this level must have reference to the chosen theme.
Level 2 (4–7 marks)	Answers at this level give some evaluation of data presentation techniques which can either be through detail on a greater variety of methods or on fewer methods in greater detail. Candidates may provide some arguments for and against the data presentation methods described.
Level 1 (1–3 marks)	Answers provide a simple and/or basic description of data presentation methods, with little or no evaluation of their relative merits.

- (b) **Outline the findings of your personal research into (context) and discuss the suitability of the methods of obtaining information you used.** [15]

From the WJEC list of command words '**Outline**' expects candidates to: 'give a brief summary of the main characteristics'. '**Discuss**' expects candidates to: 'build up a balanced argument about an issue and present more than one side of the evidence with supporting examples'.

The content will depend on the investigation undertaken, but in their answers candidates should outline the main findings drawn from their personal research and discuss the methods used to obtain information in a critical manner. Expect discussion for and against their methods. Better answers may include reference as to how methods of obtaining information can be related to possible theory, further application of geographical knowledge related to the topic, planning, data presentation and data analysis.

Credit breadth and/or depth but answers which are unbalanced – mostly about findings or the suitability of methods – are less likely to be awarded Level 4 marks.

<p>Level 4 (13–15 marks)</p>	<p>Answers contain a developed outline of the findings of their investigation. Expect responses to give either a variety of findings or greater depth if fewer findings are considered. Answers contain a detailed discussion of the suitability of the methods used for obtaining information. Answers that reach this level are likely to be largely balanced between findings and methods, which may in turn be supported by evidence.</p>
<p>Level 3 (9–12 marks)</p>	<p>At this level answers may be unbalanced between findings and suitability of the methods.</p> <p>Answers may contain either a good summary of the findings or the suitability of the methods of their investigation. Expect responses to give either a variety of findings / suitability of the methods or greater depth if fewer findings / suitability of the methods. There may be some supporting evidence.</p>
<p>Level 2 (5–8 marks)</p>	<p>Answers contain a generalised outline of the findings of their investigation, with a limited discussion of the suitability of the methods of obtaining information. Answers with no reference to the context could reach the top of this level.</p>
<p>Level 1 (1–4 marks)</p>	<p>Limited findings and/or a basic description of the methods of obtaining information.</p>