

GEOGRAPHY - G3A

MARK BANDS - 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. <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	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	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	1-5	<p>There is minimal understanding of subject material.</p> <ul style="list-style-type: none"> • 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 – G3A
CONTEMPORARY THEMES AND RESEARCH IN GEOGRAPHY
SECTION A
CONTEMPORARY THEMES

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 page 2 to determine an appropriate mark. If in doubt, please consult your team leader.

Theme 1: Extreme Environments

Q.1 Examine the characteristics that make desert environments extreme. [25]

Guidance:

Candidates:

- (i) should show knowledge of the physical characteristics of desert environments to include the main climatic, soil and biotic characteristics;
- (ii) should show an understanding of how these physical characteristics interrelate to give a distinctive environment;
- (iii) should link the physical characteristics to the concept of extreme.

Answers may examine the arid nature of deserts, high evaporation rates, the large scale variations in temperature at a diurnal or seasonal level, the accumulation of salts in the upper horizons of the soil profile, aeolian elements etc. The interrelationships may be discussed in terms of the need for special adaptations required by biota to overcome climatic and soil characteristics. The concept of extreme may take this further and answers could relate extreme to purely physical characteristics or try to link extreme to human characteristics. Examples should be well integrated in the answer. In order to reach the **very good** band, in addition to sound factual content of the characteristics that make desert environments extreme, there needs to be an examination of these.

Q.2 Assess the impacts of the economic exploitation of extreme environments. [25]

Guidance:

Candidates:

- (i) should show knowledge and understanding of how economic exploitation (including mineral exploitation, agriculture and tourism) impacts on desert and/or tundra environments; better candidates may discuss the positive as well as the negative impacts of economic exploitation;
- (ii) better candidates will assess the impacts throughout, whereas the average candidate may only assess the impacts in passing or perhaps briefly in their conclusion.

Impacts that may be identified include those from tourism, agriculture and mineral exploitation. It is not expected that all of these are considered in the context of both desert *and* tundra. Expect examples to be well integrated in the answer. The approach to the question may be either regional (desert and tundra) or thematic by looking at the different forms of economic exploitation individually. (Note that the specification mentions only alpine tundra, but the *Teachers' Guide* refers to both alpine and arctic tundra). 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, in addition to sound factual content of the impacts associated with the economic exploitation of extreme environments, there needs to be an assessment of these.

Theme 2: Landforms and their Management

Glacial Environments

Q.3 Examine how glaciers operate as a system. [25]

Guidance:

Candidates:

- (i) should show knowledge and understanding of how glaciers operate as a system with inputs, outputs, throughputs and stores;
- (ii) should link this knowledge and understanding of a systems approach to glacier budgets and the geomorphological work done by ice.

The inputs to and outputs from a glacier are not constant, but vary continually over both short and long timescales. The glacier system constantly adjusts to changes in the balance between **accumulation** and **ablation** and this is reflected in the mass balance of a glacier. If accumulation exceeds ablation a glacier gains mass (**positive mass balance**). If there is more ablation than accumulation a glacier has a **negative mass balance**. Glaciers have shown periods of expansion and retreat as climate changes have shifted the net balance to either positive or negative. Glacial landforms can be linked to global events that changed climate.

Glaciers can be classified as **cold-based** or **warm-based** depending on whether they are frozen to the underlying bedrock or not. Outside of the Polar Regions most glaciers are warm-based, however large glaciers can be cold-based in their upper regions and warm-based near their margins when they extend across different climatic zones. Slow rates of **accumulation** and **ablation** associated with glaciers in cold, continental climates result in a smaller imbalance between accumulation and ablation and slower ice movement. Glaciers in temperate-maritime climates have greater snowfall in winter and experience more rapid ablation in summer, therefore glacier ice moves more rapidly to maintain the equilibrium slope angle. There is much more erosion under warm-based glaciers compared with cold-based glaciers. In order to reach the **very good** band there needs to be an examination of how glaciers operate as a system.

Q.4 Examine how management strategies in glacial environments provide protection from the impacts of glacial processes. [25]

Guidance:

Candidates:

- (i) should show knowledge and understanding of the problems arising from the impact of glacial processes (on human activity);
- (ii) should show knowledge and understanding of the strategies put in place to manage these impacts; better candidates should show more detailed knowledge and understanding.

Candidates need to demonstrate their knowledge and understanding of the problems arising from the impacts of glacial processes on human activity. There may be a discussion not only of the nature, but also of the seriousness of the impacts. Candidates will need to describe and explain the strategies put in place to provide protection from these impacts. Strategies will vary depending on the glacial environment chosen. Methods include prevention or control measures in the form of soft (e.g. planting trees) and/or hard engineering (e.g. avalanche barriers). The command to 'examine' does not require evaluative comment, although this approach may be taken. However, the strategies 'examined' need to be described and explained in detail in order to reach the **very good** band.

Coastal Environments

Q.5 Examine how coasts operate as a system. [25]

Guidance:

Candidates:

- (i) should show knowledge and understanding of the operation of the coastal system with inputs, outputs, throughputs and stores;
- (ii) may link this knowledge and understanding of a systems approach to the concept of dynamic equilibrium.

The coastal system is one of **inputs** and **outputs**. There are two systems: the **cliff system** with *inputs* of the sub-aerial processes of **weathering** and the atmospheric process of wind erosion; a *throughput* of cliff **mass movement** of **falls, slips and slumps** and an *output* of sediment at the base of the cliff which is either deposited or transported by marine processes; the **beach system** has an *input* of sediment from longshore drift, the cliff and offshore, a *throughput* of longshore drift and an *output* of longshore drift and destructive waves carrying sediment offshore. The relationship between inputs and outputs is constantly changing, it is dynamic, and the system is designed to achieve an equilibrium position where inputs equal outputs. To this end erosion, transport and deposition occur giving the concept of **dynamic equilibrium**. In order to reach the **very good** band there needs to be an examination of how the coastal system operates.

Q.6 Examine how management strategies in coastal environments provide protection from the impacts of coastal processes. [25]

Guidance:

Candidates:

- (i) should show knowledge and understanding of the problems arising from the impact of coastal processes (on human activity);
- (ii) should show knowledge and understanding of the strategies put in place to manage these impacts; better candidates should show more detailed knowledge and understanding.

Candidates need to demonstrate their knowledge and understanding of the problems arising from the impacts of coastal processes on human activity. There may be a discussion not only of the nature, but also of the seriousness of the impacts. Candidates will need to describe and explain the strategies put in place to provide protection from these impacts. Strategies will vary depending on the coastal environment chosen. Strategies include hard engineering methods such as sea walls, rock armour, groynes, gabions and revetments and soft engineering methods such as beach replenishment. The command to 'examine' does not require evaluative comment, although this approach may be taken. However, the strategies 'examined' do need to be described and explained in detail in order to reach the **very good** band.

Theme 3: Climatic Hazards

Q.7 Explain the formation of high-pressure systems and describe their associated hazards. [25]

Guidance:

Candidates:

- (i) should **either** show knowledge and understanding of the formation of large high-pressure systems associated with descending air in the tropics as part of the global pattern of atmospheric circulation;
- (ii) **or** should show knowledge and understanding of the formation of high-pressure systems downstream of a ridge in the upper westerlies in temperate latitudes;
- (iii) should provide a description of the hazards associated with high-pressure systems; better candidates will show a more detailed knowledge and understanding.

Candidates will either refer to the formation of anticyclones in temperate regions or tropical formation in tropical regions. In the case of the tropical climatic region the coverage may well use the monsoonal climate for the formation of high pressure systems during the cooler dry season. The second part of the answer involves a description of the hazards associated with high-pressure systems. In the tropics the hazards associated with high-pressure systems are **low rainfall, high evaporation rates** and **drought**. These trigger secondary hazards of a **falling water table, loss of vegetation, wild fires, soil erosion** and associated **desertification**. These hazards are associated with anticyclonic conditions which are due to the continued persistence of the sub-tropical high pressure over continental areas limiting the ITCZ zone to lower latitudes (nearer the Equator) than is normal for the time of the year.

In temperate climates the hazards associated with high-pressure systems include **drought** in summer and **frost** and **fog** in winter. They may trigger secondary hazards in summer of **falling water tables** and **loss of vegetation** and **temperature inversion** with air pollution intensifying the fog conditions in winter. These conditions are associated with a persistent, stationary anticyclone which in summer is usually associated with the extension into higher latitudes of the sub-tropical high pressure. In winter the conditions are usually associated with the extension of the continental high pressure towards the coastal margin of the land masses. For those candidates who refer to anticyclones in temperate latitudes, reference to seasonal differences in hazard conditions should be expected. Expect a very detailed explanation and description in order to achieve the **very good** category.

Q.8 Discuss the effects on human activity of hazards associated with low-pressure systems. [25]

Guidance

Candidates:

- (i) should show knowledge and understanding of the hazards associated with low-pressure systems;
- (ii) should show knowledge and understanding of a range of effects on human activity of low-pressure hazards;
- (iii) better candidates may differentiate between the short-term and long-term effects of low-pressure hazards.

There may be reference to demographic effects at both time scales such as deaths and long-term migration. Economic effects may analyse losses in the short term, such as cessation of production and costs of damage in the long term, such as the effects on economic activity and infrastructure. Social effects may include observations on health, homelessness and bereavement. There may also be consideration of the effects on the physical environment such as landslides, deforestation and salinisation.

Candidates may take a number of different approaches: an assessment of which effects are the most important, demographic, social or environmental; an assessment of whether short-term or long-term effects are the most significant or an evaluation of the effects in different areas, MEDC/LEDC.

In order to reach the **very good** band, in addition to sound factual content of the impacts associated with low-pressure systems, there needs to be a discussion of these.

Theme 4: Development

Q.9 Examine how the globalisation of economic activity has led to differences in development. [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 how the globalisation of economic activity has led to these differences.

The opportunity to develop and the rate at which development has been taking place have been much influenced by globalisation of the world economy. The largest aspect of this has been **outsourcing** manufacturing from developed countries into other parts of the world. This has in turn encouraged home-grown manufacturing in areas surrounding the focus of this activity. Tertiary activity has moved out also. Much of this has been low-level call centre work, but there are higher end activities, such as software design, that have also moved. Greater economic integration, such as between Mexico and the USA has stimulated development. Huge reserves of money generated by newly industrialised economies have made capital available to stimulate the establishment of new economic activities. The increased scale of the world economy has stimulated the extraction of raw materials and energy sources, increasing their prices, and injecting income into economies that have previously shown little sign of beginning to grow. Two significant groups of countries are **oil rich nations** and **newly industrialised countries**. The emergence of South East Asian NICs, BRIC countries (Brazil, Russia, India and China) and CIVETS countries (Colombia, Indonesia, Vietnam, Egypt, Turkey and South Africa) may be used as a good illustration of the effect of the globalisation of economic activity on world development patterns. Candidates may examine regional as well as global differences in development. The recognition that development levels in many sub-Saharan African countries have deteriorated, as they have been 'left out' of the globalisation movement, is worthy of good credit. In order to reach the **very good** band, there needs to be an examination of how globalisation has led to differences in development.

Q.10 'Trade, not aid, is the solution to closing the development gap.' Discuss. [25]

Guidance:

Candidates:

- (i) should show knowledge and understanding of trade and aid as strategies implemented to close the development gap;
- (ii) should show knowledge and understanding of the effectiveness of trade and aid as strategies to close the development gap; better candidates will provide a more detailed discussion.

Candidates need to discuss the role of trade and aid as strategies to close the development gap. In terms of trade a distinction may be made between 'free' and 'fair trade'. In terms of aid a distinction may be made between 'top down' and 'bottom up' strategies. In order to reach the very good band, discussion should involve the degree of success of both trade and aid. Evaluative comment should make reference to both the positive (improved human development indicators and economic growth rates) and negative effects on development (inequality, corruption and environmental deterioration) of the initiatives discussed and may make reference to FDI and initiatives for debt reduction as alternative strategies.

Theme 5: Globalisation

Q.11 ‘The disadvantages of being a NIC outweigh the benefits.’ Discuss. [25]

Guidance

Candidates:

- (i) should show knowledge and understanding of the advantages and disadvantages of being a NIC; better candidates will show a more detailed knowledge and understanding;
- (ii) should discuss the disadvantages of being a NIC compared to the benefits.

Economic benefits for NICs include the expansion of industries and services, increased international trade, rising incomes and infrastructure improvements. Economic disadvantages include widening regional disparities as economic activity is concentrated in core growth areas. Social benefits include an expansion of employment opportunities, but disadvantages include labour exploitation, altered social structures, exposure to the influences of westernisation, increased consumerism, a loss of traditional society and social dualism in cities. Environmental benefits may include reference to aided habitat preservation and national park developments. Environmental disadvantages may include the over-exploitation of resources by TNCs, increased congestion in core regions, various kinds of pollution, loss of open space and habitats and environmental degradation. Political impacts may include the expansion of the influence of TNCs and an associated reduction in the powers of government. The discussion should take the form of an assessment of disadvantages 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, in addition to sound factual content of disadvantages and benefits based firmly on case study material of one or more NICs, there needs to be a discussion of these.

Q.12 Examine the environmental effects of globalisation. [25]

Guidance

Candidates:

- (i) should show knowledge and understanding of the environmental effects of globalisation on MEDCs and LEDCs (including NICs);
- (ii) should examine both the positive and negative environmental effects of globalisation.

Globalisation has had negative environmental effects in both MEDCs and LEDCs, associated with the decline of traditional industry in MEDCs and its growth in LEDCs. Globalisation has also had positive environmental effects associated with the installation of new infrastructure, also the development of tourism can lead to renovation of heritage sites and establishment of national parks in LEDCs and the decline in traditional economic activity can lead to the renovation of heritage sites in MEDCs.

An examination of the environmental effects of globalisation may include the following: negative environmental effects such as increased congestion and pollution, although pollution controls are stricter in MEDCs; in LEDCs localised growth may lead to problems associated with rapid urbanisation such as the growth of spontaneous housing and associated problems; environmental enhancement such as landscaping associated with a declining economic region is more a feature of MEDCs; in MEDCs increased incomes may lead to environmental improvements.

A descriptive approach is unlikely to get beyond the **average** category. Some candidates may develop only a few points in depth whilst others will range more widely, but at less depth. Expect points to be supported by exemplification. In order to reach the **very good** band there needs to be an examination element together with specific detail of environmental effects.

Theme 6: Emerging Asia

CHINA

Q.13 Examine the factors responsible for the growth of China's economy. [25]

Guidance:

Candidates:

- (i) should show knowledge and understanding of the factors that have led to recent changes in the Chinese economy;
- (ii) 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 1978 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 **very good** category of response, expect an examination of the factors discussed.

Q.14 'The positive impacts of globalisation on China outweigh the negative impacts.' Discuss. [25]

Guidance

Candidates:

- (i) should show knowledge and understanding of the positive and negative impacts on China associated with the globalisation of economic activity;
- (ii) should show the ability to assess these effects: better candidates should make a reasoned assessment of the impacts throughout, whereas the average candidate may only make their assessment in passing or perhaps briefly in their conclusion.

Economic effects include benefits such as the expansion of industries and services, increased international trade and exponential growth in exports and the entry of China into the WTO in 2001, rising incomes and infrastructure improvements. Competition from abroad will help the Chinese to raise levels of efficiency and force the large SOEs (state owned enterprises) to either modernise or dismantle. Economic costs include widening regional disparities as economic activity is concentrated in core growth areas along the east coast, labour exploitation, exposure to the influences of westernisation, increased consumerism and the increase in China's 'floating' population. Political impacts may include the expansion of the influence of TNCs, the change in state economic policies and the move to a socialist market economy.

The discussion should take the form of an assessment of costs compared to benefits, but be prepared to credit those candidates who see a spatial difference in effects. In order to reach the **very good** band, in addition to sound factual content of the impacts on China associated with the globalisation of economic activity, the discussion needs to be largely balanced.

INDIA

Q.15 Examine the factors responsible for the growth of India's economy. [25]

Guidance:

Candidates:

- (i) should show knowledge and understanding of the factors that have led to recent changes in India's economy;
- (ii) 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 middleclass, 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 **very good** category of response there must be an examination of the factors discussed.

Q.16 'The positive impacts of globalisation on India outweigh the negative impacts.' Discuss. [25]

Guidance:

Candidates:

- (i) should show knowledge and understanding of the positive and negative impacts on India associated with the globalisation of economic activity;
- (ii) should show the ability to assess these effects: better candidates make a reasoned assessment of the impacts throughout, whereas the average candidate may only make their assessment in passing or perhaps briefly in their conclusion.

Economic impacts include benefits such as the growth of Indian TNCs, expansion of industries and services, increased international trade and growth in exports, rising incomes and infrastructure improvements. Economic costs include widening social and regional disparities, exposure to the influences of westernisation, increased consumerism and the negative impact of globalisation on India's poor.

The discussion should take the form of an assessment of costs compared to benefits, but be prepared to credit those candidates who see a spatial difference in effects. In order to reach the **very good** band, in addition to sound factual content of the impacts associated with the globalisation of economic activity, the discussion needs to be largely balanced.

Assessment Objectives Grid - G3

Question	AO1 Knowledge & Understanding	AO2 Application	AO3 Skills	Total
G3A	13 (extend geographical ideas, concepts & processes)	7 (evaluations & connections between aspects of Geography)	5 (reach conclusions & communicate findings)	25
G3A	13 (extend geographical ideas, concepts & processes)	7 (evaluations & connections between aspects of Geography)	5 (reach conclusions & communicate findings)	25
G3B (a) G3B (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 G3B

G3B 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	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 a 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 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 a good quality of written communication. Appropriate diagrams and/or maps but 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	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.

GEOGRAPHY – G3B

CONTEMPORARY THEMES AND RESEARCH IN GEOGRAPHY

SECTION B: RESEARCH

- (a) **Examine different data sources that could be used in an investigation into (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 a range of data sources that could be used. Any suitable relevant source that is appropriate to the topic is acceptable; expect primary and/or secondary sources. (Secondary sources should be acknowledged by candidates.)

The term '**examine**' from the WJEC list of command words states: investigate in detail, offering evidence for or against a point of view or judgement. Thus some comment on the following elements about the sources could include: the reliability of sources; rigour associated with the data sources examined, including reference to the source; possible bias; importance of this in gaining reliable data.

Level 3 (8-10 marks)	Answers contain a detailed/thorough examination of a range of sources that could be used in the context of the selected research area; offer judgements about the sources. Answers can access this level without reference to their own study; where included it should be given credit.
Level 2 (4-7 marks)	Answers at this level are likely to develop an examination of data sources, giving either a greater variety of sources or fewer sources in greater detail. Candidates may provide some discussion or judgement about the sources.
Level 1 (1-3 marks)	Answers provide a straightforward description of data sources, with little or no discussion or judgement.

- (b) **Summarise the main conclusions of your investigation into (context) and suggest ways in which your investigation could be improved.**

[15]

The content will depend on the investigation undertaken, but in their answers candidates should summarise the conclusions drawn from their personal research and identify ways in which their investigation could be improved.

Mention might be made to how it can be related to e.g. possible theory, further application of geographical knowledge related to the topic, planning, data collection, data presentation, data analysis and a broader, more in-depth understanding/empathy with the issues they have investigated.

The term '**summarise**' means briefly bring together the main features.

<p>Level 4 (13-15 marks)</p>	<p>Answers contain a reasoned summary of the conclusions of their investigation. Expect responses to give either a variety of conclusions or greater depth if fewer conclusions. Answers contain a detailed discussion of ways in which the investigation can be further improved. At this level answers need to be largely balanced between conclusions and improvements.</p>
<p>Level 3 (9-12 marks)</p>	<p>At this level answers may be unbalanced between conclusions and improvements.</p> <p>Answers may contain either a clear summary of the conclusions or improvements of their investigation. Expect responses to give either a variety of conclusions / improvements or greater depth if fewer conclusions / improvements.</p>
<p>Level 2 (5-8 marks)</p>	<p>Answers contain a generalised description of the conclusions / improvements of their investigation. If no mention is made of appropriate context, award a maximum of 8 marks.</p>
<p>Level 1 (1-4 marks)</p>	<p>Basic description of conclusions and / or improvements.</p>