

G3a Assessment Objectives Grid

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

SECTION A: CONTEMPORARY THEMES IN GEOGRAPHY

Summary Descriptor	Marks out of 25	Criteria
Level 5 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.
Level 4 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.
Level 3 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.
Level 2 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.
Level 1 Weak	1 – 5	<ul style="list-style-type: none"> • There is minimal understanding of subject material. • Organisation of material is poor and although occasional relevant points are made much is irrelevant. • The response demonstrates poor knowledge and understanding and contains errors. • Little use of examples or if evident they are irrelevant to the question. • The response may be incomplete or difficult to follow. • The answer is poorly written and contains basic errors in the spelling of geographical terms.

Command Words WJEC A2 Geography

<p>Account Assess</p>	<p>Give reasons for. 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.</p>
<p>Classify</p>	<p>Divide into groups or categories.</p>
<p>Discuss</p>	<p>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.</p>
<p>Evaluate</p>	<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>
<p>To what extent How far do you agree</p>	<p>Give possible explanations for and against and justify which you tend to favour</p>
<p>Examine</p>	<p>Investigate in detail, offering evidence for or against a point of view or judgement.</p>

GCE GEOGRAPHY
CONTEMPORARY THEMES IN GEOGRAPHY
SECTION A
MARK SCHEME JANUARY 2014

INFORMATION FOR EXAMINERS

Mark the answers according to the level descriptors in the generic mark scheme and when determining the mark and taking everything into account, allocate it on the principle of 'best fit'. The mark awarded should be the one that most fairly reflects the achievement against the level descriptor. It is not necessary for every single aspect of a level descriptor to be met for the mark awarded.

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 links between the climatic, biotic and soil characteristics of a desert environment. (1.1)[25]

Guidance:

Candidates:

- (i) should show knowledge and understanding of the climatic, soil and biotic characteristics of a desert environment;
- (ii) should show an understanding of how these characteristics are linked to give a distinctive environment;
- (iii) should show the ability to examine the links; better candidates should provide a more detailed examination.

Answers may examine the arid nature of deserts, high evaporation rates and the large scale variations in temperature at a diurnal or seasonal level leading to the accumulation of salts in the upper horizons of the soil profile and the lack of vegetation cover. The soil types of desert environments, aridisols, solonchak and solonetz, result not only from the lack of moisture and high evaporation rates, but also from variations in geology, relief and the lack of vegetation cover. The interrelationships may be discussed in terms of the need for special adaptations required by biota to overcome climatic and soil characteristics. The range of climatic, biotic and soil characteristics need to be examined in a detailed and balanced way for candidates to reach the **very good (Level 5)** category. Expect examples to be well integrated in the answer. **Average (Level 3)** responses will be characterised by secure, but generalised content, whilst **good (Level 4)** responses should contain good factual knowledge and understanding.

Q.2 Examine the role of different groups in the management of a tundra environment. (1.6) [25]

Guidance:

Candidates:

- (i) should show knowledge and understanding of the strategies designed by different local, national and international groups for the management of a tundra environment;
- (ii) show the ability to examine the role of different groups in designing and implementing the strategies; better candidates should provide a more detailed examination.

When discussing the strategies used to manage a tundra environment, candidates may present a range from conserving the tundra environment, alleviating the impacts of human activity, controlling the use of a tundra environment 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. The role of different groups needs to be examined in a detailed and balanced way for candidates to reach the **very good (Level 5)** category. Expect examples to be well integrated in the answer. **Average (Level 3)** responses will be characterised by secure, but generalised content, whilst **good (Level 4)** responses should contain good factual knowledge and understanding.

Theme 2 Landforms and their Management

Glacial Environments

Q.3 'Examine how glaciers operate as a system. (1.1) [25]

Guidance:

Candidates:

- (i) should show knowledge and understanding of how glaciers operate as a system with inputs, outputs, throughputs and stores;
- (ii) should show the ability to 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. The way in which glaciers operate as a system needs to be examined in a detailed and balanced way for candidates to reach the **very good (Level 5)** category. Expect examples to be well integrated in the answer. **Average (Level 3)** responses will be characterised by secure, but generalised content, whilst **good (Level 4)** responses should contain good factual knowledge and understanding.

Q.4 Either,

Assess the effectiveness of strategies used to manage the impacts of glacial processes on human activity.

Or,

Assess the effectiveness of strategies used to manage the impacts of human activities on glacial environments. (1.6) [25]

Guidance:

Candidates:

- (i) should show knowledge and understanding of the problems arising from the impacts of glacial processes on human activity **or** from the impacts of human activities on glacial environments;
- (ii) should show knowledge and understanding of the strategies put in place to manage these impacts;
- (iii) should show the ability to assess the effectiveness of the above strategies; better candidates should provide a more detailed assessment.

Candidates need to demonstrate their knowledge and understanding of the problems arising from the impacts of glacial processes on human activity **or** the impacts of human activity on glacial environments. There may be a discussion not only of the nature, but also of the seriousness of the impacts. In order to assess the effectiveness of strategies adopted to deal with the impacts, candidates will need to briefly describe the strategies. Strategies will vary depending on the glacial environment chosen. The assessment should involve an evaluation of both the positive and negative aspects of the strategies adopted in relation to the aims of the strategies implemented. The effectiveness of strategies needs to be assessed in a detailed and balanced way for candidates to reach the **very good (Level 5)** category. Expect examples to be well integrated in the answer. **Average (Level 3)** responses will be characterised by secure, but generalised content, whilst **good (Level 4)** responses should contain good factual knowledge and understanding.

Coastal Environments

Q.5 Examine how coasts operate as a system.

(1.1) [25]

Guidance:

Candidates:

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

The coastal system is one of **inputs** and **outputs**. Candidates may approach this question by referring to sub-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 or by reference to **sediment cells**. 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**. The way in which coasts operate as a system needs to be discussed in a detailed and balanced way for candidates to reach the **very good (Level 5)** category. Expect examples to be well integrated in the answer. **Average (Level 3)** responses will be characterised by secure, but generalised content, whilst **good (Level 4)** responses should contain good factual knowledge and understanding.

Q.6 Either,

Assess the effectiveness of strategies used to manage the impacts of coastal processes on human activity.

Or,

Assess the effectiveness of strategies used to manage the impacts of human activities on coastal environments. (1.6) [25]

Candidates:

- (i) should show knowledge and understanding of the problems arising from the impacts of coastal processes on human activity **or** from the impacts of human activities on coastal environments;
- (ii) should show knowledge and understanding of the strategies put in place to manage these impacts;
- (iii) should show the ability to assess of the effectiveness of the above strategies; better candidates should make a more detailed assessment.

Candidates need to demonstrate their knowledge and understanding of the problems arising from the impacts of coastal processes on human activity **or** the impacts of human activity on coastal environments. There may be a discussion not only of the nature, but also of the seriousness of the impacts. In order to assess the effectiveness of strategies adopted to deal with the impacts, candidates will need to briefly describe the strategies. Strategies will vary depending on the coastal environment chosen. The assessment should involve an evaluation of both the positive and negative aspects of the strategies adopted in relation to the aims of the strategies implemented. The effectiveness of strategies needs to be assessed in a detailed and balanced way for candidates to reach the **very good (Level 5)** category. Expect examples to be well integrated in the answer. **Average (Level 3)** responses will be characterised by secure, but generalised content, whilst **good (Level 4)** responses should contain good factual knowledge and understanding.

Theme 3 Climatic Hazards

Q.7 'Hazards associated with low-pressure systems have short-term impacts whereas those associated with high-pressure systems have long-term impacts'. Discuss. (1.5) [25]

Guidance:

Candidates:

- (i) should show knowledge and understanding of the short- and long-term impacts of hazards associated with low-pressure systems;
- (ii) should show knowledge and understanding of the short- and long-term impacts of hazards associated with high-pressure systems;
- (iii) should show the ability to discuss the statement; better candidates should provide a more detailed discussion.

The impact of hazards associated with high-pressure systems, such as heat waves and drought, include the effect on the water table, soil water movement, land degradation and vegetation loss, migration, food supply problems, famine and health. The impacts of hazards associated with high-pressure systems in temperate climatic regions may include impacts on water–resource systems when rivers may be used for water supply, reservoirs emptied and HEP production reduced. The effects on population may include water rationing. These impacts are mainly long-term, although hazards associated with winter anticyclones in temperate regions such as frost and fog plus pollution leading to impacts such as difficult driving conditions and dangers for shipping are more likely to be short-term. Hazards associated with low-pressure systems include high winds, heavy rainfall and storm surges which cause illness, deaths, the salinisation of soils and cessation of production resulting in both short and long-term effects, but candidates are likely to agree with the assertion in general. Some effective discussion may include the occurrence of short-term hazards associated with a high-pressure system such as convectional thunderstorms. There might also be a discussion of the combination of effects such as heavy snowfall associated with low-pressure which will persist if an anticyclone develops. Some interesting debate may include contrasting impacts on countries at different levels of development. The statement needs to be discussed in a detailed and balanced way for candidates to reach the **very good (Level 5)** category. Expect examples to be well integrated in the answer. **Average (Level 3)** responses will be characterised by secure, but generalised content, whilst **good (Level 4)** responses should contain good factual knowledge and understanding.

Q.8 Assess the success of strategies used to reduce the impact of hazards associated with *either* low-pressure *or* high-pressure systems. (1.6) [25]

Guidance:

Candidates:

- (i) should show knowledge and understanding of the damaging impacts of the climatic hazard selected;
- (ii) should show knowledge and understanding of the strategies employed, but better candidates will show more detailed knowledge of a wider range of strategies;
- (iii) should show the ability to assess the success of the above strategies: better candidates will provide a more detailed assessment.

Within either the tropical or the temperate region, candidates may refer to the impacts of hazards associated with either cyclonic or anticyclonic situations. The effects discussed are likely to be both environmental and human (demographic, economic and social). When discussing the measures taken to reduce the impacts of hazards associated with either low- 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 need to assess the success of the measures discussed. Measures may be evaluated on the basis of the extent to which they reduce the impact of an event, by comparison with strategies in place elsewhere to meet a similar hazard event, on the basis of advances in strategy policies and implementation of them compared to those in place prior to the last hazard event; or on an evaluation on the basis of 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. The success of strategies needs to be assessed in a detailed and balanced way for candidates to reach the **very good (Level 5)** category. Expect examples to be well integrated in the answer. **Average (Level 3)** responses will be characterised by secure, but generalised content, whilst **good (Level 4)** responses should contain good factual knowledge and understanding.

Theme 4 Development

Q.9 'Development can be defined in more than one way.' Discuss. (1.1) [25]

Guidance:

Candidates:

- (i) should show knowledge and understanding of the variety of ways in which development can be defined;
- (ii) should show knowledge and understanding of why the definition of development has changed;
- (iii) should show the ability to discuss the statement; better candidates should provide a more detailed discussion.

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 definitions and changes in the development process itself. In response to 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. The statement needs to be discussed in a detailed and balanced way for candidates to reach the **very good (Level 5)** category. Expect examples to be well integrated in the answer. **Average (Level 3)** responses will be characterised by secure, but generalised content, whilst **good (Level 4)** responses should contain good factual knowledge and understanding.

Q.10 Assess the extent to which the development gap is narrowing. (1.5 & 1.6) [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 narrowing of the development gap;
- (iii) should show the ability to assess the extent to which the development gap is narrowing; better candidates will provide a more detailed assessment and may show knowledge and understanding of the reasons for the widening of the gap.

Responses may comment on the continuing gap between rich and poor countries represented in many measures of development, both economic and social. Candidates are likely to 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 resulting in the narrowing of the gap. The counter argument is that the benefits of globalisation are not being passed on to, and have accentuated the problems of, sub-Saharan Africa as well as individual countries in Latin America and Asia, Haiti and Myanmar for example. Expect the explanation to be supported by appropriate exemplification and credit relevant reference to conceptual ideas such as the Rostow model. Discussions surrounding the costs of development such as environmental impacts and sustainable issues are appropriate. The extent to which the development gap has narrowed needs to be assessed in a detailed and balanced way for candidates to reach the **very good (Level 5)** category. Expect examples to be well integrated in the answer. **Average (Level 3)** responses will be characterised by secure, but generalised content, whilst **good (Level 4)** responses should contain good factual knowledge and understanding.

Theme 5 Globalisation

Q.11 Discuss different concepts of globalisation.

(1.1) [25]

Guidance:

Candidates:

- (i) should show knowledge and understanding of the concepts of economic, cultural, political and environmental globalisation.
- (ii) should show the ability to discuss the statement; better candidates should provide a more detailed discussion.

Candidates are likely to provide a broad definition of the term 'globalisation' and outline the evolution of the process. The ultimate origins of globalisation could be dated back to the Roman Empire, but in the modern sense it evolved via colonialism and the growth of world trade and international financial systems. Its true modern origins lie in the 1975 **OPEC** oil price rises, when the new wealth of oil producers was invested in **MEDC** banks and loaned to developing countries and the emerging industrial economies that had cheaper labour costs. Globalisation takes four forms: economic – the growth of TNCs at the expense of national governments; environmental – the creation of global problems that require global solutions; cultural – the increase in Western influence, especially American, over aspects such as music and the media and political – the increase in influence of Western democracies, the diffusion of state power to regional and international organisations such as the EU and UN, and an increase in the role of non-state actors, e.g. non-governmental organisations (NGOs) such as Save the Children. Different concepts of globalisation need to be discussed in a detailed and informed way for candidates to reach the **very good (Level 5)** category. Expect examples to be well integrated in the answer. **Average (Level 3)** responses will be characterised by secure, but generalised content, whilst **good (Level 4)** responses should contain good factual knowledge and understanding.

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

Candidates:

- (i) should show knowledge and understanding of the effects of political and cultural globalisation;
- (ii) should show the ability to examine these effects; better candidates should provide a more detailed examination.

Globalisation has led to most countries being interlinked in different ways: politically and culturally as well as economically. The effects of political globalisation include the increase in influence of Western democracies, the diffusion of state power to regional and international organisations such as the EU and UN, and an increase in the role of non-state actors, e.g. non-governmental organisations (NGOs) such as Save the Children. Analysts point to the way new technologies and their exploitation such as commercial air travel, satellite television, mass telecommunications and the internet have created a world where billions now consume identical cultural products – such as pop music, soap opera and sporting events – and employ cultural practices they would never otherwise have encountered – such as foreign food preparations and foreign words and phrases. The internet is central to this new development, but also the spread of similar products often styled by TNCs (resulting in a product and lifestyle monoculture) and shared amongst people from many nations and cultural backgrounds. The effects of cultural globalisation include the lack of local cultural diversity, the loss of cultural identity and the development of a homogenised, westernised consumer culture with greater cultural integration. Some candidates may point to the rise of nationalism and fundamentalism as a response to these trends. The effects of political and cultural globalisation need to be examined in a detailed and balanced way for candidates to reach the **very good (Level 5)** category. Expect examples to be well integrated in the answer. **Average (Level 3)** responses will be characterised by secure, but generalised content, whilst **good (Level 4)** responses should contain good factual knowledge and understanding.

Theme 6 Emerging Asia

CHINA

Q.13 Describe and suggest reasons for the increasing inequalities between rural and urban areas in China. (1.4) [25]

Guidance

Candidates:

- (i) should describe the increasing inequalities between rural and urban areas in China; better candidates will show more detailed knowledge and understanding;
- (ii) should show the ability to suggest reasons for the increasing inequalities; better candidates will provide more detailed explanations.

Candidates should discuss the increasing inequalities between urban areas and rural areas. Rural education and health facilities are poor – particularly for an aspiring superpower. Villagers often lack any form of social safety net, including pensions or health insurance. Capital-intensive urban development associated with Deng’s Open Door policy, the investment policies of TNCs and changes in the organisation of economic activities in urban areas has created a large productivity gap between the agricultural sector and other sectors in the economy, leading to a growing gap between rural and urban income per capita. As a result millions of people, particularly those in the economically active sector, have migrated from rural to urban areas to fill the jobs generated by the economic explosion, increasing the inequalities further. Both the description and explanation need to be detailed and informed for candidates to reach the **very good (Level 5)** category. Expect examples to be well integrated in the answer. **Average (Level 3)** responses will be characterised by secure, but generalised content, whilst **good (Level 4)** responses should contain good factual knowledge and understanding.

Q.14 'The impact of globalisation on China has been positive'. Discuss. (1.5) [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 discuss these impacts: better candidates should provide a more detailed discussion.

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. Environmental impacts (both negative and positive) may also be discussed.

The discussion should take the form of a discussion of positive impacts compared to negative impacts, but be prepared to credit those candidates who see a spatial difference in effects. The statement needs to be discussed in a detailed and balanced way for candidates to reach the **very good (Level 5)** category. Expect examples to be well integrated in the answer. **Average (Level 3)** responses will be characterised by secure, but generalised content, whilst **good (Level 4)** responses should contain good factual knowledge and understanding.

INDIA

Q.15 Describe and suggest reasons for the increasing inequalities within urban areas in India. (1.4) [25]

Guidance:

Candidates:

- (i) should describe the increasing inequalities within urban areas in India; better candidates will show more detailed knowledge and understanding;
- (ii) should show the ability to suggest reasons for the increasing inequalities; better candidates will provide more detailed explanations.

Candidates should discuss increasing inequalities between the middle classes, with their aspirations for a higher consumption lifestyle, and the poor who are often denied access to secure housing rights, sanitation, safe and secure drinking water, food security, healthcare, freedom from violence and education. Reasons for these growing inequalities include rapid economic growth associated with the globalisation of India's economy, lack of public housing, lack of coordination and urban planning and lack of central and state finance. Both the description and explanation need to be detailed and informed for candidates to reach the **very good (Level 5)** category. Expect examples to be well integrated in the answer. **Average (Level 3)** responses will be characterised by secure, but generalised content, whilst **good (Level 4)** responses should contain good factual knowledge and understanding.

Q.16 'The impact of globalisation on India has been positive'. Discuss. (1.5) [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 discuss these impacts: better candidates will provide a more detailed discussion.

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. Environmental impacts (both negative and positive) may also be discussed.

The discussion should take the form of an assessment of positive compared to negative impacts, but be prepared to credit those candidates who see a spatial difference in effects. The statement needs to be discussed in a detailed and balanced way for candidates to reach the **very good (Level 5)** category. Expect examples to be well integrated in the answer. **Average (Level 3)** responses will be characterised by secure, but generalised content, whilst **good (Level 4)** responses should contain good factual knowledge and understanding.

G3b Assessment Objectives Grid

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Mark the answers according to the level descriptors in the mark bands and when determining the mark and taking everything into account, allocate it on the principle of 'best fit'. The mark awarded should be the one that most fairly reflects the achievement against the level descriptor. It is not necessary for every single aspect of a level descriptor to be met for the mark awarded.

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G3b contains ten 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 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 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	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.

GCE GEOGRAPHY G3

CONTEMPORARY THEMES AND RESEARCH IN GEOGRAPHY

SECTION b : RESEARCH

- (a) **Describe and justify methods of presenting information that could be used in an investigation into (context).** **[10]**

As with previous examination series there is no need to draw parallels with their own study, but this should be credited if it helps to develop the answer. Methods of presenting information should be appropriate to the topic area under investigation. Candidates should demonstrate their knowledge of methods of presentation and show how they might or might not be appropriate. Any suitable methods (i.e. to the theme) should be credited.

From WJEC list of command words: **Describe:** Identify distinctive features and give descriptive, factual detail. **Justify:** Explain why your choice is better than the possible options.

Expect there to be some description of the method(s) of presenting information, which may be illustrated with diagrams or examples. Where these relate specifically to the investigation credit should be given. Examples described might include graphs (bar, line, scatter, bi-polar), photographs, maps, located symbols, tables and power point presentations. Accept any reasonable and appropriate presentation method. Statistical techniques such as Spearman rank are not a method of presentation.

There should be some comment on the justification of the methods of presentation discussed.

Level 3 (8 - 10 marks)	Good description of appropriate methods of presentation relevant to the topic area. Good justification, e.g. ease of use, clarity, and appropriateness to the data collected or any appropriate argument that explains the choice of presentation method. Answers can access this level without reference to their own study, although if mentioned it should be given credit.
Level 2 (4 - 7 marks)	Some description of appropriate methods of presentation, relevant to the topic area. Some justification, but there may be an imbalance between description and justification.
Level 1 (1 - 3 marks)	Basic description of the methods of presentation. There may be just a list of methods of presentation and there is unlikely to be much, if any, justification. Little or no reference to the topic area.

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

From the WJEC list of command words: **Evaluate**: candidates are expected 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.

The content will depend upon the investigation undertaken, but in their answers candidates should show through their summary, knowledge and understanding of the topic chosen and evaluation of the conclusions of their investigation. Expect some use of supporting evidence to access higher levels.

<p>Level 4 (13 - 15 marks)</p>	<p>Detailed summary of the conclusions of their investigation, with good evidence/support. Responses may have either a variety of conclusions or fewer conclusions with greater depth. Good evaluation of the conclusions.</p>
<p>Level 3 (9 - 12 marks)</p>	<p>Either: good summary of the conclusions of their investigation with some evidence/support. Responses may have either a variety of conclusions or fewer in more depth. Some evaluation. Or: unbalanced – detailed summary or reasoned evaluation.</p>
<p>Level 2 (5 - 8 marks)</p>	<p>Some summary of the conclusions of their investigation with some evidence/support and/or some evaluative comment on the conclusions. Answers with no reference to the context could reach the top of this level.</p>
<p>Level 1 (1 - 4 marks)</p>	<p>Basic conclusions and/or evaluation in relation to the topic.</p>