

### G3 Assessment Objectives Grid

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

**G3A**  
**SECTION A: CONTEMPORARY THEMES IN GEOGRAPHY**

Summary Descriptor	Marks out of 25	Criteria
<b>Very good</b>	<b>21-25</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Critical analysis, synthesis and assessment of the connections between the different elements of the subject.</li> <li>• Wide-ranging, thorough and accurate knowledge.</li> <li>• Detailed and possibly original exemplification.</li> <li>• Well-directed and well-annotated sketch maps/diagrams.</li> <li>• A well-structured, coherent and logical response.</li> <li>• Complex ideas expressed clearly with few, if any, errors in grammar, punctuation and spelling.</li> </ul>
<b>Good</b>	<b>16 – 20</b>	<ul style="list-style-type: none"> <li>• A confident grasp of relevant concepts and principles.</li> <li>• Sound analysis, synthesis and assessment of some of the connections between the different elements of the subject.</li> <li>• Good factual knowledge and understanding.</li> <li>• Appropriate exemplification.</li> <li>• Appropriate, basically accurate annotated sketch maps/diagrams.</li> <li>• The response is clear, coherent and appropriately structured.</li> <li>• The quality of English is consistently sound.</li> </ul> <p><u>At the lower end</u></p> <ul style="list-style-type: none"> <li>• Arguments may not be fully developed.</li> <li>• Some lack of balance.</li> <li>• Minor flaws in logical ordering or linguistic expression.</li> <li>• Diagrams not well-integrated.</li> </ul>
<b>Average</b>	<b>11 - 15</b>	<ul style="list-style-type: none"> <li>• A reasonable grasp of relevant concepts and principles.</li> <li>• Arguments are partial with points limited in range, depth and development with only limited linkage.</li> <li>• A secure, straightforward base of knowledge and understanding.</li> <li>• Examples are superficial and may be variable.</li> <li>• Limited use of basic diagrams.</li> <li>• There may be some loss in coherence.</li> <li>• Language is correct but simplistic.</li> </ul> <p><u>At the lower end</u></p> <ul style="list-style-type: none"> <li>• An unfocused or potentially relevant response.</li> <li>• Weaknesses in structure and expression.</li> </ul>
<b>Marginal</b>	<b>6 - 10</b>	<ul style="list-style-type: none"> <li>• Some grasp of concepts and principles is evident, but there may be inaccuracies and misconceptions.</li> <li>• Arguments are weakly presented and most points are generalised or of partial relevance to the question with little or no linkage.</li> <li>• Some knowledge and understanding, but it is limited in scope.</li> <li>• There is limited use of examples.</li> <li>• Sketch maps/diagrams contain inaccuracies.</li> <li>• The response lacks fluency.</li> <li>• Expression may be poor and there are basic errors in the spelling of geographical terms.</li> </ul> <p><u>At the lower end</u></p> <ul style="list-style-type: none"> <li>• Understanding of the question is weak.</li> </ul>
<b>Weak</b>	<b>1-5</b>	<ul style="list-style-type: none"> <li>• There is minimal understanding of subject material.</li> <li>• Organisation of material is poor and although occasional relevant points are made much is irrelevant.</li> <li>• The response demonstrates poor knowledge and understanding and contains errors.</li> <li>• Little use of examples or if evident they are irrelevant to the question.</li> <li>• The response may be incomplete or difficult to follow.</li> <li>• The answer is poorly written and contains basic errors in the spelling of geographical terms.</li> </ul>

**GEOGRAPHY - G3**  
**CONTEMPORARY THEMES AND RESEARCH IN GEOGRAPHY**  
**SECTION A**  
**CONTEMPORARY THEMES**

**Theme 1 Extreme Environments**

- Q.1. 'The impact of human activity on the desert environment is always negative'.  
 Discuss. [25]**

**Guidance**

Candidates:

- (I) should show some knowledge and understanding of the different ways in which human activity impacts desert environments; better candidates will show a more detailed knowledge and understanding;
- (II) should assess the extent to which these impacts are negative, better candidates will provide more critical comment regarding the impact of human activity.

Candidates should discuss in some detail examples of ways in which desert environments are being or have been exploited through population growth, mineral exploitation, farming and tourism. Candidates may argue that these impacts are negative and require management. An alternative approach may be to discuss both positive and negative impacts of human activity. here may be some reference to strategies that conserve the desert environment, alleviate the impacts of human activity, control the use of the desert environment and monitor the impacts of human activity. Expect examples to be well integrated in the answer. For **'very good'** responses expect some depth to the discussion.

- Q.2 Examine the factors that make the tundra an extreme environment. [25]**

**Guidance**

Candidates:

- (I) should show knowledge of the main climatic, biotic and soil characteristics of the arctic and alpine tundra environment, but not necessarily all aspects of both;
- (II) should show an understanding of how the characteristics interact to give an extreme environment.

Answers should examine the climatically stressed arctic and alpine tundra environment with short and cool growing seasons. Latitudinal tundra occurs in the Arctic and to a much lesser extent in the Antarctic, where the environments are characterized by cool, short growing seasons. Altitudinal tundra occurs under a similar climatic regime. After temperature, the second most important environmental factor affecting most tundra communities is moisture. However, there are important environmental differences between these two tundras, with the alpine type being subject to much larger variations of daily temperature during the growing season, as well as more intense inputs of solar radiation during the day. In contrast, arctic tundra can experience continuous exposure to the sun's rays, with 24 hour days for an extended period during the growing season. The interrelationships may be discussed in terms of the need for special adaptations required by biota to overcome climatic and soil constraints and associated geomorphic processes. Expect examples to be well integrated in the answer. To achieve the **'very good'** category of assessment expect an examination of the factors discussed.

## Theme 2 Landforms and their Management

### Glacial Environments

**Q.3 Examine the effects of deglaciation on the landscape. 1.4 [25]**

#### Guidance

Candidates:

- (I) should describe and explain the processes responsible for the modification of landforms associated with deglaciation;
- (II) should examine the landforms produced by the above processes; better candidates will provide a more detailed and informed examination.

Candidates should describe and explain the production of landforms that are the result of deglaciation. Candidates could examine the production of landforms that may pass through a series of process-change from glacial to periglacial into present day conditions. Relevant geomorphological processes could include mass movement processes (modifying valley profiles largely created by glacial erosion), fluvial processes (resulting in the infilling at the head of ribbon lakes), or weathering processes (breaking down glacial and fluvio-glacial deposits). The effects of deglaciation on the landscape include the retreat of periglacial processes and landforms to higher altitudes and latitudes. On areas of low relief important periglacial processes are frost heaving and thrusting and associated periglacial landforms are pingos and patterned ground. On slopes important periglacial process are freeze–thaw weathering and solifluction and associated periglacial landforms are blockfields, scree slopes and solifluction lobes and benches.

There should be specific examples of landforms associated with deglaciation mentioned in the discussion. To achieve the **'very good'** category of assessment expect an examination of the effects of deglaciation on the landscape.

**Q.4 Examine how glacial processes and landforms impact on human activity. 1.5 [25]**

#### Guidance

Candidates:

- (i) should show knowledge and understanding of the impact of glacial processes and landforms on human activity; better candidates will show a more detailed knowledge and understanding;
- (ii) should examine the impacts on human activity; better candidates will provide a more detailed examination.

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

## Coastal Environments

### Q.5 Examine the role of geology in the development of coastal landforms. 1.4 [25]

#### Guidance

Answers should deal with at least two landforms or a stretch of coast. Some candidates may structure the whole answer around two or more selected landforms, but it is permissible for a broader approach to be taken with reference being made to a number of landforms by way of illustration.

Candidates:

- (i) should show knowledge and understanding of the effect of the character of individual rocks and lithology (hardness, mineral composition, solubility) on the development of coastal landforms;
- (ii) should show knowledge and understanding of the effect of geological structure (bedding, dip, faulting, and joints) on the development of coastal landforms;
- (iii) should examine the effects of geology on the development of the coastal landforms discussed.

The influence of geology on landforms can readily be examined in a coastal environment as follows: discordant and concordant coastlines; differential erosion of coastlines; features of coastal erosion - cliff profiles, caves, arches, blowholes; marine transportation - nature of load carried which provides the 'tools' for erosion; marine deposition – pebble – gravel – sand – alluvium – mud sequence in a beach or spit sequence.

Since the question is about examining the effects of geology on the development of coastal landforms, for a **'very good'** level of response there needs to be a critical examination of the effects of geological controls, with reference being made to other factors that influence the development of coastal landforms besides geology such as differences in energy levels and human intervention.

### Q.6 Examine how coastal processes and landforms impact on human activity. 1.5 [25]

#### Guidance

Candidates:

- (i) should show knowledge and understanding of the impact of coastal processes and landforms on human activity; better candidates will show a more detailed knowledge and understanding;
- (ii) should examine the impacts on human activity; better candidates will provide a more detailed examination.

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

### Theme 3 Climatic Hazards

**Q.7 Explain the formation of low-pressure systems in *either* a tropical or temperate region. 1.4 [25]**

#### **Guidance**

Candidates:

- (i) may show knowledge and understanding of the formation of low pressure systems associated with global atmospheric circulation;
- (ii) 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; reference may also be made to tornado formation where warm, damp air meets cool air from continental interiors.

In response to the question candidates will either refer to the formation of mid-latitude depressions in temperate regions or tropical depression/storm/hurricane formation in tropical regions. In the case of the tropical climatic region the coverage may well use the monsoonal climate for the formation of low-pressure systems during the wet season. Expect very detailed explanations in order to achieve the '**very good**' category.

**Q.8 Discuss the effects on human activity of hazards associated with high-pressure systems. 1.5 [25]**

**Guidance**

Candidates:

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

Expect candidates to refer to hazards associated with high pressure systems in either a temperate or tropical region. The hazards associated with high pressure systems in tropical regions include drought, a falling water table, loss of vegetation, wild fires, soil erosion and desertification. The hazards associated with high pressure systems in temperate regions in summer are drought, falling water tables and the loss of vegetation and winter hazards may include frost and fog, with air pollution intensifying the fog conditions.

The effects on human activity are demographic, economic and social and can be categorised as both direct and indirect. In tropical regions 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 reduced crop and livestock production, unemployment and increased food prices and costs in the long term, such as reduced tax revenues. Social effects may include observations on health (malnutrition, water rationing, increased fire hazards) and bereavement. There may also be consideration of the effects on the physical environment such as salinisation that impact human activity.

In temperate regions there may be reference to economic effects such as reduced crop and livestock production, the consequences for farmers and businesses, increased food prices, unemployment and reduced tax revenues during summer droughts and the effect on shipping and other forms of transportation of winter fog and frost. Social effects may include observations on health (water rationing, increased fire hazards in summer and atmospheric pollution and difficult driving conditions in winter) and disruption to schools. There may also be consideration of the effects on the physical environment such as ground subsidence that impact human activity.

The discussion 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 or long term effects are the most significant or an evaluation of the effects in different areas, in either MEDCs/LEDCs.

In order to reach the **'very good'** band, in addition to sound factual content of the impacts associated with high pressure systems, there needs to be some critical discussion of these.

## Theme 4 Development

- Q.9 Assess the advantages and disadvantages of different measures of development.** 1.2 [25]

### Guidance

Candidates:

- (i) should show a knowledge and understanding of the advantages and disadvantages of a range of indicators used to measure development; better candidates will show a more detailed knowledge and understanding;
- (ii) should assess the advantages and disadvantages of the measures discussed.

Students should have little difficulty in identifying the range of indicators used to measure development. It is expected that candidates will make reference to simple and composite quantitative measures and recent progress made towards the use of qualitative measures that go beyond covering material conditions towards a consideration of aspects such as freedom, security, the plight of indigenous groups and sustainability.

Advantages of different measures include their usefulness for comparing different countries and ranking them in an attempt to fairly allocate aid payments; indicators also give us an idea about what countries are like economically, socially and even environmentally. Disadvantages of these indicators may include the partial picture each one gives of world development patterns, the reliability of the statistics used and how comprehensive the measures are in identifying the level of development at a country level. Other points that may enter into the discussion include the fact that measures quoted on a national scale hide serious regional inequalities as well as variations in material well-being across society, the difficulty of quantifying some measures, the dated nature of some statistics and the non availability of accurate statistics for some countries.

Where there is limited assessment, the answer is unlikely to reach **'good'** and to reach **'very good'** a well-balanced answer with some depth of discussion is needed.

- Q.10 'Strategies for reducing the development gap are not always effective.'** 1.6 [25]  
**Discuss.**

### Guidance

Candidates:

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

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

Answers must discuss the degree of success of the strategies employed in order to achieve a **'very good'** category of response. 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.

## Theme 5 Globalisation

**Q.11 Discuss the main factors responsible for globalisation.**

**1.2 [25]**

### **Guidance**

Candidates:

- (i) should show knowledge and understanding of the main factors that have led to the current globalisation of the world economy; better candidates will show a more detailed knowledge and understanding.

The factors responsible include financial factors (the emergence and investment policies of trans-nationals), computer technologies, transport and communication technologies, the role of the WTO and trade blocs. Expect **'very good'** answers to show clear understanding of the processes involved and to contain specific illustrative detail and examples, together with a discursive element.

**Q.12 Assess the costs and benefits of the global shift in the service sector.**

**1.3 [25]**

### **Guidance**

Candidates:

- (i) should show knowledge and understanding of the advantages and disadvantages of the global shift in the service sector for TNCs, LEDCs and MEDCs; better candidates will show a more detailed knowledge and understanding;
- (ii) should assess the costs of the global shift in the service sector compared to the benefits.

Outsourcing and offshoring brings huge benefits for countries such as India in terms of job creation, higher salaries, greater disposable incomes and a reduction in gender discrimination. 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 thus they can maintain employment in the quaternary jobs in the home country and in the 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 de-industrialised areas. Credit any relevant costs and benefits for either/ or both people(s) and place(s).

The assessment should be 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 costs and benefits associated with the global shift in the service sector, there needs to be some critical assessment of this shift. If the response addresses secondary sector shifts, without reference to the service sector, then it is limited to the **'average'** category.

## Theme 6 Emerging Asia

### China

**Q.13 Describe and account 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 a more detailed knowledge and understanding;
- (ii) should account for the increasing inequalities.

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 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. Expect a very detailed description and explanation in order to achieve the **'very good'** category.

**Q.14 Discuss the sustainability of rural communities in China. 1.3 [25]**

#### Guidance

Candidates:

- (i) should show some knowledge and understanding of the social, economic and environmental conditions of rural communities in China, better candidates will show a more detailed knowledge;
- (ii) assess the extent to which rural communities are sustainable, better candidates will provide more critical comment regarding sustainability.

Candidates should discuss conditions in rural communities in terms of changes in agriculture and land reform to improve food security and rural industrialisation to stem out-migration. Reference may also be made to problems of education, health care and pension provision. Expect examples to be well integrated in the answer. For **'very good'** responses expect specific comment regarding sustainability and some depth of discussion.

## India

**Q.15 Describe and account 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 a more detailed knowledge and understanding;
- (ii) should account for the increasing inequalities.

Candidates should describe the increasing inequalities between the middle classes, with their aspirations for a higher consumption lifestyle, and the poor. The poor 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. Expect a very detailed description and explanation in order to achieve the **'very good'** category.

**Q.16 Discuss the sustainability of rural communities in India.** **1.3 [25]**

### Guidance

Candidates:

- (i) should show some knowledge and understanding of the social, economic and environmental conditions of rural communities in India; better candidates will show a more detailed knowledge;
- (ii) assess the extent to which rural communities are sustainable; better candidates will provide more critical comment regarding sustainability.

Candidates should discuss conditions in rural communities in terms of poverty, service provision, education levels, the caste system, food production, and hunger and population growth. Expect examples to be well integrated in the answer. For **'good'** to **'very good'** responses expect specific comment regarding sustainability.

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<b>G3B (a) (b)</b>	3 6 (geographical concepts)	3 3 (apply understanding and evaluation of techniques)	4 6 (use a range of skills & techniques)	<b>25</b>
	<b>35</b> <b>46%</b>	<b>20</b> <b>27%</b>	<b>20</b> <b>27%</b>	<b>75</b> <b>(100%)</b>

### Generic Mark Scheme for G3B

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

Part (a) is marked in three Levels.

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

Part (b) is marked in four Levels

Level	Description of quality	Marks range	Characteristics of level (It is not necessary to meet all of the characteristics to be placed in a Level.)
4	Excellent  Very Good	13-15	Very good knowledge of the topic studied and a critical awareness of the route to enquiry and findings as applied to the topic in question. Provides very good support from own research. May have some good diagrammatic material and maps to support answer. Written in a sound coherent essay style which is grammatically correct with a sequence of ideas that enable the question to be answered fully. Concludes in relation to the question. May include well-annotated maps and/or diagrams to support answer.
3	Good	9-12	Good knowledge of the topic with some gaps. Understanding of the route to enquiry and findings is present with some critical awareness, but this may be sound rather than strong. A clearly structured essay that uses good quality of written communication. Appropriate diagrams and/or maps not always fully labelled.
2	Average  Marginal	5-8	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 at a tangent with an 'all I know' answer.
1	Weak	1-4	Some knowledge and understanding but with gaps and misconceptions that indicate an inability to understand the question. Evidence that the research was superficial. Only limited support from research. Language is variable and slips occur.

**GEOGRAPHY - G3**  
**CONTEMPORARY THEMES AND RESEARCH IN GEOGRAPHY**  
**SECTION B: RESEARCH**

- (a) **Describe the methods that could be used to acquire appropriate information in research into (context).** [10]

There is no requirement for candidates to draw parallels with their own study, but this should be credited if it helps to develop the answer.

<b>Level 3 (8-10 marks)</b>	Answers contain a detailed description of a variety of methods developed in some depth and demonstrate their ability to link the information to the <b>topic</b> selected.
<b>Level 2 (4-7 marks)</b>	Answers at this level are likely to develop a description of methods used to collect information in some depth, either by describing a greater variety of methods used or by developing the description of fewer methods in greater detail. Candidates may demonstrate their ability to link the information to the <b>topic</b> selected.
<b>Level 1 (1-3 marks)</b>	Answers provide a simple description of a limited number of methods used to collect information.

- (b) **Outline the main findings of your personal research into (context) and suggest ways in which it could be improved.** [15]

The content will depend on the investigation undertaken, but in their answers candidates should demonstrate their ability to communicate the main findings, however tentative, of their personal research within their chosen topic area. The content will depend on the investigation undertaken, but answers should show knowledge and understanding of the topic chosen. Candidates should suggest ways in which the investigation could be improved.

<b>Level 4 (13-15 marks)</b>	A very clear statement of the findings of the investigation and detailed ways in which the personal research could be improved.
<b>Level 3 (9-12 marks)</b>	A clear statement of the findings of the investigation and ways in which the personal research could be improved.
<b>Level 2 (5-8 marks)</b>	A generalised summary of the findings of the investigation and ways in which their personal research could be improved. One of these elements may be done well with the other neglected or answers may be partial for both. If the research is not related directly to the topic the answer should be limited to the top of this level.
<b>Level 1 (1-4 marks)</b>	Findings and / or improvements will be stated in brief terms only.