

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.

Summary Descriptor	Marks out of 25	Criteria
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.

GCE GEOGRAPHY
CONTEMPORARY THEMES IN GEOGRAPHY
SECTION A
MARKSCHEME SUMMER 2015

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

Theme 1 Extreme Environments

Q.1 Examine positive and negative outcomes of human activity on the desert environment. [25]

Candidates:

- i. Should show knowledge and understanding of the positive as well as the negative outcomes of human activity on the desert environment;
- ii. Should show the ability to examine the positive as well as the negative outcomes of human activity; better candidates should provide a more detailed examination.

Human activities that may be identified include population growth, mineral exploitation, farming and tourism. The approach to the question may be regional by examining the positive and negative outcomes of human activity on different desert environments or thematic by looking at human activities individually.

Candidates are likely to make reference to the negative ecological and environmental outcomes of human activity, due to the fragile and special qualities of the desert environment with explanation and illustration of this fragility, as well as negative social outcomes and argue that there are also social (education) and environmental (conservation) positive outcomes of human activity.

To reach the **very good (Level 5)** category of assessment, candidates need to examine the positive and negative outcomes and are likely to discuss the imbalance between the two. Expect examples to be well integrated in the answer. **Good (Level 4)** responses should be characterised by good factual knowledge and understanding; **average (Level 3)** responses should be characterised by secure, but generalised, content.

Q.2 Discuss strategies used to manage human activities in tundra environments.**[25]**

Candidates:

- i. Should show knowledge of the characteristics of and human activity in tundra environments;
- ii. Should show understanding of strategies used to manage the characteristics of and human activity in tundra environments;
- iii. Should show the ability to discuss strategies used to manage human activity in tundra environments; better candidates should provide a more detailed discussion.

In relation to tundra environments, candidates may examine the threats posed by mineral exploitation, airborne pollution, global warming and tourism. Do not expect reference to all these for full marks.

They may refer to the negative impacts on a variety of elements of the tundra environment. Reference needs to be made to the fragile and special qualities of the tundra environment with explanation and illustration of the strategies used to manage this fragility. When discussing the strategies used to manage tundra environments, candidates may present a range from conserving the tundra environment, alleviating the impacts of human activity, controlling the use of tundra environments and monitoring the impacts of human activity. Candidates should display a grasp of a number of these, but do not expect all to be considered as candidates may choose to use examples that enable only a limited number of management strategies to be discussed in depth; therefore credit either the depth or breadth of coverage.

The discussion could take the form of comparisons in place elsewhere to manage tundra environments or on the basis of the extent to which tundra environments can be managed. In order to reach the **very good (Level 5)** band, in addition to sound factual content of the strategies used to manage human activity in tundra environments, there needs to be some discussion of these. **Good (Level 4)** responses should be characterised by good factual knowledge and understanding; **average (Level 3)** responses should be characterised by secure, but generalised, content.

Theme 2 Landforms and their Management

Glacial Environments

Q.3 Examine processes and the resultant landforms of glacial erosion. [25]

Candidates:

- i. Should show a knowledge and understanding of processes of glacial erosion;
- ii. Should show an understanding of the link between erosional processes and the development of landforms of glacial erosion;
- iii. Should show the ability to examine the processes and landforms of glacial erosion; better candidates should provide a more detailed examination.

Candidates may examine the production of macro, meso and/or micro-scale landforms that are the result of predominantly glacial erosion processes of abrasion and plucking and sub-aerial processes of frost shattering. Macro-scale landforms produced by erosional processes include cirques, arêtes, pyramidal peaks, glacial troughs, hanging valleys, truncated spurs and crag-and-tail landforms. Meso-scale landforms include roches moutonnées. Micro-scale landforms include striations. Accept any answers that refer to fluvio-glacial erosion processes of abrasion and cavitation and associated landforms such as subglacial meltwater channels.

Candidates who focus on a set of landforms that are essentially depositional can only reach the top of **average (Level 3)** as long as the reference to erosion as an influence on their development is central to the discussion.

In order to reach the **very good (Level 5)** band, in addition to sound factual content of the processes and landforms of glacial erosion, there needs to be some examination of these. **Good (Level 4)** responses should be characterised by good factual knowledge and understanding; **average (Level 3)** responses should be characterised by secure, but generalised, content.

Q.4 Discuss how human activities are affected by glacial processes and landforms. [25]

Candidates:

- i. Should show a knowledge and understanding of the opportunities for and constraints on human activity in glacial environments;
- ii. Should show the ability to discuss ways in which human activities are affected by glacial processes and landforms; better candidates should provide a more detailed discussion.

Answers may make reference to the landforms themselves and outline the impact of the glacial environment on leisure, tourism, communication, industry, agriculture, settlement, mining and quarrying and construction. If the focus is on geomorphological processes, candidates could discuss avalanches, rock falls or thawing permafrost as influences on human activities.

In order to reach the **very good (Level 5)** band, in addition to sound factual content of how human activities are influenced by glacial environments, there needs to be some discussion of these. The discussion could take the form of comparisons of positive and negative influences in different glacial environments or on the basis of the extent to which human activities are influenced by glacial environments. Credit either the depth or breadth of coverage. **Good (Level 4)** responses should be characterised by good factual knowledge and understanding; **average (Level 3)** responses should be characterised by secure, but generalised, content.

Coastal Environments

Q.5 Examine processes and the resultant landforms of coastal erosion. [25]

Candidates:

- i. Should show a knowledge and understanding of processes of coastal erosion;
- ii. Should show an understanding of the link between erosional processes and the development of landforms of coastal erosion;
- iii. Should examine the processes and landforms of coastal erosion; better candidates should provide a more detailed examination.

Candidates may examine the production of landforms that are the result of predominantly marine erosion processes of attrition, corrosion, corrasion and hydraulic action (headlands and bays, wave-cut platforms, caves, blowholes, arches, stacks), together with landforms that result from sub-aerial (cliff face) processes of weathering and mass movement or examine the influence of sea level changes on erosion (marine platforms). Candidates who focus on a set of landforms that are essentially depositional can only reach the top of **average (Level 3)** as long as the reference to erosion as an influence on their development is central to the discussion. Credit either the depth or breadth of coverage. In order to reach the **very good (Level 5)** band, in addition to sound factual content of the processes and landforms of coastal erosion, there needs to be some examination of these. **Good (Level 4)** responses should be characterised by good factual knowledge and understanding; **average (Level 3)** responses should be characterised by secure, but generalised, content.

Q.6 Discuss how human activities are affected by coastal processes and landforms.

[25]

Candidates:

- i. Should show a knowledge and understanding of the opportunities for and constraints on human activity in coastal environments;
- ii. Should show the ability to discuss ways in which human activities are affected by coastal processes and landforms; better candidates should provide a more detailed discussion.

Answers may make reference to the landforms themselves and outline the impact of the coastal environment on leisure, tourism, communication, industry, agriculture, settlement, mining and quarrying and construction. If the focus is on geomorphological processes, candidates could make reference to cliff erosion or deposition in estuaries and deltas as influences on human activities. Credit either the depth or breadth of coverage.

In order to reach the **very good (Level 5)** band, in addition to sound factual content of how human activities are influenced by coastal environments, there needs to be some discussion of these. The discussion could take the form of comparisons of positive and negative influences in different coastal environments or on the basis of the extent to which human activities are influenced by coastal environments. **Good (Level 4)** responses should be characterised by good factual knowledge and understanding; **average (Level 3)** responses should be characterised by secure, but generalised, content.

Theme 3 Climatic Hazards

Q.7 Account for *either* seasonal variations or periodic changes in climate. [25]

Candidates:

- i. Should show knowledge and understanding of **either** seasonal variations **or** periodic changes in climate; better candidates may offer some supporting statistics or qualified descriptive statements in relation to temperature and precipitation changes;
- ii. Should show knowledge and understanding of the factors influencing these changes; better candidates should mention a wider range of factors.

Candidates may refer to one climatic type from either a tropical or temperate region. For the tropical region seasonal changes are far more marked in savanna and monsoon climates and for the temperate region seasonal changes are more pronounced for the continental interior and east coast margin, but most candidates will probably take the British western margin type.

Reference should be made to temperature, precipitation, winds and pressure level changes. It would be pleasing to see some candidates offering some supporting statistics in relation to temperature and precipitation changes, but if not, candidates should use qualified descriptive statements.

For the tropical region the most important factor is the effect of the apparent seasonal migration of the overhead sun and the associated migration of the ITCZ and movement of pressure and wind belts. Other significant factors include the effects of land and sea distribution, ocean currents and orographic influences vis-à-vis prevailing winds. For the temperate region, the movement of global pressure and wind belts should be included as an important factor. In addition, the movement of the jet stream further south in winter and the relative seasonal significance of the various air masses should be referred to as important influences. Whether the tropical or temperate region is taken, annotated diagrams are likely to form an important component and good credit should be given to well annotated and well integrated diagrams that clearly illustrate the factors being discussed.

Periodic variations in climate occur over both the long term and short term. Glacials and interglacials are examples of long-term changes. El Niño/La Niña cycles are examples of short-term changes. Explanations of periodic changes may include Milankovitch cycles, sun spot activity and volcanic activity.

For **very good (Level 5)** responses, detailed and thorough explanations are needed. A range of factors need to be addressed in a good and balanced way for candidates to reach the **good (Level 4)** category and where only one factor is mentioned, the answer is unbalanced and unlikely to reach beyond the **average category (Level 3)**.

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

Candidates:

- i. Should show knowledge and understanding of the hazards associated with low-pressure systems;
- ii. Should show the ability to discuss the effects of hazards; better candidates should provide a more detailed discussion.

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. Credit either the depth or breadth of coverage.

The discussion may take a number of different approaches including an assessment of whether short- or long-term effects are the most significant or an evaluation of the effects in different areas, MEDC/LEDC.

A detailed and balanced discussion is required for candidates to reach the **very good (Level 5)** category. Expect examples to be well integrated in the answer. **Good (Level 4)** responses should be characterised by good factual knowledge and understanding; **average (Level 3)** responses should be characterised by secure, but generalised, content.

Theme 4 Development

Q.9 Examine reasons for contemporary differences in development. [25]

Guidance:

Candidates should:

- i. Should show knowledge and understanding of the differences that exist in contemporary patterns of development;
- ii. Should show knowledge and understanding of the reasons for these differences;
- iii. Should show the ability to examine the reasons; better candidates should provide a more detailed examination.

The identification of contemporary differences in development may include reference to the large economic and consequent social divide between richer countries and poorer countries as indicated by the World Bank's four-fold classification. This part of the response may be usefully supported by actual statistics. As of 1 July 2013, the World Bank income classifications by GNI per capita were as follows:

Low income:	\$1,035 or less;
Lower middle income:	\$1,036 to \$4,085;
Upper middle income:	\$4,086 to \$12,615 and
High income:	\$12,616 or more.

Other contemporary divisions may include a categorisation of countries based on the development continuum from MEDCs–OPECs–NICs–RICs–FCCs–LEDCs–LDCs (or similar).

Candidates may refer to social and sustainable aspects of development in their identification of contemporary differences in development.

Accounting for contemporary differences in development may well be approached by identifying the physical, economic, social and political and cultural factors affecting the rate and nature of development or by identifying factors that hinder the closing of the development gap such as the burden of Third World debt, the role of Trade blocs and social and cultural constraints. The cover need not be exhaustive. Candidates may make reference to the countries in Brandt's 'South' that have recently benefited from the globalisation of economic activity, as illustrated by the rise of NICs/RICs and oil rich countries. Expect the explanation to be supported by appropriate exemplification.

Some candidates may recognise that economic growth is currently occurring in Sub-Saharan Africa and acknowledge that several African countries (e.g. Ghana and Ethiopia) are among the fastest growing in the world where medium-term growth prospects remain strong and should be supported by a pick-up in the global economy, high commodity prices, and investment in the productive capacity of the region's economies. Candidates may refer to social and sustainable aspects of development in their explanation of contemporary differences in development.

To reach **very good (Level 5)** a well-balanced answer with an examination is needed. Expect examples to be well integrated in the answer. **Good (Level 4)** responses should be characterised by good factual knowledge and understanding; **average (Level 3)** responses should be characterised by secure, but generalised, content.

Q.10. Discuss trade and aid as strategies for reducing the development gap. [25]

Candidates:

- i. Should show knowledge and understanding of trade and aid as strategies for reducing the development gap;
- ii. Should show knowledge and understanding of the effectiveness of trade and aid as strategies for reducing the development gap;
- iii. Should show the ability to discuss trade and aid as strategies for reducing the development gap; better candidates should provide a more detailed discussion.

Expect candidates to discuss trade and aid as approaches to reducing the development gap. In terms of trade a distinction may be made between 'free' and 'fair trade' and candidates may refer to the benefits of trade such as increases in the amount of wealth being generated, allowing an increase in living standards. In terms of aid a distinction may be made between 'top-down' and 'bottom-up' strategies and multilateral, bilateral and emergency aid. There are examples of countries such as Vietnam that are trying to improve their economies, often through a mixture of both systems.

The discussion may 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 the doubts, expressed by some economists, that many of the world's poorest countries cannot be competitive as they have too many problems such as HIV/AIDS, internal conflicts and climatic problems such as drought. Candidates may make reference to FDI and initiatives for debt reduction as alternative strategies.

Answers must discuss the degree of success of the strategies employed in order to achieve a **very good (Level 5)** category of response. Expect the discussion to be supported by appropriate exemplification. **Good (Level 4)** responses should be characterised by good factual knowledge and understanding; **average (Level 3)** responses should be characterised by secure, but generalised, content.

Theme 5 Globalisation

Q.11 'Technology is the prime factor responsible for economic globalisation.'
Discuss.

[25]

Guidance:

Candidates:

- i. Should show knowledge and understanding of factors responsible for the globalisation of the world economy;
- ii. Should show the ability to discuss the factors; better candidates should provide a more detailed examination.

The factors responsible include financial factors (the emergence and investment policies of transnationals), computer technologies, transport and communication technologies, and the role of the WTO and trade blocs.

Financial factors contribute, such as foreign direct investment (FDI), where a company has at least a 10% interest in the investment in a receiving country. This investment has been made in order to lock into cheaper production costs (labour, raw materials), and cheaper operating and environmental costs. Another reason for investment overseas is that companies involved have sought to circumvent import restrictions such as quotas and tariffs on their goods. Several LEDCs have encouraged investment as a way of developing their economies.

Computer technologies, such as broadband, the World-Wide Web, videoconferencing and email have speeded up the flow of information and communications. This has enabled business deals to be completed more efficiently and far more quickly. The reduction in the price and increase in the speed of transport technology have meant that goods and people can travel further, more cheaply and faster than at any time in history, and with ever-improving comfort and/or convenience. This has reduced the friction of distance and enables companies to locate more economically and take their product to the world market using extremely cheap and efficient transport modes. The tourism industry in particular has benefited from these factors.

The WTO has been working towards promoting free trade between nations and reducing anti-competitive tariffs and quotas that restrict the integration and the flow of goods and services between countries. Trade blocs, e.g. the European Union, wield a lot of global power in trading matters. The very existence of trading blocs is a factor that is symptomatic of the process of globalisation. The role of national governments in encouraging economic globalisation may also be recognised.

Expect **very good** answers to show clear understanding of the processes involved and to contain specific illustrative detail and examples. A discussion may look at the relative worth of each factor or recognise that these factors operate in an inter-related way. **Good (Level 4)** responses should be characterised by good factual knowledge and understanding; **average (Level 3)** responses should be characterised by secure, but generalised, content.

Q.12 ‘The advantages of being a NIC outweigh the disadvantages.’ 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 show the ability to discuss the statement; better candidates should provide a more detailed discussion.

Economic advantages 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 advantages 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 advantages 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 and/or temporal difference in impacts.

In order to reach the **very good** band (Level 5), 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 some discussion of these. **Good (Level 4)** responses should be characterised by good factual knowledge and understanding; **average (Level 3)** responses should be characterised by secure, but generalised, content.

Theme 6 Emerging Asia

China

Q.13 Examine reasons for economic change in China. (25)

Candidates:

- i. Should show knowledge and understanding of reasons for economic change in China;
- ii. Should show the ability to examine the reasons; better candidates should provide a more detailed examination.

Candidates may identify how the economy of China has changed 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.

Expect candidates to discuss the economic, social, political, technological, demographic and physical reasons 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, improvements in education and skills, the availability of a large, cheap workforce, the proximity of SEZs to important economic centres such as Taiwan and the need for resources e.g. oil and minerals for industrial development. FDI in China increased from US\$3.5 billion in 1990 to US\$106 billion in 2010.

Expect **very good (Level 5)** answers to show clear understanding of the reasons involved and examine the reasons by looking at the relative importance of different factors with specific illustrative detail and examples. There may be some recognition that the factors outlined above operate in an inter-related way. **Good (Level 4)** responses should be characterised by good factual knowledge and understanding; **average (Level 3)** responses should be characterised by secure, but generalised, content.

Q.14 'The impact of globalisation on China has been mostly negative.' Discuss. [25]

Candidates:

- i. Should show knowledge and understanding of the negative and positive impacts for China associated with globalisation;
- ii. Should show the ability to discuss negative and positive impacts; better candidates should provide a more detailed discussion.

Economic impacts 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 impacts 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.

Expect the environmental impacts associated with globalisation to be seen as mostly negative, although some candidates may comment on the progress made by Chinese manufacturers to develop solar, wind and clean coal technology for global markets.

Expect the discussion to take the form of conflicting views on the part of the government, rural and urban dwellers and outside commentators of benefits compared to positive impacts.

Conflicting views need 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. **Good (Level 4)** responses should be characterised by good factual knowledge and understanding; **average (Level 3)** responses should be characterised by secure, but generalised, content.

India

Q.15 Examine reasons for economic change in India.

[25]

Candidates:

- i. Should show knowledge and understanding of reasons for economic change in India;
- ii. Should show the ability to examine the reasons; better candidates should provide a more detailed examination.

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.

Expect candidates to discuss the economic, social, political, technological, demographic and physical reasons for these changes.

Reasons responsible for this growth include economic factors (the emergence and investment policies of transnationals together with the growth in Indian firms), social factors including the growth 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 technological changes in agriculture) and political change (the role of governments in encouraging outside investment e.g. the development of SEZs to attract FDI in Mumbai and Gopalpur).

Expect **very good (Level 5)** answers to show clear understanding of the reasons involved and examine the reasons by looking at the relative importance of different factors with specific illustrative detail and examples. There may be some recognition that the factors outlined above operate in an inter-related way. **Good (Level 4)** responses should be characterised by good factual knowledge and understanding; **average (Level 3)** responses should be characterised by secure, but generalised, content.

Q.16 'The impact of globalisation on India has been mostly negative.' Discuss. [25]

Candidates:

- i. Should show knowledge and understanding of the negative and positive impacts for India associated with globalisation;
- ii. Should show the ability to discuss the negative and positive impacts; better candidates should provide a more detailed discussion.

Candidates may identify the economic impacts of globalisation such as the growth of Indian TNCs, expansion of industries and services, increased international trade and growth in exports, rising incomes and infrastructure improvements. Beneficial effects of globalisation on India include foreign investments into pharmaceutical, petroleum and manufacturing industries, which have provided a significant boost to the Indian economy along with new employment opportunities, and have contributed to the reduction in levels of unemployment and poverty. Foreign companies bring advanced technology, helping to make Indian industry more technologically advanced; as a result India has seen an increase in international trade with a growth in exports, rising incomes, and infrastructure improvements.

However, globalisation has also had some negative effects, such as increased competition in the Indian market between foreign and domestic companies. Other negative effects are growing consumer preferences for buying foreign goods, and a reduction in labour requirements due to the introduction of advanced technologies that require less labour, especially in heavy manufacturing. Negative economic costs include widening social and regional disparities, exposure to the influences of westernisation, increased consumerism and the negative social impact of globalisation on India's poor. Expect the environmental effects associated with globalisation to be seen as mostly negative.

Expect the examination to take the form of conflicting views on the part of the government, rural and urban dwellers and outside commentators of negative impacts compared to positive ones.

Conflicting views need 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. **Good (Level 4)** responses should be characterised by good factual knowledge and understanding; **average (Level 3)** responses should be characterised by secure, but generalised, content.

G3 Assessment Objectives Grid

Question	AO1 Knowledge & Understanding	AO2 Application	AO3 Skills	Total
G3 A	13 (extend geographical ideas, concepts & processes)	7 (evaluations & connections between aspects of Geography)	5 (reach conclusions & communicate findings)	25
G3 A	13 (extend geographical ideas, concepts & processes)	7 (evaluations & connections between aspects of Geography)	5 (reach conclusions & communicate findings)	25
G3B (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%)

INFORMATION FOR EXAMINERS

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.

If candidates answer in a way that is not anticipated by the mark scheme, but provide 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.

Generic Mark Scheme for G3B

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

SECTION B: RESEARCH

CONTEMPORARY THEMES AND RESEARCH IN GEOGRAPHY MARK SCHEME SUMMER 2015

- (a) **Describe and evaluate different 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 under investigation. Candidates should demonstrate their knowledge of methods of presenting information and show how they might or might not be appropriate. Any suitable methods (i.e. related to the topic) should be credited.

Expect there to be a range of methods of presenting information, which may be illustrated or supported with examples, e.g. maps (range of different types), graphs, tables, photographs, tables, GIS.

From the WJEC list of command words: **Describe**: Identify distinctive features and give descriptive, factual detail. **Evaluate**: candidates are expected to give an overall quality or value to the method(s) of presentation being considered. They need to state the advantages and disadvantages of the methods of presentation; a balanced answer is best.

Award a maximum of Level 2 if there is no relevance to the topic area.

Level 3 8-10 marks	<p>A good description and evaluation of appropriate methods relevant to the topic area, developed in some depth. Good evaluation of advantages and disadvantages of the methods used.</p> <p>Answers can access this level without reference to their own investigation, although if mentioned it should be given credit.</p>
Level 2 4-7 marks	<p>Either: some description and evaluation of appropriate methods, relevant to the topic area.</p> <p>Or: unbalanced – detailed description or detailed evaluation.</p>
Level 1 1-3 marks	<p>Basic description of the methods. There may be just a list of the methods and / or basic evaluation.</p>

- (b) **Outline the findings of your investigation into (context), and discuss the reliability of your investigation.** [15]

You should state clearly the title of your research enquiry.

The content will depend upon the investigation undertaken, but in their answers candidates should give a summary of their findings (using evidence) and discuss how they affected the reliability of their investigation. Expect some use of supporting evidence to access higher levels.

'Reliability' relates to the findings reached, and the impact the findings might have upon the investigation, which is a reflection of the accuracy and reliability of their methods and sources used as a means of obtaining information pertaining to their investigation. For example: reliability can be viewed as the ability to be relied on or depended on, as far as accuracy, honesty, or achievement are concerned. Better candidates will probably recognise the links to theory and make some comment on how the reliability could have been improved.

From the WJEC list of command words: **Discuss**: usually you are expected to build up an argument about an issue and to present **more than one side** 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.

Credit breadth or depth of the discussion.

Level 4 13-15 marks	<p>Detailed outline of the findings of their investigation, with good evidence/support.</p> <p>Good discussion about the extent to which their investigation can be regarded as reliable.</p>
Level 3 9-12 marks	<p>Either: good outline of findings of their investigation, with some support/evidence.</p> <p>Some discussion about the extent their investigation can be regarded as reliable.</p> <p>Or: unbalanced – some outline of findings and good discussion about the extent to which their investigation can be regarded as reliable.</p>
Level 2 5-8 marks	<p>Some findings of their investigation, with some support/evidence.</p> <p>Basic discussion about the extent to which the investigation can be regarded as reliable.</p> <p>Answers with no reference to the context could access this level.</p>
Level 1 1-4 marks	Basic findings and/or discussion in relation to the topic.