

## GEOGRAPHY G3

### CONTEMPORARY THEMES AND RESEARCH IN GEOGRAPHY

#### SECTION A

#### CONTEMPORARY THEMES

#### Theme 1 - Extreme Environments

- Q.1 Examine pressures on desert environments caused by human activity.** (1.2) [25]

**Guidance:**

Candidates:

- (i) should show knowledge and understanding of how human activity causes pressures on desert environments; better candidates may discuss the positive as well as the negative outcomes of human activity.

Candidates may examine the threats posed by population growth, agriculture, tourism and mineral exploitation. They may refer to the negative impacts on a variety of elements of the desert environment. Comment could be made on the role of agriculture in desertification at a continental scale, the pollution of soils and ecosystems by mineral exploitation such as that in Australia or the damage caused by off-roading in Dubai. Do not expect all these for full marks. Expect examples to be well integrated in the answer.

- Q.2 Assess the effectiveness of strategies used to manage human activity in tundra environments.** (1.6) [25]

**Guidance:**

Candidates:

- (i) should show knowledge of human activity in tundra environments;
- (ii) should show understanding of strategies used to manage human activity in tundra environments; better candidates will assess the effectiveness of the strategies discussed throughout, whereas the average candidate may only assess the strategies in passing or perhaps briefly in their conclusion.

In relation to tundra environments, candidates may examine the threats posed by airborne pollution, global warming, tourism and mineral exploitation. 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. When discussing the strategies used to manage human activity 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 strategies to be discussed. The assessment could come in the form of comparisons in place elsewhere to manage human impact or on the basis of the extent to which they reduce the impact of different forms of human activity.

## Theme 2 - Landforms and their Management

### Glacial Environments

**Q.3 Examine the role of depositional processes in the development of glacial landforms.** (1.3) [25]

**Guidance:**

The focus of the essay is the relationship between process and landform. Some candidates may look at deposition alone whilst others may look at the relative influence of deposition compared to erosion.

Either approach is acceptable and open to maximum credit, but candidates:

- (i) should show a knowledge of the processes of deposition operating in a glacial environment: better candidates will show a more detailed knowledge of a wider range of processes;
- (ii) should show an understanding of the link between depositional processes and landforms; better candidates will examine the role of deposition in the production of landforms throughout, whereas the average candidate may only examine its role in passing or perhaps in their conclusion.

Candidates should examine the production of at least two depositional landforms that are the result of predominantly glacial or fluvio-glacial processes. Candidates could examine the production of landforms that are the result of predominantly glacial processes (lodgement till, drumlins, erratics, moraines) or landforms that may be the result of fluvio-glacial deposition (eskers, kames, kame terraces, outwash plains). Candidates who focus on a set of landforms that are essentially erosional can only reach the top of good as long as the reference to deposition as an influence on their development is central to the discussion.

- Q.4 Assess the effectiveness of strategies used to manage the impacts of glacial processes and landforms on human activity.**  
**or**  
**Assess the effectiveness of strategies used to manage the impact of human activities on glacial environments.** (1.6) [25]

**Guidance:**

Candidates:

- (i) should show knowledge and understanding of the problems arising from the impact of glacial processes and landforms on human activity **or** from the impact 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 an assessment of the effectiveness of the above strategies; better candidates should make an assessment of the effectiveness of the strategies discussed throughout, whereas the average candidate may only assess the strategies in passing or perhaps briefly in their conclusion.

Candidates need to demonstrate their knowledge and understanding of the problems arising from the impacts of glacial processes and landforms on human activity **or** the impact 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.

### Coastal Environments

- Q.5 Examine the role of depositional processes in the development of coastal landforms** (1.3) [25]

**Guidance:**

The focus of the essay is the relationship between process and landform. Some candidates may look at deposition alone whilst others may look at the relative influence of deposition compared to erosion.

Either approach is acceptable and open to maximum credit, but candidates:

- (i) should show a knowledge of the processes of deposition operating in a coastal environment: better candidates will show a more detailed knowledge of a wider range of processes;
- (ii) should show an understanding of the link between depositional processes and landforms: better candidates will examine the role of deposition in the production of landforms throughout, whereas the average candidate may only examine its role in passing or perhaps in their conclusion.

Candidates could examine the production of at least two landforms that are the result of coastal processes. Candidates could examine the production of landforms that are the result of predominantly marine processes (beaches, spits, barrier beaches, tombolos, cusped forelands, sand dunes) or marine and fluvial processes (saltmarshes, deltas) or examine the relative importance of sea level changes to deposition (estuaries).

Candidates who focus on a set of landforms that are essentially erosional can only reach the top of good as long as the reference to deposition as an influence on their development is central to the discussion.

- Q.6 Assess the effectiveness of strategies used to manage the impacts of coastal processes and landforms on human activity.**  
**or**  
**Assess the effectiveness of strategies used to manage the impact of human activities on coastal environments.** (1.6) [25]

**Guidance:**

Candidates:

- (i) should show knowledge and understanding of the problems arising from the impact of coastal processes and landforms on human activity **or** from the impact 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 an assessment of the effectiveness of the above strategies; better candidates should make an assessment of the effectiveness of the strategies discussed throughout, whereas the average candidate may only assess the strategies in passing or perhaps briefly in their conclusion.

Candidates need to demonstrate their knowledge and understanding of the problems arising from the impacts of coastal processes and landforms on human activity **or** the impact 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.

### Theme 3 - Climatic Hazards

**Q.7 Describe and explain seasonal variations of climate.**

(1.2) [25]

**Guidance:**

Candidates:

- (i) should show knowledge and understanding of seasonal climatic changes: 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 will 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 and precipitation change. 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.

Where only one factor is mentioned, the answer is unbalanced and unlikely to reach beyond the **average category**. A range of factors need to be addressed in a detailed and balanced way for candidates to reach the **good and very good** categories.

**Q.8 Describe the strategies used to reduce the impact of one type of climatic hazard and assess their effectiveness. (1.6) [25]**

**Guidance:**

Candidates:

- (i) should show a knowledge of the damaging effects of the climatic hazard selected;
- (ii) should show an understanding of the strategies employed, but better candidates will show more detailed knowledge of a wider range of strategies;
- (iii) should show an assessment of the effectiveness of the above strategies: better candidates will assess the effectiveness of the strategies discussed throughout, whereas the average candidate may only assess the strategies in passing or perhaps briefly in their conclusion.

Within either the tropical or the temperate region, candidates may refer to the effects of a hazard 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 effectiveness 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 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. Where there is limited evaluative comment, the answer is unlikely to reach '**good**' and to reach '**very good**' a well-balanced answer with some depth of discussion is needed.

## Theme 4 - Development

### Q.9 Examine indicators used to measure development and assess their usefulness. (1.2) [25]

#### Guidance:

Candidates:

- (i) should show a knowledge and understanding of the range of indicators used to measure development: better candidates will assess the usefulness of the indicators discussed throughout, whereas the average candidate may only assess the indicators in passing or perhaps briefly in their conclusion.

Candidates should have little difficulty in identifying the range of indicators used to measure development. It is expected that candidate 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.

Assessment 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 Examine reasons for recent changes in patterns of world development. (1.4) [25]

#### Guidance:

Candidates:

- (i) should show a knowledge and understanding of why changes are taking place;
- (ii) should show an understanding of the effect of the above on patterns of world development.

Reference needs to be made to the factors responsible for change including changing definitions and concepts of development, economic forces, changing external relationships and changing internal conditions which will influence a particular country's or world region's position in the global development spectrum. Reference also needs to be made to the effect of change on accepted patterns of world development such as the North/South divide and LEDC/MEDC divisions. Answers need to provide clear explanatory comment together with reference to altered patterns to get beyond the **average** band.

The emergence of South East Asian NICs and the BRIC countries (Brazil, Russia, India and China) may be used as a good illustration of the effect of economic change on changes in pattern. In general development changes are seen as positive, but in the case of a number of African countries the change may be negative and the recognition of this and the reasons for it are worthy of good credit.

## Theme 5 - Globalisation

**Q.11 Examine reasons for global shifts in economic activity. (1.3) [25]**

**Guidance:**

Candidates:

- (i) should show knowledge and understanding of the changing nature and distribution of global economic activity;
- (ii) should show a knowledge and understanding of the reasons for these changes.

Candidates are likely to refer to the changing nature and distribution of global economic activity linked to the decline of traditional manufacturing in MEDCs and the increasing importance of the service sector and the increased developments in manufacturing, services and tourism in LEDCs. Candidates will probably develop their answers by discussing the rapid expansion of the NICs in terms of their percentage share of world trade.

When examining the reasons for such changes candidates are likely to focus on the economic changes (role of TNCs; Product life cycle and NIDL, consumer demand in MEDCs), technological changes (improvements in transport, use of the internet, tele-sales) and political changes (trading blocs and role of international organisations) which have resulted in increasing manufacturing production in LEDCs. Candidates have the opportunity to make a reasoned assessment of the balance of these factors and to link the factors with the change in the distribution of economic activity. Candidates may approach the question from both a temporal and spatial perspective, identifying the stages of global shift and the resultant distribution of economic activity. Expect examples of the operations of named TNCs/MNEs to be well integrated into the answer.

**Q.12 'Globalisation results in more losers than winners'. Discuss. (1.4 & 1.5) [25]**

**Guidance:**

Candidates:

- (i) should show knowledge and understanding of the losers who result from the globalisation of economic activity;
- (ii) should show knowledge and understanding of the winners who result from the globalisation of economic activity;
- (iii) should show the ability to assess the overall impact of globalisation: better candidates make a reasoned assessment of whether the globalisation of economic activity results in more losers than winners throughout, whereas the average candidate may only make their assessment in passing or perhaps briefly in their conclusion.

Reference needs to be made to the fact that globalising TNCs have the opportunity to choose locations for their operations that they perceive to be most advantageous. Costs are a prime consideration. Some locations are less favoured both in MEDCs and LEDCs (particularly sub-Saharan African countries). Such regions are the losers. The process of globalisation also has negative social and environmental effects on MEDCs, LEDCs and NICs. There are also winners from globalisation. A global shift of manufacturing and, more recently services, to NICs and RICs has brought opportunities for employment and economic development to many parts of the world, especially India, China and south and south-east Asia as well as benefits to investing countries and companies. Expect examples of the operations of named TNCs/MNEs and their positive and negative impacts on economic activity, society and the environment to be well integrated into the answer.

## Theme 6 - Emerging Asia

### China

**Q.13 Examine the effects of globalisation on China.** (1.5) [25]

**Guidance:**

Candidates:

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

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

The assessment may take the form of an assessment of costs compared to benefits, but be prepared to credit those candidates who see a spatial difference in effects. In order to reach the good band, in addition to sound factual content of the effects on China associated with the globalisation of economic activity, there needs to be sound critical assessment of these.

**Q.14 Discuss the economic and social challenges facing rural communities in China.** (1.3) [25]

**Guidance:**

Candidates:

- (i) should show knowledge and understanding of the economic and social challenges facing rural communities in China; better candidates will demonstrate a more detailed knowledge and understanding.

Economic challenges associated with China's rural communities include the changes in the organisation of agriculture and rural economic activities. Social challenges include welfare provision such as health and education and the impact of migration. The discussion may look at the relative worth of each variable or may take the form of an assessment of rural challenges as compared with urban. A combination of both approaches is also valid. To reach the 'good' category of response there must be a discussion of the challenges identified. The term 'challenges' may be interpreted by candidates as simply the difficulties experienced in rural communities, rather than in the wider sense of demands that require a response. Answers that interpret the question in this way are acceptable, but a sound discussion of these difficulties is needed for the response to reach the '**good**' category of assessment.

India

**Q.15 Examine the effects of globalisation on India.**

(1.5) [25]

**Guidance:**

Candidates:

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

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

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

**Q.16 Discuss the economic and social challenges facing rural communities in India.**

(1.3) [25]

**Guidance:**

Candidates:

- (i) should show knowledge and understanding of the economic and social challenges facing rural communities in India: better candidates will demonstrate a more detailed knowledge and understanding.

Economic challenges associated with India's rural communities include the challenges of food production and land reform and problems of infrastructure and service provision. Social challenges include population growth, hunger and malnutrition and migration. The discussion may look at the relative worth of each variable or may take the form of an assessment of rural challenges as compared with urban. A combination of both approaches is also valid. To reach the 'good' category of response there must be a discussion of the challenges identified. The term 'challenges' may be interpreted by candidates as simply the difficulties experienced in rural communities, rather than in the wider sense of demands that require a response. Answers that interpret the question in this way are acceptable, but a sound discussion of these difficulties is needed for the response to reach the 'good' category of assessment.

### Generic Mark Scheme for G3 B

**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 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 & 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.

## G3

## CONTEMPORARY THEMES AND RESEARCH IN GEOGRAPHY

## SECTION B: RESEARCH

## MARK SCHEME

- (a) Evaluate different ways that ICT could be used to support an investigation into (context). [10]

There is no requirement to draw parallels with their own study, but this should be credited if it helps to develop the answer. Candidates should demonstrate their knowledge of how ICT could be used: to establish locations for fieldwork (GIS, Google maps or OS website), obtain background information, secondary data, refine data into tables using excel spreadsheets, record and present data collected using word or excel in the context of their selected research area and evaluate the usefulness of the ways identified.

<b>Level 3 (8-10 marks)</b>	Answers contain a detailed description of ways ICT could be used in the context of the selected research area developed in some depth with clear evaluation of its uses
<b>Level 2 (4-7 marks)</b>	Answers at this level are likely to develop a description of ways ICT could be used, either by describing a greater variety of uses or by developing the description of fewer uses in greater detail. Candidates may provide some evaluation of the uses identified.
<b>Level 1 (1-3 marks)</b>	Answers provide a simple description of a limited number of uses for ICT, with little or no evaluation of the selected uses.