

### Assessment Objectives Grid for Geography - G3

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</b> <b>15</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>

## Command Words WJEC A2 Geography

<b>Account</b>	Give reasons for.
<b>Assess</b>	This is an evaluative question - weigh up the importance of the subject. This means that there are a number of possible explanations/outcomes. You need to give the main ones and then say which you tend to favour.
<b>Classify</b>	Divide into groups or categories.
<b>Discuss</b>	Usually you are expected to build up an argument about an issue and to present <u>more than one side</u> of the evidence with supporting examples. This creates a written debate identifying both positive and negative points and then you must <b>reach a conclusion</b> from the debate. You should both describe and explain. Try to create a balanced answer and summarise your view at the end.
<b>Evaluate</b>	<p>Evaluate requires and overall statement of the overall quality or value of the feature/issues being considered. You need to <u>state a viewpoint</u>, after consideration of the evidence. In both cases your own judgement/opinion is wanted. Although an opinion cannot be marked incorrect, credit is given for the justification of the position you've taken up. It is usually best not to adopt an extreme viewpoint; a balanced answer is best.</p> <p>With assess and evaluate, particularly in G4, there are many occasions where there are two sides to an argument and evidence should be put forward for both sides, or that certain strategies or actions may have beneficial outcomes but also costs attached to them.</p> <p>Opinions and conclusions should be presented clearly and supported with appropriate evidence and sound argument.</p>
<b>To what extent</b>	Give possible explanations for and against and justify which you tend to favour.
<b>How far do you agree</b>	
<b>Examine</b>	Investigate in detail, offering evidence for or against a point of view or judgement.

## G3A

## SECTION A: CONTEMPORARY THEMES IN GEOGRAPHY

Summary Descriptor	Marks out of 25	Criteria
<b>Very good</b> <b>Level 5</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>Level 4</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>Level 3</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>Level 2</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>Level 1</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>

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

**Theme 1 Extreme Environments**

**Q.1 Assess the threats to the desert environment posed by human activity.**  
**(1.2) [25]**

**Guidance**

Candidates:

- i. should show knowledge and understanding of how human activity causes pressures on/threats to the desert environment;
- ii. should show the ability to assess the threats posed by human activity; better candidates will be able to assess the threats throughout, whereas the average candidate may only assess the threats in passing or perhaps briefly in their conclusion.

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. Expect reference to be made to the fragile and special qualities of the desert environment(s) with explanation and illustration of this fragility. Comment could be made on population growth in regions such as the Sahel, 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. The assessment could come in the form of comparisons between different types of human activity or take the form of an assessment of costs compared to benefits, but be prepared to credit those candidates who see a spatial difference in impacts or inter-relationships between threats. In order to reach the **very good band (Level 5)**, in addition to sound factual content of the threats posed by human activity in the desert environment, there needs to be an assessment of these. Expect examples to be well integrated in the answer. **Average (Level 3)** responses will be characterised by secure, but generalised, content, whilst **good (Level 4)** responses should contain good factual knowledge and understanding.

**Q.2 Examine the characteristics of the tundra environment that make it extreme.**  
**(1.4) [25]**

**Guidance**

Candidates:

- i. should show knowledge of the main climatic, biotic and soil characteristics of the arctic and/or 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;
- iii. should show the ability to examine the characteristics; better candidates will provide a more detailed examination.

Candidates should examine the climatically stressed arctic and/or 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 characterised 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. Where only the tundra climate is mentioned, the answer is unbalanced and unlikely to reach beyond the **average (Level 3)** category: **good (Level 4)** responses should be characterised by reference to characteristics other than climate and demonstrate good knowledge and understanding. The range of climatic, biotic and soil characteristics need to be discussed in a detailed and balanced way and the contribution of climate to the concept of extreme also needs to be examined for candidates to reach the **very good (Level 5)** category. Expect examples to be well integrated in the answer.

## Theme 2 Landforms and their Management

### Glacial Environments

**Q.3 Examine the processes responsible for the production of *one or more* glacial landforms. (1.2 & 1.3) [25]**

#### Guidance

Candidates:

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

Candidates could examine the production of macro, meso and micro-scale landforms that are the result of predominantly glacial processes. Candidates could examine the production of landforms that are the result of predominantly glacial depositional processes (lodgement till, drumlins, erratics, moraines) or landforms that may be the result of fluvio-glacial deposition (eskers, kames, kame terraces, outwash plains) or landforms that may be the result of predominantly glacial erosional processes (cirques, arêtes, pyramidal peaks, glacial troughs, crag-and-tail, roches moutonnées). The central feature of this question is the link between the processes of weathering, erosion, transport and deposition and landform development, as the specification gives emphasis to these processes in Key questions 1.2 and 1.3. The command word 'examine' would imply not only the need to identify the processes, but also to look at their role in landform development in some detail. In order to reach the **very good (Level 5)** band, in addition to sound factual content of processes and associated landforms there needs to be an examination of these. Expect examples to be well integrated in the answer. **Average (Level 3)** responses will be characterised by secure, but generalised, content, whilst **good (Level 4)** responses should contain good factual knowledge and understanding. Answers should deal with one or more landforms.

**Q.4 Explain why glacial environments are important.****(1.5) [25]****Guidance**

Candidates:

- i. should explain the importance of glacial environments because of the impact of glacial processes and landforms on human activity and/or because of the impact of human activity on glacial processes/landforms and/or because of the opportunities and limitations for human activity presented by a shift of the permafrost limit; better candidates should provide a more detailed explanation.

Candidates should explain the importance of glacial environments and may do so from a variety of perspectives. They are important because glacial processes impact on human activity because of the incidence of avalanches, rock falls and other forms of mass movement such as landslides and glacial outburst floods. They are also important because 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, settlement and corridors for transport. In addition glacial environments are important because of the impacts of human activities on glacial environments that need to be managed including leisure activities — winter-sports activities, including associated infrastructure such as buildings, ski lifts and road access; logging activities leading to the removal of vegetation cover, which accelerates weathering and mass movement processes; damming of glacial lakes for use as reservoirs for hydro-electric power schemes; pollution and permafrost degradation through settlement and heat and waste disposal; anthropogenic climate change, leading to the net ablation of glaciers worldwide. Glacial environments are also important because of the opportunities for human activity presented by the shift of the permafrost limit including settlement and the development of mining and oil extraction industries and shipping across the Arctic Ocean. Limitations for human activity include damage to structures caused by freeze–thaw in the active layer and ground subsidence. Do not expect all these to be covered as candidates can achieve full marks by focusing on one aspect only. To reach the **very good (Level 5)** category of assessment, expect candidates to provide a detailed explanation. Expect examples to be well integrated in the answer. **Average (Level 3)** responses will be characterised by secure, but generalised, content, whilst **good (Level 4)** responses should contain good factual knowledge and understanding.

## Coastal Environments

**Q.5 Examine the processes responsible for the production of *one or more* coastal landforms. (1.2 & 1.3) [25]**

### Guidance

Candidates:

- i. should show a knowledge and understanding of the processes operating in the selected environment;
- ii. should show an understanding of the link between processes and landform development;
- iii. should show the ability to examine the processes discussed; better candidates may provide a more detailed examination.

Candidates could examine the production of macro, meso and micro-scale landforms that are the result of predominantly coastal processes. Candidates could examine the production of landforms that are the result of predominantly coastal depositional processes (spits, tombolos, barrier beaches, bay-head beaches, offshore bars, cusped forelands) or landforms that may be the result of coastal erosional processes (cliffs, wave-cut platforms, caves, arches, stacks, stumps). The central feature of this question is the link between the processes of weathering, erosion, transport and deposition and landform development, as the specification gives emphasis to these processes in Key questions 1.2 and 1.3. The command word 'examine' would imply not only the need to identify the processes, but also to look at their role in landform development in some detail. Better candidates may make reference to the role of sea level change and/or geology (Key question 1.4). In order to reach the **very good (Level 5)** band, in addition to sound factual content of processes and associated landforms there needs to be some examination of these. Expect examples to be well integrated in the answer. **Average (Level 3)** responses will be characterised by secure, but generalised, content, whilst **good (Level 4)** responses should contain good factual knowledge and understanding. Answers should deal with one or more landforms.

**Q.6 Explain why coastal environments need to be managed. (1.5) [25]****Guidance**

Candidates:

- i. should explain the need for management because of the impact of coastal processes and landforms on human activity and/or of the impact of human activities on coastal environments; better candidates should provide a more detailed explanation.

Candidates may refer to intensive and extensive building and infrastructure close to a coastal edge where coastal erosion is rapid, removal of coastal deposits through activities such as dredging, inappropriate leisure activities such as dune trampling and cliff scaling that adversely affect coastal processes or damage coastal forms. Strategies to manage these impacts will depend on the environment chosen, but may be expected to include protective measures such as prevention of access, control of occupation and character of land use through planning controls and/or education to modify human activity. If the focus is on coastal processes, candidates may make initial reference to cliff erosion or deposition in estuaries and deltas. Their discussion of the need for management should be centred mainly on reducing the detrimental effects of landforms or coastal processes on human activity. To reach the **very good (Level 5)** category of assessment, expect candidates to provide a detailed explanation. Expect examples to be well integrated in the answer. **Average (Level 3)** responses will be characterised by secure, but generalised, content, whilst **good (Level 4)** responses should contain good factual knowledge and understanding.

### Theme 3 Climatic Hazards

#### Q.7 Describe seasonal variations of climate and explain why they occur. (1.2) [25]

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, 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.

Where only one factor is mentioned, the answer is unbalanced and unlikely to reach beyond the **average category (Level 3)**. A range of factors need to be addressed in a good and balanced way for candidates to reach the **good (Level 4)** category and for **very good (Level 5)** responses, a detailed description and thorough explanation are both needed. Credit any reference to **periodic** variations in climate.

**Q.8 Discuss the inter-relationships between human activity and climate. (1.5) [25]**

**Guidance**

Candidates:

- i. should show a knowledge and understanding of the effects of low-pressure climatic hazards on human activity and/or the effects of high-pressure climatic hazards on human activity and/or the impacts of human activity on climate in the short and/or long term;
- ii. should show the ability to discuss the statement; better candidates should provide a more detailed discussion.

When discussing the inter-relationships between human activity and climate, candidates may refer to the effects of climatic hazards associated with low-pressure systems and/or high-pressure systems on human activity and/or ways in which human activity can impact on climate. When discussing the effects of climatic hazards associated with low-pressure expect candidates to refer to their impacts in either a temperate or tropical region. 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.

When discussing the effects of climatic hazards associated with high-pressure systems expect candidates to refer to their impacts 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 and atmospheric pollution in summer and difficult driving conditions in winter) and disruption to schools.

Candidates may also refer to ways in which human activity affects climate through changes in vegetation, the burning of fossil fuels and deforestation and as the result of particulate pollution (increasing precipitation and resulting in global dimming) and strategies such as cloud seeding.

The discussion may take a number of different approaches depending on the focus of the response. In order to reach the **very good (Level 5)** band, in addition to sound factual content of the inter-relationships between human activity and climate, there needs to be a discussion of these. Expect examples to be well integrated in the answer. **Average (Level 3)** responses will be characterised by secure, but generalised, content, whilst **good (Level 4)** responses should contain good factual knowledge and understanding.

## Theme 4 Development

**Q.9 Assess different indicators used to measure development. (1.2) [25]**

### Guidance

Candidates:

- i. should show a knowledge and understanding of different indicators used to measure development;
- ii. should show the ability to assess the indicators; better candidates should provide a more detailed assessment.

Students 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.

An 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 assessment 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. To reach **very good (Level 5)** band a well-balanced answer with an assessment is needed. Expect examples to be well integrated in the answer. **Average (Level 3)** responses will be characterised by secure, but generalised, content, whilst **good (Level 4)** responses should contain good factual knowledge and understanding.

**Q.10 Discuss the effectiveness of attempts to reduce the development gap. (1.6) [25]**

**Guidance:**

Candidates:

- i. should show knowledge and understanding of some of the attempts/strategies implemented to close the development gap;
- ii. should show the ability to discuss the relative merits of the different attempts/strategies; better candidates should discuss these throughout, whereas the average candidate may only discuss these in passing or perhaps in their conclusion.

The content of the answers will depend upon the attempts/strategies selected. 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.

A discussion of the attempts/strategies used to close the development gap may consider the economic, social and environmental progress in poorer countries. Candidates may also demonstrate knowledge of the range of indicators that can be used to measure changes associated with the improvements in economic activity and the narrowing of the development gap. Indicators covered will be mainly economic, but may include social, environmental and demographic measures of change.

Answers must discuss the degree of success of the attempts/strategies employed in order to achieve a **very good (Level 5)** category of response. The discussion may make reference to both the positive and negative effects on development (inequality, corruption and environmental deterioration) of the initiatives discussed. Expect the discussion to be supported by appropriate exemplification. **Average (Level 3)** responses will be characterised by secure, but generalised, content, whilst **good (Level 4)** responses should contain good factual knowledge and understanding.

## Theme 5 Globalisation

**Q.11 Examine the factors responsible for economic globalisation. (1.2) [25]**

### Guidance

Candidates:

- i. should show knowledge and understanding of the main factors responsible for the globalisation of the world economy;
- ii. should show the ability to examine 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, 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. One reason why Nissan, a Japanese company, established a factory in Sunderland was to supply the European market with vehicles and thus avoid the payment of import duties into the EU. 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 (Level 5)** answers to show clear understanding of the processes involved and to contain specific illustrative detail and examples. An examination may look at the relative worth of each factor or recognise that these factors operate in an inter-related way. **Average (Level 3)** responses will be characterised by secure, but generalised, content, whilst **good (Level 4)** responses should contain good factual knowledge and understanding.

**Q.12 Assess the costs and benefits of the global shift. (1.4 & 1.5) [25]****Guidance**

Candidates:

- i. should show knowledge and understanding of the advantages and disadvantages of the global shift for TNCs, LEDCS and MEDCs; better candidates will show a more detailed knowledge and understanding;
- ii. should show the ability to assess the costs of the global shift compared to the benefits; better candidates should assess these throughout, whereas the average candidate may only assess these in passing or perhaps in their conclusion.

The global shift brings huge benefits for LEDCs/NICs 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 the global shift 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 manufacturing/service jobs in the production countries. These advantages must be set against significant job losses in MEDCs, particularly jobs in vulnerable deindustrialised 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 (Level 5)** band, in addition to sound factual content of the costs and benefits associated with the global shift, there needs to be an assessment of these. **Average (Level 3)** responses will be characterised by secure, but generalised, content, whilst **good (Level 4)** responses should contain good factual knowledge and understanding.

## Theme 6 Emerging Asia

### CHINA

**Q.13 'Rural communities in China are not sustainable.' Discuss. (1.3) [25]**

#### Guidance

Candidates:

- i. should show knowledge and understanding of some of the economic and social challenges associated with rural communities in China;
- ii. should show the ability to discuss the sustainability of rural communities; better candidates will provide a more detailed discussion.

Candidates should discuss economic challenges associated with China's rural communities including the changes in the organisation of agriculture (the responsibility system) and rural economic activities to improve food security and rural industrialisation through the expansion of town and village enterprises (TVEs). In many rural communities the focus on economic growth is putting pressure on the environment. Deforestation, air and water pollution and the conversion of land from agricultural to industrial use are gradually putting food production in jeopardy. Increased pressure on the remaining farmland increases the risk of soil degradation. Villages and small towns have to increase their own incomes, mainly through small industries, if they are to contribute to health and education services. If these services decline, outmigration will increase and communities will have even greater difficulty in developing businesses and maintaining basic services. There is a significant divide between rural and urban populations, reinforced during the Mao years by the hukou system. Progress and development in urban areas was not matched in rural areas. Consequently, many rural areas are extremely backward, traditional, have very poor services and amenities, and essentially are a world apart from the modern regional and provincial cities. Rural education and health facilities are poor, particularly for an aspiring superpower like China. Villagers often lack any form of social safety-net such as pensions or health insurance. To reach the **very good (Level 5)** category of assessment, candidates need to discuss the statement with specific comment regarding sustainability. Expect examples to be well integrated into the answer. **Average (Level 3)** responses will be characterised by secure, but generalised, content, whilst **good (Level 4)** responses should contain good factual knowledge and understanding.

**Q.14 Examine the effects of globalisation on China.****(1.5) [25]****Guidance**

Candidates:

- i. should show knowledge and understanding of the positive effects of globalisation on China;
- ii. should show knowledge and understanding of the negative effects of globalisation on China;
- iii. should show the ability to examine the effects of globalisation on China; better candidates should provide a more detailed examination.

The liberalisation of trade since the 1980s has led global TNCs to expand aggressively in search of new emerging markets. By encouraging foreign firms into China, competition has raised levels of efficiency and forced large SOEs either to modernise or to close down. Joint ventures (JVs) have been vitally important for China, with firms such as Procter & Gamble, Caterpillar and United Technologies being particularly successful. Key features of JVs have been the requirement for technology transfer and an insistence that subcontracted work is given to selected domestic firms. This ensures that China acquires 'know-how' which can then be transferred to domestic firms. China's export 'basket' consists of labour-intensive export products such as toys, clothes and assembled electronics, as well as more sophisticated products that are more typical of a country with a much higher GDP per capita. The JVs, located in clusters in SEZs, provide a critical source of technology and technology transfer and they dominate exports. China's membership of the WTO since 2001 continues to be a driving force in the opening up of China to both imports and exports. This will have wide-ranging impacts on economic and political systems in China, particularly on the ways in which business is conducted. Globalisation and the associated economic miracle have reduced poverty levels. The total number of rural poor living under \$1 per day has fallen from around 250 million in 1978 to 30 million in 2006.

There are also disadvantages associated with globalisation including westernisation and loss of cultural identity, unsocial hours and increasing social and spatial divisions. Despite the advantages associated with globalisation, there is little trickle-down to rural areas leading to huge inequalities between coastal urban wealth and interior rural poverty. China's Gini coefficient of inequality rose from 0.31 (1980) to 0.43 (2010) as inequality has grown. To reach the **very good (Level 5)** category of assessment, candidates need to examine the effects. **Average (Level 3)** responses will be characterised by secure, but generalised, content, whilst **good (Level 4)** responses should contain good factual knowledge and understanding.

## INDIA

**Q.15 'The major challenge facing rural communities in India is hunger.' Discuss. (1.3) [25]**

**Guidance**

Candidates:

- i. should show knowledge and understanding of some of the economic and social challenges associated with rural communities in India;
- ii. should show the ability to discuss whether hunger is the major challenge facing rural communities; better candidates will provide a more detailed discussion.

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. Most rural Indians have lower educational levels, higher mortality and fertility, greater poverty, and access to fewer services and amenities than urban dwellers. Most Indians live their whole lives in a relatively limited geographical area. Some rural areas in the states of Bihar, Jharkhand, Uttar Pradesh and Orissa are officially destitute.

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. India's growing population increases the challenge of food security. There is growing demand for fertile farmland to be used by multinational companies to grow industrial and food crops for export. New industries also demand land in order to expand. Both of these developments also use up water resources and increase pollution of soil and water.

Poor farmers are often forced onto more marginal land that, without expensive fertilisers and pesticides, produces lower yields. Those farmers who do try new technologies are at risk of debt if crops should fail. With more people to feed and less quality land available, the poor face an increased risk of hunger.

There are many welfare concerns, such as the need to provide minimal social and income security for agricultural workers. Education is a challenge in many rural areas, particularly the education of girls, and dropout rates are high and attendance is poor. Poorer agricultural households show the worst attendance levels, especially in migration and harvest seasons.

A key question for India is how to provide sufficient food for an expanding population while at the same time encouraging agricultural and industrial development. Individual states have very different attitudes to this problem. The discussion may take the form of an assessment of the problem of hunger as compared with the other challenges faced by rural communities; some may discuss the inter-related nature of these challenges. A combination of both approaches is also valid. To reach the **very good (Level 5)** category of assessment, candidates need to discuss the statement in some detail. **Average (Level 3)** responses will be characterised by secure, but generalised, content, whilst **good (Level 4)** responses should contain good factual knowledge and understanding.

**Q.16. Examine the effects of globalisation on India.****(1.5) [25]****Guidance**

Candidates:

- i. should show knowledge and understanding of the positive effects of globalisation on India;
- ii. should show knowledge and understanding of the negative effects of globalisation on India;
- iii. should show the ability to examine the effects of globalisation on India; better candidates should provide a more detailed examination.

A major economic crisis in 1991 forced the governing Congress Party to borrow money from the International Monetary Fund. This triggered a major change in the economy, allowing direct foreign investments into the country, which opened India up to economic globalisation. Since 1991, the economy has undergone a major transformation. The high levels of protectionism have been replaced by growth in exports. India is building economic and political ties around the world. It has considerable influence over world trade as a founder signatory of the General Agreement on Tariffs and Trade (GATT), the forerunner of the WTO. India leads the developing nations in global trade negotiations and is trying to encourage a more liberal global trade regime, especially in terms of services. India is one of the top ten exporters of services in the world and is famed for its specialist trade in IT services. The direction of trade is also changing, away from Russia and Eastern Europe towards the USA, EU and East Asia. India's major trading partners are the USA and China, but it is also developing trade links with African countries. Some industries, such as defence and aerospace, remain under state control, but many manufacturing sectors, including vehicle, consumer electronics and white-goods manufacturing, are now open to foreign direct investment. Indian companies may set up joint ventures or become wholly-owned subsidiaries of foreign firms. 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. Globalisation has led to widening social and regional disparities. India's economic development, particularly since 1991, has increased inequality between castes and between states. Although India has developed in terms of rapid industrialisation, consumerism and materialism, in many cases this 'progress' has not affected everyone. In fact, many people are worse off than in 1991 — especially the *Adivasi* (the scheduled tribes and castes and indigenous communities), the landless peasants, and marginalised farmers. The real challenge for India is how to enable the benefits of economic growth to trickle down to the very poor. If India continues to grow at 8% per year, average rates of poverty will fall to single figures within 20 years. This would be a significant achievement but would still mask many underlying economic inequalities across the nation. To reach the **very good (Level 5)** category of assessment, candidates need to examine the effects. **Average (Level 3)** responses will be characterised by secure, but generalised, content, whilst **good (Level 4)** responses should contain good factual knowledge and understanding.

### Assessment Objectives Grid for Geography - G3

Question	AO1 Knowledge & Understanding	AO2 Application	AO3 Skills	Total
<b>G3 A</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</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>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

**G3B** contains 10 two-part questions marked out of 10 marks (Part a) and 15 marks (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	Basic	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	Basic	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 G3B

### SECTION B: RESEARCH

#### CONTEMPORARY THEMES AND RESEARCH IN GEOGRAPHY

- (a) **Describe and justify methods that could be used to acquire information to investigate (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. Methods of acquiring information should be appropriate to the topic area under investigation. Candidates should demonstrate their knowledge of methods of information collection and how they could be used. Any suitable and appropriate methods (i.e. to the topic) should be credited. These could be appropriate to both primary and secondary data collection.

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

Some comment on the justification of the methods described will be relevant, including reference to the rigour associated with the method selected. Examples described might include for example, GIS, digital data capture, questionnaires, surveys (EIA, EQA, Bi-Polar), transects, cross-sections, web-based technology, data recorders, sampling methods and methods of data recording. Credit any diagrammatic representation of methods used.

Accept any reasonable and appropriate method. There should be some comment on the justification of methods discussed.

<b>Level 3</b> <b>(8–10 marks)</b>	<b>Good</b> description of appropriate methods, relevant to the topic area. Good justification. Answers can access this level without reference to their own study, although if mentioned it should be given credit.
<b>Level 2</b> <b>(4–7 marks)</b>	<b>Either: some</b> description of appropriate methods, relevant to the topic area. Some justification. <b>Or:</b> unbalanced – detailed description or detailed justification.
<b>Level 1</b> <b>(1–3 marks)</b>	<b>Basic</b> description of the methods. There may just be a list of the methods and there is unlikely to be much, if any, justification.

- (b) **Outline the findings of your personal research into (context), and explain how far they confirm or question your original expectations.** [15]  
**You should state clearly the title of your research enquiry.**

From the WJEC list of command words: **Outline:** Give a brief summary of the brief characteristics. **Explain:** Give reasons or causes. Show an understanding of how or why something has occurred.

The content will depend on the investigation undertaken, but in their answers candidates should give a summary of their findings (using evidence) and explain how these have aided their understanding of their investigation. Expect some use of supporting evidence to access higher levels.

Mention should be made of how the findings may confirm or question their investigation and may have influenced their understanding. Better candidates will probably recognise the links to theory and make some comment on how their work could have been improved. Allow wider understanding of expectations, e.g. specific location and the way research was conducted.

<p><b>Level 4</b> <b>(13–15 marks)</b></p>	<p><b>Detailed</b> outline of the findings of their investigation, with good evidence/support.</p> <p>Reasoned argument(s) about the extent to which these help with their understanding of their original expectations.</p>
<p><b>Level 3</b> <b>(9–12 marks)</b></p>	<p><b>Either: good</b> outline of the findings of their investigation, with some evidence/support.</p> <p>Some argument(s) about the extent to which these help with their understanding of their original expectations.</p> <p><b>Or:</b> unbalanced – either detailed outline of findings or reasoned arguments about the extent to which these help with their understanding of their original expectations.</p>
<p><b>Level 2</b> <b>(5–8 marks)</b></p>	<p><b>Either: some</b> findings of their investigation, with some evidence/support.</p> <p>Basic argument about the extent to which these help with their understanding of their original expectations.</p> <p><b>Or: unbalanced</b> – either good outline of findings or some arguments about the extent to which these help with their understanding of their original expectations.</p> <p>Answers with <b>no reference</b> to the context could access this level.</p>
<p><b>Level 1</b> <b>(1–4 marks)</b></p>	<p><b>Basic</b> findings and/or arguments in relation to the topic.</p>