



GCE MARKING SCHEME

**GEOGRAPHY (NEW)
AS/Advanced**

JANUARY 2010

INTRODUCTION

The marking schemes which follow were those used by WJEC for the January 2010 examination in GCE GEOGRAPHY (NEW). They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

Geography - G1

January 2010

	Knowledge and Understanding	Application	Skills	Total	Key Question
Question 1					
(a)		2	3	5	1.4
(b)	8	2		10	1.2
(c)	7	3		10	1.4
	15	7	3	25	
Question 2					
(a)		2	3	5	2.5
(b)	8	2		10	2.5
(c)	7	3		10	2.5
	15	7	3	25	
Question 3					
(a)			7	7	
(b)	4	4		8	
(c)	2		8	10	
	6	4	15	25	

Q.1 (a) Use Figure 1 to describe the influence of climate change on the changing distribution of the Mountain Ringlet butterfly. Theme 1.4 [5]

Award 1 mark for each comment that looks at how climate change has affected the distribution of the Mountain Ringlet. This can refer to:

- the retreat to higher altitudes;
- the influence of higher temperature;
- cooler conditions in the highlands;
- changes in the natural habitat;
- possible extinction;
- in England and Scotland or lowlands;
- competition from other species;
- the impact of land use change;
- the effect on population size.

(b) Describe and explain one example of short term climate change. Theme 1.2 [10]

Accept a flexible definition of short term. Some candidates may approach short term from the view of change that is in the form of 5-7 years and review El Nino whilst others may approach short term from a geological angle and address fluctuations over the last 1000 years. Other approaches may address climate change induced by volcanic activity and recent climate change seen as a result of global warming.

Descriptions of climate change will vary with the example selected. In the case of El Nino comment may be made on changing patterns of rainfall, temperature, storm activity and drought. Be prepared to accept answers that examine climatic change with reference to a limited geographical area. Climatic change over the past 1000 years may examine the characteristics of the Medieval Warm Period and the Little Ice Age. Detail here may look at temperature and precipitation patterns over hundreds of years and thus be more general in character than accounts of more recent change. Some answers may address single events such as droughts associated with El Nino events but these need to be linked to patterns. Another valid approach may see recent increases in temperature as a pattern with no reference to the cyclic nature of change. These answers may provide detail of the changing climate in the form of temperature, precipitation and extreme weather events.

Explanations of climate change will need to be appropriate to the example chosen. In the case of El Nino the role of ocean currents and sea temperature will be the most common explanation. The causes of the Little Ice Age and Medieval warm period there are a variety of explanations that have been put forward that include sun spot activity, volcanic activity, changing surface albedo, Milankovic theory and the changing ocean/atmosphere conveyor in the Atlantic. Explanations for recent increases in temperature will probably focus on human activity.

Level 3 8-10 marks	Description and explanation in detail. Detailed understanding of process and integrated link to short term pattern of climate change. Good use of an example.
Level 2 4-7 marks	There may be an imbalance between description and explanation. Understanding of process has some depth and is well linked to the link to short term pattern of climate change. Example enhances the explanation.
Level 1 0-3 marks	Superficial understanding of processes that link to short term pattern of climate change. Answers may only focus on effects. Little use of an example.

(c) Discuss the potential impacts of rising sea level on people.

Theme 1.4 [10]

The question enables a wide range of approaches in both content and areal extent. Some candidates may take an approach that has a focus on a single aspect such as economy, society or demography. Others may address the question by giving a composite view. An examination of the economic impacts may look at the impact on agricultural production, tourism, transport, costs of protection, insurance and rebuilding and repair after damage caused by storms. Social impacts can be loss of homeland and culture, political unrest generated by protests and conflicting interest groups, health issues caused by contamination of groundwater and refugees and changing life styles. Demographically, rising sea levels will change population distributions, lead to a large number of refugees, and may give an increase in casualties from events such as flooding. Candidates may examine strategies that have been put in place as a result of sea level change. There may be other valid content which should be given credit. An alternative approach may take a region or small area and give a combination of the above impacts. The most obvious examples that could be used are Bangladesh, tundra regions, Pacific islands and coastal UK.

There may be some element of description but knowledge should be applied so that the impact is explained in the context of rising sea level.

Level 3 8-10 marks	Description and explanation in detail. Detailed understanding of process and integrated link to impacts of rising sea level. Good examples.
Level 2 4-7 marks	Description and understanding of impacts has some depth Examples are evident and enhance the explanation
Level 1 0-3 marks	Superficial understanding of impacts of rising sea level Little use of examples.

- Q.2 (a) Use Figures 2(a) and 2(b) to describe the links between changing land use and surface run off in Long Eagle Creek drainage basin. Theme 2.5 [5]**

Allow 3 marks for comment on the changes seen in the diagrams. There is an increase in the high density residential and commercial and a decrease in the woodland and pasture. Candidates may also comment on the fluctuation and/or increase in runoff. Allow 2 marks for comment that establishes and develops the link.
1 mark per point made.

- (b) Explain how two of the physical characteristics of a drainage basin can increase the risk of flooding. Theme 2.5 [10]**

Answers will vary in explanatory comment according to the physical factors that are selected. The focus should be on how physical characteristics act to cause an increase in the amount of, and speed by which, water passes through the drainage basin to the river.

Geology may be identified and explanatory comment made on how impermeability leads to an increase in runoff because of lack of infiltration and increased overland flow. There may be comment on decrease in percolation and therefore waterlogging of soil which links to higher overland flow.

The nature of the slopes in the drainage basin may be examined with comments that address subsequent increase in overland flow. Some may look at low angle slope and explain flooding in the form of surface water.

The character of precipitation may be examined to include the type of precipitation, the amount of precipitation, and the intensity of precipitation. These factors can be linked with the passage of water through the basin to explain the amount of, and speed by which, water reaches the river.

The nature of vegetation may be examined in the form of type – scarcity of vegetation leading to more water reaching the river. Some candidates may also address the season as a derivative of vegetation and explore the increase of flooding in the winter.

The natural characteristics of the soil may be examined in terms of depth, texture, state such as baked, frozen.

Shape may also be examined with reference to the speed of transfer through the basin.
Credit good illustrative material.

Level 3 8-10 marks	Description and explanation of both characteristics in detail. Detailed understanding of process and integrated link to floods.
Level 2 4-7 marks	There may be an imbalance of two characteristics. Understanding of process has some depth and is linked to the production of floods.
Level 1 0-3 marks	Superficial understanding of processes that link to the production of floods.

(c) Discuss the effectiveness of management strategies used to overcome the impacts of flooding. Theme 2.5 [10]

The question consists of a number of elements that the candidate may comment on:

- a description of the strategies;
- an analysis of how the strategies operate to overcome the impacts of flooding;
- a discussion of the effectiveness of the strategies.

The strategies used to overcome the impacts of flooding will vary greatly with the examples that are chosen but expect candidates to refer to methods of preparation (warning systems, changing internal organisation of dwellings, education and training), protection (embankments, washlands, sand bags), adaptation (forestation, land use planning) and mitigation (aid). Candidates need to show knowledge of at least two strategies – not groups of strategies – and an understanding of how they operate to overcome the impacts of flooding. This element may take the form of description rather than analysis, and there must be a discussion of the effectiveness of the measures in order to access Level 3. The discussion of effectiveness may involve a variety of threads to the analysis which can be given credit in the form of breadth or depth. Effectiveness can be seen to be associated with overcoming frequency of flood, amount of economic damage, protection or preparation of community or any other valid analysis. Another approach may be to compare the effectiveness of two or more strategies which opens up the LEDC v MEDC line of attack. This is valid as long as strategy is discussed rather than an undirected comparison of wealth.

Allow coastal as well as river flooding.

Level 3 8-10 marks	Description, knowledge and explanation of strategies to address flooding in detail. Integrated analysis of effectiveness. Good knowledge of example of strategies to address flooding.
Level 2 4-7 marks	Description, understanding and knowledge of strategies to address flooding have some depth. Some discussion of effectiveness. Examples are evident and enhance strategies to address impacts of flooding.
Level 1 0-3 marks	Superficial understanding and knowledge of strategies to address flooding. No discussion of effectiveness. Little knowledge of example.

Q.3 (a) Describe the changes resulting from the 2004 tsunami on the area shown in Figure 3.

[7]



Also accept widening of river mouth/rivers; discolouration of sea; beaches gone; destruction of roads/footpaths; land covered in sediment; fragmentation of land.

Level 3 6-7 marks	Shows clear and detailed identification and description of changes. Extensive use of the resource.
Level 2 3-5 marks	Shows some ability to identify and describe changes. Uses some information from the resource.
Level 1 0-2 marks	Limited ability to identify and describe changes.

(b) Examine the value of photographs and field sketches in the investigation of changing physical environments. [8]

Candidates may comment that photographs and field sketches:

- provide a visual image;
- provide evidence;
- enable information to be recorded in the field and analysed back in class;
- enable the reality of a site to be recorded rather than an impression by the researcher in the field;
- video records may enable analysis of process to be done in class;
- can identify change over time by comparison of photographs and sketches;
- can identify change over space by comparison of photographs – impacts of floods in different areas;
- enable the main points of a site to be recorded;
- increase powers of observation

Accept any other valid comments e.g. Google Earth.

Level 3 6-8 marks	Good understanding of strengths. May examine weaknesses. Clear ability to express ideas in a logical and directed manner.
Level 2 3-5 marks	Some understanding of strengths and/or weaknesses that is displayed in either breadth or depth.
Level 1 0-2 marks	Limited breadth and depth of understanding of value of visual displays.

(c) Discuss the strengths and weaknesses of the methods of presenting data used in your own investigation into a changing physical environment. [10]

You should state clearly the question that you have investigated

Answers show knowledge of the presentation methods used. Allow credit for description of the method. The methods of presentation will be broad and markers should be prepared to accept a range of methods – maps, graphs, tabulation and diagrams (sketches and photographs may also be credited as long as directed to the investigation identified). Comment on strengths and weaknesses may address clarity, accuracy and applicability.

Level 3 8-10 marks	Good understanding of strengths AND weaknesses. Clear ability to express ideas in a logical and directed manner.
Level 2 4-7 marks	Some understanding that is displayed in either breadth or depth. Good understanding of strengths OR weaknesses.
Level 1 0-3 marks	Limited breadth and depth of understanding of the strengths and weaknesses of the methods.

Geography – G2

	Knowledge and Understanding	Application	Skills	Total	Key Question
Question 1					
(a)	1	1	3	5	1.1
(b)	7	3		10	1.3
(c)	7	3		10	1.2
	15	7	3	25	
Question 2					
(a)	1	1	3	5	2.3
(b)	7	3		10	2.2
(c)	7	3		10	2.6
	15	7	3	25	
Question 3					
(a)	1	1	5	7	
(b)	2	1	5	8	
(c)	3	2	5	10	
	6	4	15	25	

Geography - G2

1. (a) **Use information from Figure 1 to describe the distribution of estimated deaths from AIDS.** Theme 1.1 [5]

There are a variety of points which could be made. Some suggestions appear below, but are not exhaustive. Award marks for equally valid points.

- The lowest number of deaths is Oceania.
- Sub-Saharan Africa has by far the largest number of deaths.
- North Africa contrasts strongly with Southern Africa.

Allow max 3 marks for simple list of information from the map. Answers must include data to support the description of distribution for maximum marks. Credit any valid attempt at proportions and/or percentages.

No reasons or a critique of the data are required and no credit should be awarded for such.

- (b) **Outline two impacts of out-migration on a country or region that exports its population.** Theme 1.3 [10]

The impacts can be local, regional and/or national and either within or combining economic, social and environmental.

Economic

- Skills shortages as the younger and dynamic people leave.
- Lack of workers to effectively develop the economy.
- Wage rates increase to keep and attract workers.
- Money flows back to the origin country/region from workers who have migrated.

Social

- Families separated: this leads to social and emotional issues.
- Lack of teachers and doctors cause a strain on the education and health services.

Environmental

- Abandoned villages and farmland cause dereliction.
- Hill slopes are no longer maintained by farmers so terraces collapse and mass movement of soil down-slope occurs.

Also, demographic impacts could be mentioned. These ought to be treated generously although they are not necessary to achieve Level 3.

Demographic

- An exporting country will often receive migrants back when much older having spent their productive life and paid taxes elsewhere and now requiring lots of medical care.
- Birth rates will fall.
- Lack of young adults in society, particularly males.

Although an attempt has been made to segregate the impacts, there is a considerable amount of overlap and integration between points.

Level 3 8-10 marks	Impacts are clearly outlined using specific information.
Level 2 4-7 marks	Impacts are adequate, but with limited specific or good generic information.
Level 1 0-3 marks	Impacts are generalised with little depth or illustration.

(c) Explain how and why population changes naturally over time.
Theme 1.2 [10]

Answers may take a variety of approach.

- A review of the changes in birth rates and death rates in an area through time, essentially describing the stages in the demographic transition.
- One case study may be chosen with description and explanation of the demographic history and development of that country or region.
- A more generalised review of the demographic transition, with a selection of relevant data from several countries/regions.

The focus of the answer should be on population change not just on birth and death rates alone.

Stage 1 of the demographic transition (some regions are in stage one, but no country) is characterised by high birth and death rates.

Reasons for high birth rates

- Lack of health care so high infant mortality, so dying babies need to be replaced.
- Children act as an insurance against illness and old age of the parents.
- Children can work and add to the family income.
- Lack of family planning advice and guidance.
- Lack of contraceptive aids.
- Religious objection to contraceptive use.
- Cultural/religious traditions encourage large families.

Reasons for high death rates

- Poor medical resources, hence high infant mortality and disease.
- Lack of environmental control may lead to famine.
- War could break out over scarce resources/territorial disputes.

Stage 2

- Births continue at a high level for cultural, social and religious reasons.
- Death rates begin to fall due to health care improvements such as vaccinations, and social policy reforms such as on sewerage systems.

Stage 3

- Death rate continues to fall, now joined by a falling birth rate due to:
- Better health care.
- Better pensions.
- Use of contraception.
- Falling infant mortality.
- Good education on birth control.
- Women having careers.
- Later age of marriage.
- More materialistic society.
- Economic uncertainty (especially Eastern Europe).

Stage 4

Birth and death rates are still falling and birth rate comes close to death rate.

Stage 5

Birth rate steadies or falls slightly whilst death rate increases due to:

Life cycle

Medical technology can keep more people alive into their 70s, 80s and 90s so the number of older people increases, but then all these old people die together in their 70s, 80s and 90s. With so many old people dying, this leads to a relatively high death rate for a country.

Lifestyle

- Obesity caused by ill-advised diet choice and lack of exercise (heart attacks).
- Sedentary occupations, lack of exercise (heart attacks).
- Personal abuse: drugs, alcohol, smoking (cancer).
- Unprotected sex (STDs, AIDS).
- Suicides.
- Murders.
- Industrial accidents and road deaths.

World War II

The baby-boomers of the late 1940s to early 1950s are within the pensioner bulge predicted.

Migration is only relevant in how changes in the total numbers of people influence the numbers being born or dying.

Some candidates may illustrate their account with a diagram of the demographic transition and/or population pyramids. Credit these if accurate and relevant.

Data are available at www.prb.org

Level 3 8-10 marks	Uses good specific information to explain how and why birth and death rates change naturally to result in population change.
Level 2 4-7 marks	Demonstrates a range of points with some structure and use of examples, but imbalance between how and why population changes.
Level 1 0-3 marks	Demonstrates some aspects in general terms with little depth nor illustration.

Q.2 (a) Use Figure 2 to suggest how this area has been regenerated.

Theme 2.3 [5]

Suggestions:

- Statues.
- Water feature.
- Square or piazza.
- Apartments with balconies.
- Modern glass fronted offices (perhaps).
- Alfresco eating and drinking.
- Trees.
- Colourful flags.
- Litter bins.

A simple list: Max 3 marks.

Features must relate to suggested regeneration and evidence of photographic interpretation is required which may involve relative locations and/or specific description of particular features.

(b) Outline how migrations within an urban area may result in different groups of people living in different areas.

Theme 2.2 [10]

Suggestions:

Economic

- Filtering out from the inner city to the suburbs with increasing wealth.
- Gentrification and redevelopment attract the more wealthy and single toward the centre.
- Student districts emerge due to the location of inner city universities and the enormous growth in student numbers.

Social

- Family life cycle: single person nearer the urban centre, families further out.
- Movement may be occasioned by school choice.

Cultural

- Colour/race/ethnicity induced migrations occur often to inner city areas for social, religious and cultural security.

Environmental

- People wishing to reduce their journey to work costs and time migrate towards the inner areas to be closer to business, shops and entertainment.
- Some people will migrate towards the fringe to be closer to the countryside and fringe facilities.

It is often difficult to segregate intra-urban from extra-urban movements so some credit may be given to migration into urban areas. However, the focus of the answer should be on people living and moving within urban areas.

Level 3 8-10 marks	Clear ideas based on good outlines of at least two located specific types of migration.
Level 2 4-7 marks	Migration type(s) outlined, but imbalance between migration type and groups of people/location.
Level 1 0-3 marks	Ideas are generalised with little depth or illustration.

(c) Outline why rural settlements are changing. Theme 2.6 [10]

Reasons for positive change:

Rural settlements are changing because rural areas are being invaded by urbanites (counterurbanisation) who in many places now vastly outnumber traditional rural dwellers whose livelihood is based in the countryside.

- Perception

The rural idyll: a chocolate box-top picture of the traditional rural pre-intensive farm-based economy often deludes people into moving out of a city environment and into a counterurbanised village, small town or isolated cottage.

Such perceptions include: less noise, less pollution, less traffic, less crime, friendlier people, better schools and healthier environment.

- Availability of cheap transport.
- Greater disposable income.
- Fringe developments being conveniently located for rural dwellers.
- Village expansion feeds on itself as it creates more facilities, such as a supermarket, which in turn, encourages more people to seek a rural residence.
- Teleworking.

Reasons for negative change

Some extreme rural areas are experiencing a decline in permanent population with signs of abandonment and neglect as businesses, schools and bus services close.

- Often second home owners are responsible.
- The rural agricultural economy has been through a hard time recently and this may also be a factor in negative change.

Positive and/or negative change is acceptable.

The question asks about the **process** of change and not the **nature** of change itself. Candidates who limit themselves to discussing solely the nature of change cannot achieve higher than Level 2. Suggestions of the nature of change follow, but are only valid up to the top of Level 2 if exclusively used.

Demographic

- The structure of the village population will change with a younger age range.
- Local schools will also change in their number of pupils.

Environmental

- Noise disturbance from extra traffic and partying from the newcomers.
- The built environment will change as urban estate-like regimented housing styles infiltrate the more traditional rural architecture.
- Commuting will cause more traffic with associated congestion and atmospheric pollution.

Social / cultural / political

- There will be conflicts about future village development.
- Language issues may arise in certain parts of the UK.

Economic

- The local economy will change with either more or less retail outlets.
- Village services such as the post office and bus services may change.
- Recreation and leisure providers will benefit.

Level 3 8-10 marks	Wide ranging suggestions of the reasons for change based on very good descriptions with some reference to real located examples.
Level 2 4-7 marks	Suggestions are good, but case study material is sketchy.
Level 1 0-3 marks	Suggestions are generalised with little depth or illustration.

Q.3 Figure 3 shows the start of an investigation into retailing in Skelmersdale town centre.

(a) Use Figure 3 to describe the distribution of vacant outlets and large retail outlets. [7]

There follows an example of an answer that contains many of the elements of description that would make up a Level 3 response.

Vacant outlets

Vacant outlets have a degree of clustering. There are two vacant outlets next to each other, Units 1A and 3, in the south-west corner next to a large outlet, Iceland, and medium sized outlet, Superdrug. More vacant outlets are to be found to the north-east of the shopping centre; four in a row opposite the eastern entrance and facing a public space with stairs and escalators. A further vacant outlet is sited to the north of this open space, again next to a smaller entrance.

Large retail outlets

There are five large outlets one in the centre of the northern mall, one at each corner of the southern mall and two right in the heart of the shopping centre.

Good answers may include use of orientation and scale.

Level 3 6-7 marks	A thorough description of the distribution of the outlets to include location and relative position.
Level 2 3-5 marks	Some attempt to describe the distribution by relative position, but lacking in precision. Imbalanced description.
Level 1 0-2 marks	Limited information from the plan, little coherent attempt to locate adequately.

(b) Describe and justify two other methods of obtaining data to investigate retailing in the town centre shown in Figure 3. [8]

Suggestions:

Primary research

- Land use survey of the exterior environment.
- Environmental quality survey inside and out.
- Questionnaire of shoppers.
- Questionnaire of shop keepers.
- Accessibility survey for the disabled.
- Accessibility survey for shoppers, which transport mode is used and why?
- Survey of the local out-of-town fringe development(s) to compare and contrast facilities and attraction.
- Footfall.

Secondary research information is also valid.

Each suggestion should be justified in the context of the investigation.

The way the data is to be collected could be given together with any limitations and possible health and safety issues.

The context of the investigation has been left open so that the candidate may choose any context which is deemed suitable.

If a questionnaire is suggested then candidates would be expected to include the following points:

Questionnaires should:

- have a pilot;
- avoid bias;
- consider a sampling strategy;
- have tick boxes wherever possible;
- consider where, when and how;
- consider what may affect the results: the weather, time of day, day of the week, season.

Candidates may attempt to construct a questionnaire as part of their answer which may prove a valuable inclusion.

Level 3 7-8 marks	Full appreciation and justification of two methods of obtaining appropriate data for this retailing study.
Level 2 4-6 marks	Reasonably confident about the necessary steps to justify two methods of obtaining data. Imbalance between the two methods. Adequate in parts, but incomplete procedures. If only one method max 6.
Level 1 0-3 marks	Sketchy response. Thin and missing several vital steps.

(c) Outline the limitations in your own investigation into a changing human environment and how they may be overcome. [10]

You should state clearly the question that you have investigated.

Marking will depend on the quality of response and must be adjusted to suit individual studies presented.

A summary of any limitations and how they may be overcome should be present.

By recognising a limitation before commencement or during an investigation and then overcoming that limitation by replacing that activity with another is a very valid comment.

Level 3 8-10 marks	A full and comprehensive summary of more than one limitation and alternative strategies.
Level 2 4-7 marks	A good account, but perhaps an imbalance between the recognition of more than one limitation and the alternative strategies.
Level 1 0-3 marks	Sketchy and perhaps confused, with little development of any meaningful limitation and alternative strategy.

G3A Assessment Objectives Grid

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

Geography - G3

SECTION A: CONTEMPORARY THEMES IN GEOGRAPHY

Summary Descriptor	Marks out of 25	Criteria
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.
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
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.
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.
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.

INFORMATION FOR EXAMINERS

Theme 1 Extreme Environments

Q.1 Examine the characteristics of the arctic and alpine tundra environment that make it extreme. Theme 1.4 [25]

Guidance:

Candidates should:

- (i) show knowledge of the characteristics of the arctic and alpine tundra environment, but not necessarily all. They may include its main climatic, soil and biotic characteristics;
- (ii) show an understanding of how the characteristics interrelate to give a distinctive environment.

Better candidates will link the characteristics to the concept of extreme throughout, whereas the average candidate may only link their knowledge to the concept in passing or perhaps in their conclusion. The emphasis should be on characteristics of the environment rather than outcomes or consequences.

Answers will examine the climatically stressed arctic and alpine tundra environment with short and cool growing seasons. Latitudinal tundra occurs in the Arctic and to a much lesser extent in the Antarctic, where the environments are 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. The concept of extreme may take this further and answers could relate extreme to purely physical or try to link extreme to human aspects. Expect examples to be well integrated in the answer.

Candidates can have access to full marks if the treatment of the two tundra environments is unbalanced.

Q.2 Assess the effectiveness of strategies used to manage human activities in desert environments. Theme 1.3 [25]

Guidance:

Candidates should:

- (i) show knowledge of human activities in desert environments;
- (ii) show understanding of strategies used to manage human activities in desert 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 desert environments, 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.

When discussing the strategies used to manage human activity candidates may present a range from conserving the desert environment, alleviating the impacts of human activity, controlling the use of desert 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 erosional processes in the development of glacial landforms. Theme 1.2 [25]

Guidance:

The focus of the essay is the relationship between process and landform. Some candidates may look at erosion alone whilst others may look at the relative influence of erosion compared to deposition. Either approach is acceptable and open to maximum credit, but candidates should:

- (i) show a knowledge of some of the processes of erosion operating in a glacial environment: better candidates will show a more detailed knowledge of a wider range of processes;
- (ii) show an understanding of the link between erosional processes and landforms.

Better candidates will examine the role of erosion 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 macro, meso and micro-scale landforms that are the result of predominantly glacial processes. Credit any answers that refer to fluvio-glacial erosion. Candidates who focus on a set of landforms that are essentially depositional can only reach the top of good as long as the reference to erosion as an influence on their development is central to the discussion.

Q.4. Examine how human activities are influenced by glacial environments. Theme 1.5 [25]

Guidance:

Candidates should show a knowledge and understanding of the opportunities for and constraints on human activity in glacial environments: better candidates will show a more detailed knowledge and understanding.

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.

Accept a broad definition of human activity that may include management, but candidates who focus exclusively on strategies should be limited to the top of average.

Coastal Environments

Q.5 Examine the role of erosional processes in the development of coastal landforms. Theme 1.2 [25]

Guidance:

The focus of the essay is the relationship between process and landform. Some candidates may look at erosion alone whilst others may look at the relative influence of erosion compared to deposition. Either approach is acceptable and open to maximum credit, but candidates should:

- (i) show a knowledge of some of the processes of erosion operating in a coastal environment: better candidates will show a more detailed knowledge of a wider range of processes;
- (ii) show an understanding of the link between erosional processes and landforms.

Better candidates will examine the role of erosion 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 landforms that are the result of predominantly marine processes (headlands and bays, wave-cut platforms, caves, blowholes, arches, stacks), together with landforms that result from sub-aerial (cliff face) processes or examine the relative importance of sea level changes to erosion (raised beaches, marine platforms). Candidates who focus on a set of landforms that are essentially depositional can only reach the top of good as long as the reference to erosion as an influence on their development is central to the discussion.

Q.6 Examine how human activities are influenced by coastal environments. Theme 1.5 [25]

Guidance:

Candidates should show a knowledge and understanding of the opportunities for, and constraints on, human activity in coastal environments, better candidates will show a more detailed knowledge and understanding.

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.

Accept a broad definition of human activity that may include management, but candidates who focus exclusively on strategies should be limited to the top of average.

Theme 3 Climatic Hazards

Q.7 Account for the distinctive characteristics of one climatic type chosen from either a tropical or a temperate region. Theme 1.3 [25]

Guidance:

Expect candidates taking the temperate climatic region to limit their responses to the west margin European climatic type and candidates taking the tropical climatic region to limit their responses to one climatic type e.g. the monsoon type or the savanna type.

Candidates should clearly describe distinctive climatic characteristics of their chosen climatic type in terms of temperature, precipitation (type, amount and distribution), prevailing winds and pressure, together with important diurnal and seasonal variations.

In accounting for the above, candidates should cover the basic factors influencing the formation and location of the distinctive climatic type chosen and its seasonality in terms of:

- (i) global atmospheric circulation;
- (ii) the seasonal movement of the ITCZ and pressure and wind belts associated with the apparent movement of the sun's overhead position through the year;
- (iii) the effects of warm and cool ocean currents, orographic influences and temperature differences between continental land masses and ocean waters.

To reach the '**very good**' category, reference needs to be made to explanations that are specific to the particular climatic type chosen including orographic influences, variations in the path of upper jet streams and the interaction of different air masses. To reach this category, students should also demonstrate a **detailed** knowledge the climatic characteristics of their chosen climatic region.

Q.8 Assess the success of strategies used to reduce the impact of either low-pressure or high-pressure climatic hazards. Theme 1.6 [25]

Guidance:

Candidates should:

- (i) show a knowledge and understanding of strategies used to reduce the impact of hazards associated with low-pressure or high-pressure systems;
- (ii) better candidates will assess the effectiveness of the strategies discussed throughout, whereas the average candidate may only assess the strategies in passing or perhaps in their conclusion.

Candidates may identify briefly the impact of hazards associated with low-pressure or high-pressure systems in tropical climatic regions or temperate climatic regions.

When discussing the strategies taken to reduce the impacts of hazards associated with low-pressure or high-pressure systems, candidates may present logically sequenced points progressing from monitoring, prediction and warning of future hazards, immediate response to lessen the impact once it has occurred to long-term planning. Candidates should display a grasp of a number of these, but do not expect all to be considered as candidates may choose to use examples that enable only a limited number of strategies to be discussed.

Candidates 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 (LEDC v MEDC comparison), 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. 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.

Accept secondary hazards but expect some direct link to low-pressure or high-pressure hazards.

Theme 4 Development

Q.9 Account for the uneven nature of world development.

Level 1.5 [25]

Guidance:

Candidates should: show knowledge and understanding of the differences that exist in levels of world development.

Better candidates will provide more detailed explanations for the continuing existence of these differences, whereas the average candidate may only provide limited explanations.

The identification of inequalities may include reference to the large economic and consequent social divide between richer countries and poorer countries. This part of the response may be usefully supported by actual statistics.

Accounting for the uneven nature of world development may well be approached 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 and identify that these benefits are not being passed on to, and have accentuated the problems of, sub-Saharan Africa. Expect the explanation to be supported by appropriate exemplification.

Q.10 Assess the effectiveness of attempts to close the development gap.

Theme 1.6 [25]

Guidance:

Candidates should show knowledge and understanding of some of the strategies implemented to close the development gap.

Better candidates will assess the relative merits of the different measures discussed throughout, whereas the average candidate may only assess these in passing or perhaps in their conclusion.

The content of the answers will depend upon the 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.

An assessment of the success of the strategies discussed can be considered in terms of 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.

The discussion may be supported by appropriate exemplification, with the candidate illustrating their discussion with reference to one named country such as Vietnam where FDI, improvements in trade (membership of ASEAN 1995 and the WTO 2006), together with aid (DFID £50 million/yr) have operated to improve human development indicators and economic growth rates significantly since the 1980s.

Answers must assess the degree of success of the strategies employed in order to achieve a **'good'** category of response. Evaluative comment may make reference to both the positive and negative effects on development (inequality, corruption and environmental deterioration) of the initiatives discussed.

Theme 5 Globalisation

Q.11 Examine the factors responsible for globalisation.

Theme 1.2 [25]

Guidance:

Candidates should show knowledge and understanding of some of the factors that have led to the current globalisation of the world economy.

Better candidates will show the ability to examine the different factors discussed.

The factors responsible include economic change (the emergence and investment policies of transnationals), technological factors (the speed and distance over which communications and movement can now take place due to computer, transport and communication technologies) and political change (the role of governments in encouraging outside investment and aid; Trade Blocs and the policies of international bodies such as WTO). Expect good 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.

Q.12 Examine the causes and effects of political and cultural globalisation.

Theme 1.6 [25]

Guidance:

Candidates should:

- (i) show knowledge and understanding of some of the causes of political and cultural globalisation;
- (ii) show knowledge and understanding of the effects of political and cultural globalisation.

Expect good answers to show clear and detailed knowledge and understanding of the causes and effects involved and to contain specific illustrative detail and examples.

Globalisation has led to most countries being interlinked in different ways: politically and culturally as well as economically. Causes of political globalisation include the influence of the super powers, particularly the USA, often criticised for exploiting the situation of lesser developed countries e.g. the USA attempts to infringe the sovereignty of Iran by exerting pressure on the Iranian government to stop developing nuclear technology. There has also been the diffusion of state power to regional and international organisations, e.g. EU and UN and an increase in non-state actors, e.g. NGOs.

Cultural globalisation refers to the growth in the exchange of cultural practices between nations and peoples. At the heart of much of the rise of cultural globalisation has been the massive expansion of the entertainment and communications industry fuelled, in particular, by the spread of television. Analysts point to the way new technologies and their exploitation such as commercial air travel, satellite television, mass telecommunications and the internet have created a world where billions now consume identical cultural products – such as pop music, soap opera and sporting events – and employ cultural practices they would never otherwise have encountered – such as foreign food preparations and foreign words and phrases.

The Internet is central to this new development, but also the spread of similar products often styled by TNCs (resulting in a product and lifestyle monoculture) and shared amongst people from many nations and cultural backgrounds. The effects of cultural globalisation include the lack of local cultural diversity, the loss of cultural identity and the development of a homogenised, westernised consumer culture with greater cultural integration. Some candidates may point to the rise of nationalism and fundamentalism as a response to these trends.

Candidates can access full marks if the examination of causes and effects, political and cultural is unbalanced.

Theme 6 Emerging Asia

China

Q.13 Examine the factors responsible for recent changes in China's economy.

Theme 1.2 [25]

Guidance:

Candidates should show knowledge and understanding of the factors that have led to recent changes in the Chinese economy.

Better candidates will show the ability to examine the different factors discussed.

Candidates may identify how the economy of China has grown 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. Candidates also need to identify factors responsible 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 1988 and the need for resources e.g. oil and minerals for industrial development.

Expect good answers to show clear understanding of the processes involved and to support their answers with specific illustrative detail and examples. To reach the **'good'** category of response, expect some examination of the factors discussed. Where there is limited examination, the answer is unlikely to reach **'good'** and to reach **'very good'** a well-balanced, well located answer with some depth of discussion is needed.

Q.14 Discuss the economic and social challenges facing urban communities in China. **Theme 1.4 [25]**

Guidance:

Candidates should show knowledge and understanding of the economic and social challenges facing urban communities in China; better candidates will demonstrate a more detailed knowledge and understanding.

Economic challenges associated with China's urbanisation include the growth of the informal sector, problems of service provision and exploitation of the labour force. Social challenges include deprivation and poverty, segregation, problems associated with housing, health and crime. The Chinese government argues that it has helped lift more than 200 million people out of poverty. Millions of people have migrated from rural to urban areas to fill the jobs generated by the economic explosion. However, anti-poverty campaigners argue that many workers receive low wages and live in poor conditions. An estimated 200,000 people each year move to slums on the southern outskirts of the capital, Beijing. The discussion may look at the relative worth of each variable or may take the form of an assessment of urban challenges as compared with rural. 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 presented by the urbanisation, rather than in the wider sense of demands that require a response. Answers that interpret the question in this way are acceptable, but a critical discussion of these difficulties is needed for the response to reach the **'good'** category of assessment.

India

Q.15 Examine the factors responsible for recent changes in India's economy.

Theme 1.2 [25]

Guidance:

Candidates should show knowledge and understanding of the factors that have led to recent changes in India's economy.

Better candidates will show the ability to examine the different factors discussed.

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. The factors responsible for this growth include economic change (the emergence and investment policies of transnationals together with the growth in Indian firms and also of an urban middle-class, 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 political change (the role of governments in encouraging outside investment e.g. the development of SEZs to attract FDI in Mumbai and Gopalpur). Candidates are most likely to argue that India's rural economy is still very important and has changed little, although there has been some developments in agribusiness in some states due to technological developments (Green Revolution) and political reform.

Expect good answers to show clear understanding of the processes involved to be supported with specific illustrative detail and examples. To reach the **'good'** category of response there must be some examination of the factors discussed. Where there is limited examination, the answer is unlikely to reach **'good'** and to reach **'very good'** a well-balanced, well located answer with some depth of discussion is needed.

Q.16 Discuss the economic and social challenges facing urban communities in India. **Theme 1.4 [25]**

Guidance:

Candidates should show knowledge and understanding of the economic and social challenges facing urban communities in India; better candidates will demonstrate a more detailed knowledge and understanding.

Economic challenges associated with India's urbanisation include the growth of the informal sector, problems of service provision and exploitation of the labour force. Social challenges include deprivation and poverty, segregation, problems associated with housing, health and crime. The urban population of India has rapidly increased in recent years. In 1961 about 79 million persons lived in urban areas of the country; by 2001, their number had gone up to over 285 million, an increase of over 350 percent in the last four decades, which will increase to over 400 million by the year 2011 and 533 million by the year 2021. In 1991 there were 23 metropolitan cities, which have increased to 35 in 2001. As a result, most urban settlements are characterized by shortfalls in housing, inadequate sewerage, poverty and social unrest making urban governance a difficult task. The discussion may look at the relative worth of each variable or may take the form of an assessment of urban challenges as compared with rural. A combination of both approaches is also valid. To reach the **'good'** category of response there must be a critical discussion of the challenges identified. The term 'challenges' may be interpreted by candidates as simply the difficulties presented by the urbanisation, rather than in the wider sense of demands that require a response. Answers that interpret the question in this way are acceptable, but a discussion of these difficulties is needed for the response to reach the **'good'** category of assessment.

G3B Assessment Objectives Grid

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

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 English 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	Provides title of research. 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	Provides title of research. 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 English consistently. Appropriate diagrams and/or maps not always fully labelled.
2	Average Marginal	5-8	Provides title of research. 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. Verges on the formulaic answer which is possibly almost identical for all in centre. Language is straightforward and will possibly lack paragraphing. Perhaps going off at a tangent with an "all I know" answer.
1	Weak	1-4	Possibly neglects to state title. 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.

SECTION B: RESEARCH

CONTEMPORARY THEMES AND RESEARCH IN GEOGRAPHY MARK SCHEME

- (a) **Describe and justify different methods of acquiring information that could be used 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. Candidates should demonstrate their knowledge of how information or data could be obtained (primary and/or secondary data collection) in the context of their selected research area and justify their choice of the methods identified.

Level 3 (8-10 marks)	Answers contain a detailed description of a variety of data collection methods developed in some depth and clear justification of the selected methods.
Level 2 (4-7 marks)	Answers at this level are likely to develop a description of data collection methods used to collect information in some depth, either by describing a greater variety of methods used or by developing the description of fewer methods in greater detail. Candidates may provide some justification of the selected methods.
Level 1 (1-3 marks)	Answers provide a simple description of a limited number of methods used to collect information, with little or no justification of the selected methods.

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

Candidates should demonstrate their ability to communicate the main conclusions, however tentative, of their personal research within their chosen topic area. The content will depend on the investigation undertaken, but answers should show knowledge and understanding of the topic chosen. Candidates should present a critique of the findings of their investigation.

Level 4 (13-15 marks)	Answers contain a detailed discussion of the conclusions of their investigation. Expect either a variety of conclusions or greater depth if fewer conclusions. Answers should contain developed evaluative comment on the conclusions.
Level 3 (9-12 marks)	Answers contain a sound discussion of the conclusions of their investigation. Expect either a variety of conclusions or greater depth if fewer conclusions. Answers should contain sound evaluative comment on the findings, but at the lower end this is less well developed.
Level 2 (5-8 marks)	Answers contain a generalised discussion of the conclusions of their investigation. Expect fewer conclusions at this level. Answers contain little evaluative comment on the conclusion.
Level 1 (1-4 marks)	Answers contain a simple description of limited conclusions of their investigation, with no evaluative comment.

G4 Assessment Objectives Grid

Question	AO1 Knowledge & Understanding	AO2 Application	AO3 Skills	Total
1	4 (concepts of place, space and diversity)	3 (interpreting & unfamiliar context)	3 (analyse and synthesise geographical information)	10
2	3 (select human processes underpinning concepts, examples)	4 (application in unfamiliar contexts)	3 (carry out research and use of methods)	10
3	3 (people-environment interactions)	3 (analysis and unfamiliar contexts)	4 (research and communication)	10
4	7 (extend geographical ideas, concepts and processes)	11 (consider new ideas and developments, evaluation)	7 (synthesise information, reach conclusions, and communicate findings)	25
5	7 (extend geographical ideas, concepts and processes)	11 (evaluation of viewpoints, extend geographical ideas, concepts and processes)	7 (reach conclusions and communicate findings)	25
Total	24 (30%)	32 (40%)	24 (30%)	80 (100%)

Geography - G4

Generic Mark Scheme

This gives an outline of the qualities expected of answers at each level. Normally, these will be written into the mark scheme for a specific examination, and which may be modified beyond these descriptors to accommodate the demands of individual questions.

If a candidate answers in an unanticipated way, but it is clear that there is some substance to the answer, the following guidelines may be used in allocating a mark to the answer. If in any doubt, please consult your team leader.

10 mark questions

Explanation of some kind is the most likely demand of these questions. For other kinds of command, comparable qualities to those given for explanation can be expected.

Level 3 (8 - 10 marks)

Answers at this level have a good explanation. Explanations may be brief or quite long, their distinguishing quality is that they are clear. Answers need not be fully comprehensive but should be extensive enough to cover most aspects that can be reasonably expected for the question posed. Points of explanation should have some supporting evidence, either from resources provided or from knowledge gained from the candidate's own studies. If the question has more than one aspect, then these will all be addressed soundly.

Level 2 (4 - 7 marks)

Answers in Level 2 will either (i) contain a small amount of clear explanation but several points that might reasonably be expected will be missing, or (ii) be answers that are more comprehensive but the explanation is not really clear, or (iii) be clear on several points but support for the explanations will be missing or be too generalised, 'as in the Amazon'. If the question has more than one aspect, one may be dealt with adequately, but others may be underdeveloped, leading to an unbalanced answer.

Level 1 (1 - 3 marks)

Answers at this level there will only be the beginnings of an answer to the question, and will have major weaknesses. Explanations will be unclear or may be missing altogether. Correct information that could be relevant may be stated, but it will be left to the reader to put two and two together. Answers that deal with more than one point will be over simple on all of them. Any support that is given will be very general 'e.g. Africa'. If a question has more than one aspect, only one may be addressed and others ignored. Answers may be incorrect or faulty in some other way.

Generic Mark Scheme

This gives an outline of the qualities expected of answers at each level. Normally, these will be written into the mark scheme for a specific examination, and which may be modified beyond these descriptors to accommodate the demands of individual questions.

If a candidate answers in an unanticipated way, but it is clear that there is some substance to the answer, the following guidelines may be used in allocating a mark to the answer.

If in any doubt, please consult your team leader.

25 mark questions

These questions will have a strong evaluative element. Some form of debate needs to be engaged in to reach the two top levels. Some questions may have a command for description or explanation in the early part of the wording. If only those parts are attempted, answers can gain a maximum mark of the top of Level 3.

Level 5 (22 - 25 marks)

A range of evidence supporting more than one possible conclusion will be clearly stated. There will be a good attempt to weigh up the evidence. This may be by showing that one piece of evidence carries more weight than others, or that there are far more points in favour of one point of view than for any others. These questions will often have a 'how far' or 'to what extent' element, and evidence given will be used deal with such aspects. The structure of the answer will be evaluative throughout. Conceptual understanding and place specific knowledge will both be very good. Answers will be well ordered and logical, with clear expression in the chosen language.

Level 4 (17 - 21 marks)

A reasonable amount of evidence on both sides of the debate will be presented here. There will be some attempt to weigh up the evidence in order to show that it points more one way than the other, or to try and assess 'how far'. These will be limited, confined to just one or two sentences, or unbalanced, being too sweeping for one side over others. All other aspects of the answer expected up to Level 3 will be present. Conceptual understanding or place knowledge may be good, but not equally strong on both. Answers will have only minor flaws in logical ordering or linguistic expression.

Level 3 (10 - 16 marks)

These answers will have a good explanation. There will be some attempt to show that there are arguments on both sides of the case, but these will be few, scattered and in most instances, not supported by any evidence. There may be some evidence of conceptual understanding, and/or the odd piece of place specific knowledge. Structure and expression may have flaws.

Level 2 (5 - 9 marks)

Answers at this level will be mainly explanatory, with evidence of some of the comparable qualities expected at Level 3 for the 10 mark questions. Any attempt to deal with the evaluative components will be brief, and either be very simple, confined only to one side or have very little support. There will be weaknesses of structure and expression.

Level 1 (1 - 4 marks)

Some relevant knowledge may be stated, but few points will be explained. Any evaluation will be a simple statement of a point of view without any valid supporting evidence. The structure may be muddled and expression weak or unclear. Planning notes or fragments can be given a mark in this range.

Geography - G4

Q.1 Use information from your own studies, and Figure 1 of the Resource Folder, to explain how cities might be classified. [10]

This is the first key question from the cities theme, so some prior thought to this can be assumed. Good candidates should be able to select information from Figure 1 which helps to support their classification. Classification, in the specification, is suggested on the basis of size, rate of growth and level of development, although rather more sophisticated classifications are hinted at in the suggested examples such as processes or trends common in different types of city, or the differing needs of inhabitants, planners or governments. It is reasonable to expect that more than one classification is possible. How information is used to make a classification should be clear. Some candidates may explain how different classifications may be made by referring to the different purposes of the classifications.

Level 3 (8 - 10 marks)	At least two ways of classifying explained. Explanations are clear. Supporting evidence is given.
Level 2 (4 - 7 marks)	A clear explanation of one classification or more sketchy explanations of more than one. Some support given beyond just naming.
Level 1 (1 - 3 marks)	Some description of how a classification may be made. Explanation missing or very limited. Any support just a name(s).

Q.2 Explain how disparities in wealth, and other economic factors, can influence food supplies in cities throughout the world. [10]

No guidance is given to candidates as to where to look for information in the Resource Folder. Figure 1 has annual average income, and candidates may be able to add to this from their own studies. Figure 4 introduces ideas on cereal and fuel price changes. Figure 7 shows some changes in spending on food, and some of the consequences. Figure 8 has specifics on Hong Kong, and Figure 9 on Japan at a national level. Points may be drawn from Figures 15 and 16. Figure 17 gives some specific information on changes in affluence throughout the world, but candidates need to bring this back to the city level. Good answers should deal with disparities in wealth, and some other economic factor (e.g. market price or more complex EU pricing) that has an impact on food supplies, with a focus on cities.

Level 3 (8 - 10 marks)	Wealth, and at least one other economic factor, are used to explain differences in supply with a clear focus on cities. Explanation will be clear and detailed. Examples used will give a fair attempt at 'throughout the world'.
Level 2 (4 - 7 marks)	Wealth or another economic factor will be used to explain differences. If both are used, there may be imbalance, or the focus may not be on cities. Some examples will be given.
Level 1 (1 - 3 marks)	Any explanation given will be very simple or may not be related to wealth or other economic factors. Answers may overlook the need to relate to cities. Exemplification will be weak.

Q.3 Explain why there are concerns over future food supplies for cities. [10]

Figures 2 and 4 have some good general information. Figure 5 has specific information for Ethiopia. Figures 6 to 16 could all provide material that could be used in the explanation. Good answers should consider a range of concerns. There should, for example, be some consideration of more than one of quantity, quality, reliability, sustainability or cost of food. Understanding of the rapid growth of cities, their remoteness from sources of food, and the difficulty and costs of food transportation, are likely to appear in good answers. They may also show some evidence of research either to a greater depth into the resources provided, or a study of other examples. Some variety of types of city may help achieve good marks.

Level 3 (8 - 10 marks)	Explanations will extrapolate a range of current trends to raise issues of reliability/sustainability in relation to cities. Explanation will be clear and detailed. Points will be well supported by evidence.
Level 2 (4 - 7 marks)	Explanations will rely on just one trend or be thinner if more than one is used. The focus may not be on cities. Some brief evidence will be given in support of a point (lower end) or more (upper end).
Level 1 (1 - 3 marks)	Any explanation will be over simple or incomplete with little support.

Q.4 Assess the extent to which food supplies can be increased and made more sustainable throughout the world. [25]

There are several demands that high level answers should respond to. Assessment should be involved, and where this occurs, it should be reasoned, with good explanation and supported by evidence. 'Throughout the world' means that enough variety of circumstances should be considered to make a sound global perspective. Good answers may tease out differences between increasing food supplies and their sustainability. The question is, however, intentionally open, and a variety of approaches can be taken that could lead to impressive answers. In the longer answers to 25 mark questions, we can expect to see overall shape and structure to the answer, along with qualities of good written communication. Figures 10 to 13 have much material that would be useful, but the best answers will go beyond these and reflect further thought. Evidence may be by places, methods of increase, or other specific detail.

Level 5 (22 - 25 marks)	A range of ways will be considered. Understanding of their potential and limitations will be extensive. These will be used to make assessments throughout. Evidence and extent will be good. The answer will be logically structured, and expressed in clear language.
Level 4 (17 - 21 marks)	A range of ways will be considered. Some understanding of their potential and limitations will be shown. Sound assessment will be made in places. Some sound evidence will be used. Sound logic and expression will be present.
Level 3 (10 - 16 marks)	Range or depth of ways will be limited. Potential/limitation will be unbalanced or only briefly mentioned. Assessment will not be well linked to evidence. Minor lapses in logic and expression may be present.
Level 2 (5 - 9 marks)	Some ways will be shown. Knowledge of potential/limitations will be thin. Any assessment will have poor support from evidence. Logic and expression may have considerable flaws.
Level 1 (1 - 4 marks)	A few relevant points may be made but not structured to give a clear answer. Expression will be simple or muddled, or may be ambiguous or contradictory.

Q.5 'For all countries, future energy needs are not sustainable without a lower standard of living.' How far do you agree? [25]

There is a switch away from food and cities to the energy theme for the final question. Candidates may find some material in the Resource Folder to help them with their answers, and there is no penalty if this material is used. However, a strong knowledge and understanding of materials not in the Resource Folder are needed for good answers. There should be an opportunity to introduce a range of points from their own studies of energy. Links to economic development and associated living standards need to be made. As 'For all countries' is included in the question, a range of levels or types of development should be considered. A number of different lines of argument can be followed with success by candidates, provided some support for 'how far' is given. Points that are clearly founded in other areas of Geography study that are introduced to throw light on the question should be rewarded well. Evidence may come from places, methods of producing energy or economic issues.

<p>Level 5 (22 - 25 marks)</p>	<p>The energy needs in relation to living standards of contrasting countries will be shown clearly. Sustainability will be considered extensively. Evaluative points will be well supported by extensive evidence. The answer will be logically structured, and expressed in very clear language.</p>
<p>Level 4 (17 - 21 marks)</p>	<p>Energy needs and living standards of a range of countries will be shown. Sustainability will be considered in places. Evaluative points will be supported by some evidence. The answer will have sound logic, and be expressed in clear language.</p>
<p>Level 3 (10 - 16 marks)</p>	<p>Future energy needs will be discussed. Simple points may be made about sustainability and living standards, with brief evidence in support. There is reference to more than one type of country. 'How far' points may be made, but not well supported. Expression and logical ordering will be sound with occasional lapses.</p>
<p>Level 2 (5 - 9 marks)</p>	<p>Some discussion of energy needs will be made, with some reference to a type of country. Any discussion of sustainability or living standards will have little support. Expression and logic will be basic.</p>
<p>Level 1 (1 - 4 marks)</p>	<p>Some points related to energy needs will be made, but not really related to any type of country. Statements on sustainability or living standards will be poorly explained or supported. Expression will be simple and poorly ordered, and may be ambiguous or contradictory.</p>



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