

Teacher Resource Bank

GCE Geography

Additional Sample Questions: GEOG3



GEOG3 – Contemporary Geographical Issues

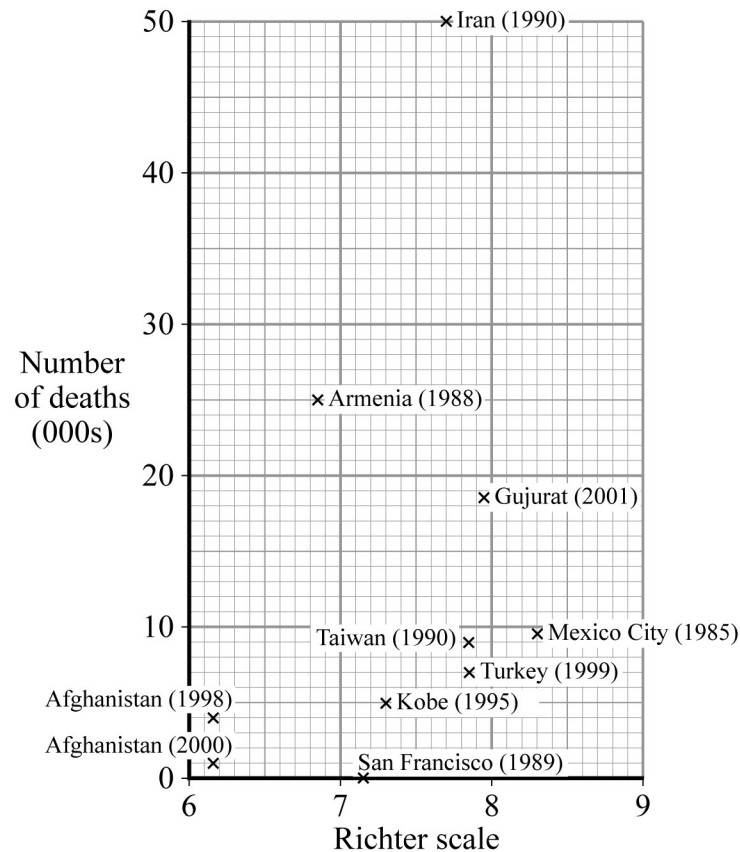
Section A

Answer **one** question from this section.

You must not answer the question number that you will answer in Section C.

1. Plate Tectonics and Associated Hazards

Figure 1



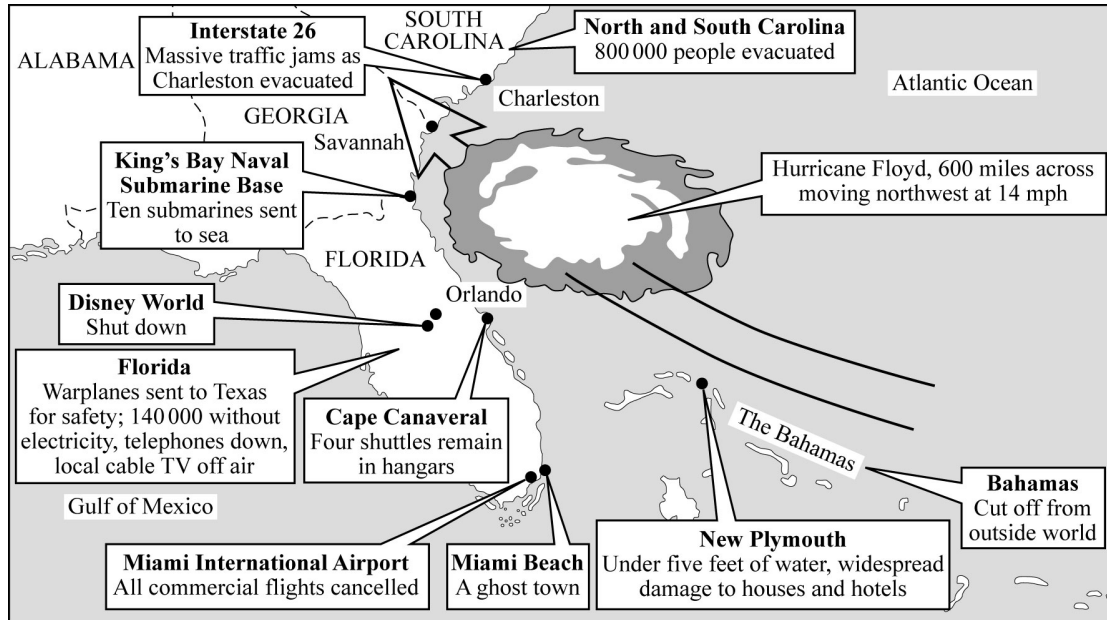
(Earthquake intensity and number of deaths from 10 earthquakes since 1985)

- Comment on the information given in **Figure 1**. (7 marks)
- Explain the causes of earthquakes. (8 marks)
- With reference to examples, discuss the effectiveness of hazard management schemes in areas where earthquakes have taken place. (10 marks)

2. Weather and Climate and Associated Hazards

Study **Figure 2**, a diagram showing the impact of Hurricane Floyd 1999.

Figure 2



Source: *Times*, 16 September 1999

- Using **Figure 2**, comment on the responses to Hurricane Floyd in September 1999. (7 marks)
- Explain the causes of tropical revolving storms. (8 marks)
- With reference to **one** tropical region that you have studied, describe and explain the characteristic features of the climate of that region. (10 marks)

3. Ecosystems: Change and Challenge

Study **Figure 3**, an area of urban wasteland.

Figure 3



- (a) Describe the various processes by which colonisation of this wasteland can take place. (7 marks)
- (b) Explain how distinctive ecologies develop along routeways. (8 marks)
- (c) With reference to **one** example, discuss the effectiveness of ecological conservation areas. (10 marks)

Section B.

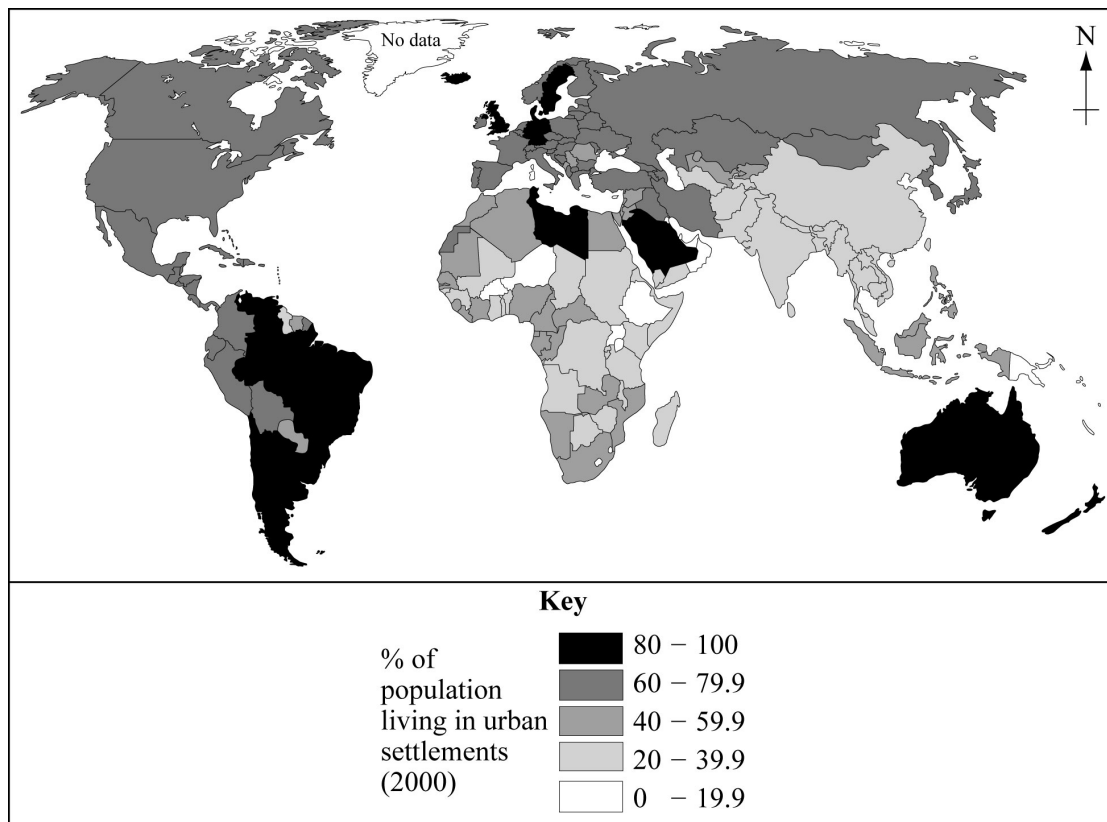
Answer **one** question from this section.

You must not answer the question number that you will answer in Section C.

4. World Cities

Study **Figure 4**, a map of the world showing percentage of population living in urban settlements in the year 2000.

Figure 4



- (a) Describe and comment on the pattern of urbanisation shown in **Figure 4**.
(7 marks)
- (b) Explain the causes of counter-urbanisation.
(8 marks)
- (c) Assess the effects of re-urbanisation on cities within countries at different levels of economic development.
(10 marks)

5. Development and Globalisation

Study **Figure 5**, a table listing the world's top ten companies in 2007.

Figure 5

The world's top 10 companies (2007)				
Rank	Company	Country	Market value (US \$ billion)	Sector
1	Exxon Mobil	USA	479	Oil and gas
2	General Electric	USA	396	General industrials
3	Microsoft	USA	287	Computer software
4	Toyota Motor	Japan	280	Automobiles
5	Royal Dutch Shell	UK	269	Oil and gas
6	Citigroup	USA	254	Banking
7	AT&T	USA	252	Telecommunications
8	Gazprom	Russia	251	Oil and gas
9	BP	UK	232	Oil and gas
10	Bank of America	USA	219	Banking

- (a) Comment on the information given in **Figure 5**. (7 marks)
- (b) Suggest reasons for the growth of transnational corporations (TNCs). (8 marks)
- (c) With reference to examples, discuss the social, economic and environmental impacts of TNCs on their host countries. (10 marks)

6. Contemporary Conflicts and Challenges

Study **Figure 6**, a table listing UK resident population by ethnic groups in 2001.

Figure 6

Region/ country	White (%)	Indian (%)	Pakistani (%)	Bangla- deshi (%)	Caribbean (%)	African (%)	Chinese (%)	Other (%)
UK	92.1	1.8	1.3	0.5	1.0	0.8	0.4	2.1
North East	97.6	0.4	0.6	0.2	0.04	0.1	0.2	0.9
North West	94.4	1.1	1.7	0.4	0.3	0.2	0.4	1.5
Yorks/Humber	93.4	1.0	2.9	0.2	0.4	0.2	0.2	1.7
East Midlands	93.5	2.9	0.7	0.2	0.6	0.2	0.3	1.6
West Midlands	88.7	3.4	2.9	0.6	1.6	0.2	0.3	2.3
East	95.1	1.0	0.7	0.3	0.5	0.3	0.4	1.7
London	71.2	6.0	2.0	2.2	4.8	5.3	1.1	7.4
South East	95.1	1.1	0.7	0.2	0.3	0.3	0.4	1.9
South West	97.7	0.3	0.1	0.1	0.2	0.1	0.3	1.2
<i>England</i>	<i>90.9</i>	<i>2.1</i>	<i>1.4</i>	<i>0.6</i>	<i>1.1</i>	<i>1.0</i>	<i>0.5</i>	<i>2.4</i>
Wales	97.9	0.3	0.3	0.2	0.1	0.1	0.2	0.9
Scotland	98.0	0.3	0.6	0.04	0.04	0.1	0.3	0.6
N.Ireland	99.2	0.10	0.04	0.01	0.02	0.03	0.2	0.4

Source: 2001 census

- Describe and comment on the distribution of different ethnic groups in the UK as shown in **Figure 6**. (7 marks)
- Suggest reasons for the development of multicultural societies. (8 marks)
- With reference to examples, discuss the issues related to multicultural societies. (10 marks)

Section C. Essay questions.

Answer **one** question from this section.

You must not answer the question number answered in either Section A or Section B.

Total for this question = 40 marks.

1. Discuss the degree to which the theory of Plate Tectonics is supported by the distribution of volcanic and seismic activity across the globe.
2. "Urban areas have a significant impact on climatic characteristics." Discuss this statement.
3. With reference to case studies, critically evaluate the success of management schemes in fragile environments.
4. Assess the impact of out-of-town centre retailing areas on the regions in which they occur.
5. "Global social and economic groupings have significant beneficial effects for their members." Discuss the extent to which you agree with this statement.
6. With reference to **one recent** major international conflict, assess and analyse the geographical impacts of the conflict on the area(s) involved.

END OF QUESTIONS

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Question 2 Figure 2 *The Times* September 1999

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General Certificate of Education

Geography 2030

**GEOG3 Contemporary Geographical
Issues**

Specimen Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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As required by QCA, the marking scheme for this unit includes an overall assessment of quality of written communication. There are no discrete marks for the assessment of written communications but where questions are "Levels" marked, written communication will be assessed as one of the criteria within each level.

Level 1: Language is basic, descriptions and explanations are over simplified and lack clarity.

Level 2: Generally accurate use of language; descriptions and explanations can be easily followed, but are not clearly expressed throughout.

Level 3: Accurate and appropriate use of language; descriptions and explanations are expressed with clarity throughout.

Marking – the philosophy

Marking should be positive rather than negative.

Mark schemes – layout and style

The mark scheme for each question will have the following format:

- a) Notes for answers (nfa) – exemplars of the material that might be offered by candidates
- b) Mark scheme containing advice on the awarding of credit and levels indicators.

Point marking and Levels marking

- a) Questions with a mark range of 1-4 marks will be point marked.
- b) Levels will be used for all questions with a tariff of 5 marks and over.
- c) Two levels only for questions with a tariff of 5 to 8 marks.
- d) Three levels to be used for questions of 9 to 15 marks.

Levels Marking – General Criteria

Everyone involved in the levels marking process (examiners, teachers, students) should understand the criteria for moving from one level to the next – the “triggers”. The following general criteria are designed to assist all involved in determining into which band the quality of response should be placed. It is anticipated that candidates’ performances under the various elements will be broadly inter-related. Further development of these principles will be discussed during Standardisation meetings. In broad terms the levels will operate as follows:

Level 1: attempts the question to some extent (basic)

An answer at this level is likely to:

- display a basic understanding of the topic
- make one or two points without support of appropriate exemplification or application of principle
- demonstrate a simplistic style of writing perhaps lacking close relation to the terms of the question and unlikely to communicate complexity of subject matter
- lack organisation, relevance and specialist vocabulary
- demonstrate deficiencies in legibility, spelling, grammar and punctuation which detract from the clarity of meaning.

Level 2: answers the question (well/clearly)

An answer at this level is likely to:

- display a clear understanding of the topic
- make one or two points with support of appropriate exemplification and/or application of principle

- give a number of characteristics, reasons, attitudes (“more than one”) where the question requires it
- provide detailed use of case studies
- give responses to more than one command e.g. “describe and explain..”
- demonstrate a style of writing which matches the requirements of the question and acknowledges the potential complexity of the subject matter
- demonstrate relevance and coherence with appropriate use of specialist vocabulary
- demonstrate legibility of text, and qualities of spelling, grammar and punctuation which do not detract from the clarity of meaning.

Level 3: answers the question very well (detailed)

An answer at this level is likely to:

- display a detailed understanding of the topic
- make several points with support of appropriate exemplification and/or application of principle
- give a wide range of characteristics, reasons, attitudes, etc.
- provide highly detailed accounts of a range of case studies
- respond well to more than one command
- demonstrate evaluation, assessment and synthesis throughout
- demonstrate a sophisticated style of writing incorporating measured and qualified explanation and comment as required by the question and reflecting awareness of the complexity of subject matter and incompleteness/ tentativeness of explanation
- demonstrate a clear sense of purpose so that the responses are seen to closely relate to the requirements of the question with confident use of specialist vocabulary
- demonstrate legibility of text, and qualities of spelling, grammar and punctuation which contribute to complete clarity of meaning.

Section A

Question 1 Plate Tectonics and Associated Hazards

<p>1(a)</p>	<p>Level 1 (1–4 marks) Simple statements as to death toll and size showing some elements of correlation. Some slight indication that the correlation is not strong. Some basic attempts at commentary but with little idea why the correlation not entirely clear.</p> <p>Level 2 (5–7 marks) Shows a clear idea of the strength of the correlation (or lack of it) and offers evidence, particularly in terms of highest size (Mexico City) having lower toll and that of Iran with lower size but high toll. Indicates that size is not the only factor in toll, with evidence from the information given, particularly comparing those events with similar size, i.e. Gujarat, Taiwan and Turkey.</p>	<p>(7 marks)</p>
<p>1(b)</p>	<p>Level 1 (1–4 marks) Simple and generalised statements of causes of earthquakes with no real details. Specific locations are not given.</p> <p>Level 2 (5–8 marks) Specific and detailed causes of earthquakes are given. Good use of case studies with named plate boundaries, locations and even specific earthquakes.</p>	<p>(8 marks)</p>
<p>1(c)</p>	<p>Level 1 (1–4 marks) Identifies several methods of management, but only at a superficial level. Loosely ties management techniques to specific events or areas. Examples used are very thinly developed. Material on effectiveness of schemes is little more than they work or do not work.</p> <p>Level 2 (5–8 marks) Clear identification of schemes and areas in which they are used. Shows, with some details, how effective such schemes can be and why they work Good use of exemplar material.</p> <p>Level 3 (9–10 marks) Clearly links the schemes, the areas in which they operate to their effectiveness in particular situation. Answer contains very good use of exemplar material, with some background to the events and the effectiveness of particular schemes at the time of the event.</p>	<p>(10 marks)</p>

Question 2 Weather and Climate and Associated Hazards

2(a)	<p>Level 1 (1–4 marks) Basic/simple statements describing the impacts of the storm with passing reference to responses. Comment may be limited to the acknowledgement that the USA is a more developed country.</p> <p>Level 2 (5–7 marks) The answer focuses on comments on the responses to Hurricane Floyd and these explicitly go beyond the demands of simple description.</p>	(7 marks)
2(b)	<p>Level 1 (1–4 marks) Simple and generalised statements of causes of tropical revolving storms with no depth or detail. 1-4 marks</p> <p>Level 2 (5–8 marks) Specific and detailed causes of tropical revolving storms, better answers may relate to specific events, showing knowledge of locations such as the Gulf of Mexico.</p>	(8 marks)
2(c)	<p>Level 1 (1–4 marks) Simple description of the climate of one type of tropical region; explanation is either simplistic or non-existent.</p> <p>Level 2 (5–8 marks) Specific detail is used to describe the regime of one tropical climate, with an attempt to explain one aspect (temperature/precipitation/winds)</p> <p>Level 3 (9–10 marks) Fully developed answer with both accurate description and clear explanation of the climate of one appropriate tropical region.</p>	(10 marks)

Question 3 Ecosystems: Change and Challenge

<p>3(a)</p>	<p>Level 1 (1–4 marks) Basic statements describing simple changes in plants over time, little knowledge of species and very little reference to processes operating</p> <p>Level 2 (5–7 marks) There is an understanding of the processes operating within a secondary succession, and the response explains the transition between two or more stages.</p>	<p>(7 marks)</p>
<p>3(b)</p>	<p>Level 1 (1–4 marks) Simple and generalised statements relating to the ecology of one or more types of route-way.</p> <p>Level 2 (5–8 marks) Specific and detailed knowledge and understanding of the ecology of at least two different types of route-way.</p>	<p>(8 marks)</p>
<p>3(c)</p>	<p>Level 1 (1–4 marks) A simple generic description of one conservation area; the emphasis is not on the effectiveness of conservation strategies.</p> <p>Level 2 (5–8 marks) Conservation strategies for at least one accurately located conservation area are known, but there is only a token acknowledgement of their effectiveness.</p> <p>Level 3 (9–10 marks) A fully developed answer, where one or more conservation areas is used accurately to examine the effectiveness of the strategies put in place to manage them.</p>	<p>(10 marks)</p>

Section B
Question 4 World Cities

<p>4(a)</p>	<p>Level 1 (1–4 marks) Simple listing of areas mostly by continent. Lack of commentary or simplistic commentary; no recognition of any anomalies to the general pattern.</p> <p>Level 2 (5–7 marks) Some sophisticated commentary on the distribution/pattern described. Recognition of anomalous countries.</p>	<p>(7 marks)</p>
<p>4(b)</p>	<p>Level 1 (1–4 marks) Simple statements of cause, without any development or exemplification; or development of one cause only.</p> <p>Level 2 (5–8 marks) Sophisticated statements of cause, which may show evidence of being inter-related or linked to a specific area(s) where counter-urbanisation has taken place. Credit material at this level which shows depth of knowledge and understanding.</p>	<p>(8 marks)</p>
<p>4(c)</p>	<p>Level 1 (1–4 marks) Simple statements of effects which could apply to a wide range of re-urbanisation schemes. There is limited use of case study material to illustrate or support the general points being made. No overall assessment is given.</p> <p>Level 2 (5–8 marks) Statements of effects that are sophisticated and/or linked to specific areas of study. Good use is made of exemplification to support the answer. Marks in the upper range should be awarded for clear references to re-urbanisation within urban areas at different levels of economic development. Assessment is tentative and implicit.</p> <p>Level 3 (9–10 marks) A fully developed answer, with good elaboration and clear detail of the effects of re-urbanisation with the chosen urban areas. Statements of assessment are explicit.</p>	<p>(10 marks)</p>

Question 5 Development and Globalisation

<p>5(a)</p>	<p>Level 1 (1–4 marks) Simple statements, both descriptive and attempts at commentary, made from the Table, such as the names of the companies, their relative size and the countries of origin (one from Russia, for example).</p> <p>Level 2 (5–7 marks) Genuine commentary made on the information, possibly looking at the wider picture such as which areas dominate and which types of company dominate the list (an example would be that Russia makes an appearance, showing the increasing importance of the Russian economy). Also recognises that other types of figures (sales, for example) may give a different result.</p>	<p>(7 marks)</p>
<p>5(b)</p>	<p>Level 1 (1–4 marks) Straightforward statements with regard to company expansion onto a world stage, such as markets, greater profits and looking for cheaper labour sources. Simple reference made to examples/case studies.</p> <p>Level 2 (5–8 marks) Much more detailed observations with clear reasoning as to the expansion of such companies. More detail in case studies/examples.</p>	<p>(8 marks)</p>
<p>5(c)</p>	<p>Level 1 (1–4 marks) Simple statements with regard to TNC involvement such as more money, greater employment. No real structure in terms of social, economic and environmental impacts. Simple references made to examples/case studies.</p> <p>Level 2 (5–8 marks) Indicates the impacts in terms of social, economic and environmental areas. Clear distinction made between negative and positive impacts. Much more detail on impacts such as how the multiplier effect actually works. References to examples/case studies also include a little detail (i.e. a little more than just “e.g.”).</p> <p>Level 3 (9–10 marks) Answer clearly attempts to make some discussion of the relevant points. Clear indication of both positive and negative impacts made in terms of social, economic and environmental concerns. Examples/case studies worked into the answer.</p>	<p>(10 marks)</p>

Question 6 Contemporary Conflicts and Challenges

6(a)	<p>Level 1 (1–4 marks) Simple listing of concentrations mostly by country/region. Lack of commentary or simplistic commentary; no recognition of any variations to the general distributions of, for example, Asian groups.</p> <p>Level 2 (5–7 marks) Some sophisticated commentary on the distribution/pattern described. Recognition of variations in distributions.</p>	(7 marks)
6(b)	<p>Level 1 (1–4 marks) Simple statements of reasons, without any development or exemplification; or development of one reason only.</p> <p>Level 2 (5–8 marks) Sophisticated statements of reasons, which may show evidence of being inter-related or linked to a specific area(s) where multicultural societies have developed. Credit material at this level which shows depth of knowledge and understanding.</p>	(8 marks)
6(c)	<p>Level 1 (1–4 marks) Simple statements of issues, which are generalised and may be non-specific to an identified area/region where the issues arise.</p> <p>Level 2 (5–8 marks) Detailed statements of the issues with a clear sense of place being generated. The answer has depth and makes sophisticated comments on the issues.</p> <p>Level 3 (9–10 marks) A fully developed answer, with good elaboration and clear and appropriate detail. Recognition of the complexity of the material being referred to. Recognition of the changing influences over time. A sense of discussion is evident.</p>	(10 marks)

Section C – Essay Questions

Level	Marks /40	Assessment criteria
1	1-10	<ul style="list-style-type: none"> • <i>The answer shows a basic grasp of concepts and ideas, but points lack development or depth.</i> • <i>Explanations are incomplete and arguments partial and lack coherent organisation or reasoned conclusions.</i> • <i>Examples are superficial.</i> • <i>There is no evidence of synopticity</i> •
2	11-20	<ul style="list-style-type: none"> • <i>The answer is relevant and accurate, and shows reasonable knowledge and critical understanding of concepts and principles with some use of specialist vocabulary.</i> • <i>Arguments are not fully developed and the organisation of ideas and the use of examples and general theories show imbalances.</i> • <i>Some ability to identify, interpret and synthesise some of the material.</i> • <i>Limited ability to understand the roles of values, attitudes and decision-making processes.</i> • <i>Sketch maps/diagrams are not used effectively.</i> • <i>Evidence of synopticity is limited.</i> •
3	21-30	<ul style="list-style-type: none"> • <i>Sound and frequent evidence of thorough, detailed and accurate knowledge and critical understanding of concepts and principles, and of specialist vocabulary.</i> • <i>Explanations, arguments and assessments or evaluations are direct, logical, purposeful and generally balanced.</i> • <i>Some ability to identify, interpret and synthesise a range of material.</i> • <i>Some ability to understand the roles of values, attitudes and decision-making processes.</i> • <i>Examples are developed and sketch maps/diagrams are used effectively.</i> • <i>There is strong evidence of synopticity</i> •
4	31-40	<ul style="list-style-type: none"> • <i>Strong evidence of thorough, detailed and accurate knowledge and critical understanding of concepts and principles and of specialist vocabulary.</i> • <i>Explanations, arguments and assessments or evaluations are direct, logical, perceptive, purposeful, and show both balance and flair.</i> • <i>There is a high level of insight, and an ability to identify, interpret and synthesise a wide range of material with creativity.</i> • <i>Evidence of maturity in understanding the role of values, attitudes and decision-making processes.</i> • <i>Examples are well-developed and sketch maps/diagrams are fully integrated.</i> • <i>The answer is fully synoptic.</i>

The above will be put into practice following best-fit guidance discussed at the standardisation meeting.

More specific guidance on each essay question.

Question 1.

Discuss the degree to which the theory of Plate Tectonics is supported by the distribution of volcanic and seismic activity across the globe.

Appropriate content

Appropriate content for a response to this question might include:

- An understanding of plate tectonic theory
- An understanding of volcanicity and volcanic events
- An understanding of the causes and main characteristics of earthquakes
- The distribution and movement of the earth's major plates – sea-floor spreading, subduction and conservative margins
- The distribution of plate boundaries and their relationship to volcanoes and volcanicity, and earthquakes

Synopticity could emerge with some of the following:

- The development of plate tectonic theory by Alfred Wegener and the evidence used, including both geological and biological
- The emergence of the ideas of continental drift which explain the movements and the emergence of palaeomagnetism and its significance
- Recognition that there is a variety of scales upon which evidence can be collated.
- Recognition that evidence occurs throughout the world, including continental and oceanic
- A critical understanding that there is evidence that is used to prove plate tectonic theory and that at present volcanicity and seismic activity are the proof that continental drift continues

This question clearly requires a discussion and the response should try to come to a view with regard to the statement. Any conclusion is valid and can be credited as long as it is measured and reasonable, and related to the content of the answer.

Question 2

“Urban areas have a significant impact on climatic characteristics.” Discuss this statement.

Appropriate content

Appropriate content for a response to this question will include:

- Reasons for the existence of the urban heat island/ heat dome
- Reference to humidity, cloud cover and thunderstorms and precipitation within cities, and reasons why variations occur between urban and rural areas
- Differences in wind speed between rural and urban areas, turbulence, funnel/Venturi effect within cities
- Air quality, fog, photo-chemical smog, causes of pollution

The question should be fully addressed and the **synoptic** element is achieved when there is a critical appreciation of the varying effect of cities on local climates around the world by;

- Location in relation to latitude, relief, distance from the sea and general climate experienced

- Population size and extent of the built up area
- Level of industrial development and type of economic activity present, particularly when comparing countries in the developing world with those in the developed world
- Environmental legislation, again comparing developing nations with those in developed nations

The question requires some discussion and candidates are expected to produce a reasoned measured conclusion, which relates clearly to the preceding content.

Question 3

With reference to case studies, critically evaluate the success of management schemes in fragile environments.

Appropriate content

Appropriate content for a response to this question might include reference to the following:

- An understanding that a fragile environment is one which is easily disturbed and that lacks resilience to change.
- An understanding that many fragile environments cross national boundaries, creating international management challenges.
- Fragile environments in developing countries may pose further management problems due to levels of finance, technical expertise etc.
- Human activity, both direct and indirect (in the guise of pollution and global warming) has damaged many fragile environments, some irreparably
- The introduction of alien species
- Natural hazards, such as flooding, drought and tropical revolving storms
- Examples of management schemes at varying levels of success, e.g. the Central Amazon Conservation Complex, the Serengeti National Park and Ngorongoro Conservation area, Tanzania, and the Sundarbans Reserved Forest, Bangladesh

Synopticity is therefore achieved by

- Evidence in the breadth/depth of case-study material
- Detailed critical understanding of the underlying problems faced when trying to manage fragile environments in some more remote/fragmented locations
- Recognising the varying capacity to manage fragile environments with a comparison made between the developed and developing worlds
- Recognition of variation in the attitudes of different groups of people in different parts of the world, with varying economic and political systems and their attitude towards the management of fragile environments.

The question requires an evaluation of the success or otherwise of the chosen schemes, and some evidence of critical evaluation for the higher level responses. Any reasonable conclusion can be credited as long as it is measured and reasonable, and related to the preceding content.

Question 4

Assess the impact of out-of-town centre retailing areas on the regions in which they occur.

Appropriate content.

Appropriate content for a response to this question will include:

- an outline of the characteristic features of the out-of-town retailing area(s)
- description of the impacts this/these centre(s) has had on the region, both environmentally and economically
- discussion of the responses to these impacts, which may be positive as well as negative.

The question should be fully addressed and the synoptic element is achieved when there is a more critical view of the impacts of the out-of-town retailing area, coupled with some discussion of responses.

Synopticity is therefore achieved by:

- evidence in the depth of the chosen case-study material
- detailed critical understanding of impacts and responses
- good understanding of at least one of the elements given above
- recognition of variation in the basis of attitudes (eg over time) of the decision-makers and other participants in the area(s) concerned (eg developers, shoppers, local authorities).
- recognition that the perception of participants may change over time.

The question requires an overall assessment and the response should cover all elements, positive and negative. Any reasonable conclusion can be credited as long as it is measured and reasonable, and related to the preceding content.

Question 5

“Global social and economic groupings have significant beneficial effects for their members.” Discuss the extent to which you agree with this statement.

Appropriate content

Appropriate content for a response to this question might include:

- References to some examples of global social and economic groupings
- Overall beneficial effects of joining a social/economic group such as security
- Economic benefits of joining such as increased trade, support for declining regions,/industries, support for remote areas
- Other benefits such as the fact that smaller nations can be better represented on the world stage
- The disadvantages of joining such groupings – economic, social and political

Synopticity could emerge with some of the following:

- A critical understanding of how nations benefit from belonging to a major international group
- A critical understanding of how membership can have some disadvantages
- A detailed understanding of how such groupings can lead to small regions within countries demanding a greater voice and, ultimately, resulting in separatist pressures
- An understanding of the wider importance of the emergence of global social and economic groupings
- Evidence of the breadth/depth of case study material

The question clearly requires a discussion of the validity of the statement and a response should try to come to a view between the beneficial effects and the disadvantages. Any conclusion can be credited as long as it is measured and reasonable, and related to the content of the answer.

Question 6

With reference to one recent major international conflict, analyse and assess the geographical impacts of the conflict on the area(s) involved.

This question should be answered in the context of one recent international conflict, and preferably where the impact has been on a number of levels: environmental, social and economic. A wide range of studies will be relevant (as chosen by the centre or candidate).

Appropriate content

Appropriate content for a response to this question will include:

- an outline of the impacts of the conflict, at a variety of levels (as stated above)
- an analysis of the variety of ways in which people have been affected by the conflict, possibly on both sides of the conflict
- a balanced assessment of the outcomes of the conflict, which may be positive as well as negative

The question should be fully addressed and the synoptic element is achieved when there is a more critical view of the impacts and the roles of different stakeholders in the conflict, coupled with some discussion of consequences, so that the two strands of the question are covered explicitly.

Synopticity is therefore achieved by:

- evidence in the depth of the chosen case-study material
- detailed critical understanding of short term and long term impacts
- good understanding of at least one of the elements given above
- recognition of variation in the basis of attitudes (eg over time) within groups who may lose or benefit from the conflict.
- recognition that the perception of winners/losers changes over time and/or space.

The question requires an overall analysis and assessment and the response should cover all elements. Any reasonable conclusion can be credited as long as it is measured and reasonable, and related to the preceding content.