

2017 Preliminary Exams
H2 Geography Paper 1 Marking Guide

All essays to be marked according to these generic level descriptors:

A H2 Generic Level Descriptors for 12m SEQ sub-part (a)

Level	Marks	Descriptors
4	10–12	Response is consistently analytical and comprises purposeful explanations. Response addresses the question fully using accurate and detailed knowledge. Depth of relevant knowledge and understanding is evident throughout. Response is coherent and use of terminology is accurate throughout.
3	7–9	Response is analytical and explanatory rather than descriptive. There is a clear focus on the question. Response demonstrates relevant knowledge and understanding. The response is coherent and the use of terminology is mostly accurate.
2	4–6	Response includes analysis and explanation but is generally dominated by description. Response reflects understanding of the question and is generally relevant. Some parts of the response may be unclear. Use of terminology is limited.
1	1–3	Response lacks focus on the question. Response is generally fragmentary and lacks a clear structure and organisation. There may be many unsupported, brief or incomplete assertions and/or arguments with some inaccurate use of terminology.
0	0	No creditworthy response.

Note: The assessment involves qualitative rather than quantitative evaluation. Judgements on the level to be awarded to an answer will be based on the principle of 'best fit' determined by the descriptors within each level.

B H2 Generic Level Descriptors for 20m SEQ sub-part (b)

Level	Marks	Descriptors
5	17–20	Response is perceptive, logical and has strong evaluative elements. Evaluation is relevant and comprehensive. Strong evidence of synoptic thinking where knowledge from different topics is synthesised purposefully. Response fully addresses the demands of the question and features detailed and accurate knowledge reflecting depth of understanding of the subject content. The argument or discussion is coherent and well supported by relevant material. Use of terminology is accurate.
4	13–16	Response displays a sound evaluative element. There is some evidence of synoptic thinking through synthesising knowledge from different topics. Response is generally focussed on the demands of the question and features accurate knowledge, reflecting depth of understanding of the subject content. The argument or discussion is coherent and supported by relevant material. Use of terminology is accurate and appropriate.
3	9–12	Response is broadly evaluative rather than descriptive. Response addresses the question and features accurate knowledge, reflecting some understanding of the subject content. Argument or discussion is mainly coherent and supported by material which is largely relevant. Use of terminology is relevant and mostly accurate.
2	5–8	Response is largely descriptive. Response attempts to provide an argument to address the question. The weakest responses in this level may lack balance and/or depth. Response structure is broadly coherent but may lack clarity. Some lapses in use of terminology though generally accurate.
1	1–4	Response lacks focus on the question and may be largely irrelevant to it. Response is fragmentary and lacks clarity. There may also be unsupported assertions and/or arguments with limited or no use of relevant terminology.
0	0	No creditworthy response.

Note: The assessment involves qualitative rather than quantitative evaluation. Judgements on the level to be awarded to an answer will be based on the principle of 'best fit' determined by the descriptors within each level.

Section A – Tropical Environments

Answer **one** question from this section.

1 (a) **Explain the climatic characteristics of tropical desert (BWh) climates.** [12]

Commented [CKL1]: Should this entire page be in Font Size 12?

Indicative content:

- Climatic characteristics: temperature, rainfall, to look at annual amount and fluctuation patterns
- Temperature
 - Description: Annual temperature: fluctuating, Large diurnal temperature range
 - Explanation: due to shift in position of overhead sun, high sun vs low sun season, cloud cover to explain the diurnal temperature range
- Rainfall
 - Description: Low annual rainfall, episodic rainfall
 - Explanation: dominance of STHP, episodic rainfall due to localised convectional activity, unexpected roaming of low pressure cells which could be triggered by climate change
- Higher level responses to show spatial differences in the different tropical desert characteristics where some deserts may experience higher rainfall due to orographic rainfall at windward side or lower rainfall due to cold ocean currents

(b) **To what extent does climate affect the formation of aeolian landforms in the arid tropics?** [20]

Indicative content:

- Candidates should **ONLY** focus on **Aeolian erosional and depositional landforms** and not the fluvial ones.
- Aeolian erosional landforms: yardangs, desert pavement, ventifacts and Aeolian depositional landforms: sand dunes and loess deposits
- Climatic factors would include wind, rain and temperature
- Other factors: rock geology, mass movements, climate change and anthropogenic activities
- Higher level responses will evaluate the role of wind (in relation to other factors) with spatial and temporal variations in the landforms created, i.e. in terms of scale and morphology (shape and size of landforms)
- Opportunities for synoptic link: Theme 2.2 Development of Extractive industries and impact on landform formation, Theme 3.2 Urbanisation and impact of landform formation

2 (a) Explain the effects of tropical deforestation in countries at lower levels of development. [12]

Indicative content:

- Candidates should explain effects of deforestation on developing countries such as landslides, soil erosion and sedimentation, disruption of ecosystems and loss of biodiversity, disruption of biogeochemical cycles and release of stored carbon.
- Good examples to utilize will be rapid deforestation which has taken place in Indonesia and countries traversing the Amazon rainforest such as Brazil, Peru, Bolivia and Ecuador.
- Higher level responses will include an analysis of why countries at lower levels of development are more likely to suffer from the LT impacts of such widespread deforestation and acknowledge the balance that must be reached between development and the environment.
- Suggested points
 - **Disruption of ecosystems/habitats**
 - **Soil erosion**
 - **Landslides**
 - **Release of stored carbon**
 - **Disruption of biogeochemical cycles**

(b) Discuss the strategies to manage tropical deforestation. [20]

Indicative content:

- Candidates should discuss and assess the effectiveness of various strategies to manage deforestation which includes international, national as well as strategies on a community level. This can include legislation, designation of protected areas, reforestation etc
- Higher level responses will highlight the dilemma between development and the environment when it comes to developing countries. Deforestation is often due to clearing areas for agriculture, urban/industrial expansion and therefore there is often a conflict. There is often a tendency to pass the blame to developing countries but loss of forest cover may be larger in developed countries.

Strategies can include:

- **International strategies like REDD+**
- **Engaging in more sustainable practices.**
- **Role of NGOs and TNCs (can be synoptic link) in reducing deforestation and logging**
- **Individual level:** Making informed daily choices by reducing consumption, eating sustainable food, and choosing recycled or certified sustainable wood products.

Opportunities for synoptic link: Theme 2.1 Role of govt/TNC/NGOs, Theme 2.2 Extractive industries, Theme 3.1 Sustainable Development

Section B – Development, Economy and Environment

Answer **one** question from this section.

Commented [CKL2]: Pls repeat this instructions for all the sections below

3 (a) Explain the factors influencing resource appraisal in resource-rich countries. [12]

Indicative content:

- Candidates can discuss the role of cultural (e.g. perception of gold elevating market values in India), socioeconomic (income levels, education, profitability), technological (e.g. whether sufficient technology is available to extract resources like oil in Nigeria and diamonds in Tanzania) and political factors (national resource policies and IOs like OPEC) in affecting the appraisal of resources in resource rich countries.
- Higher level responses will analyse these factors and weigh the relative influence of these factors in resource rich countries. They may acknowledge temporal variations in the appraisal of resources (e.g. the value of cobalt due to its usage in smartphone batteries)

(b) 'Resources should be a blessing, not a curse. They can be, but it will not happen on its own. And it will not happen easily.' (The Guardian, 2012) [20]

To what extent do you agree with this statement with respect to resource rich countries?

Indicative content:

- Candidates should be able to discuss how resources can be a blessing to resource rich countries which can utilize them to their advantage to pursue development. At the same time, they should be able to discuss the challenges associated with doing so (price volatility, governance, overdependence on a narrow economic base etc)
- They should also include a discussion of why often resources may end up to be a 'curse' in many resource rich countries.
- Higher level responses will include spatial and temporal variations in terms of resource rich countries undergoing economic development and growth.
- Opportunities for synoptic link: Theme 2.1 Role of government/ TNCs, Theme 3.1 Sustainable Development, Theme 1.2 Deforestation

4 (a) Explain the impact of privatisation of water resources in lower income countries. [12]

Indicative content:

- Candidates should be able to explain both positive as well as negative impacts of privatisation of water resources in the context of lower income countries (which may be characterised with weak or inefficient governance, high level of debts or lack of funds)
- Positive impacts can include greater efficiency of provision, larger funds for provision of infrastructure such as piped water etc
- Negative impacts can include increased water prices which could lead to lack of access for lower income groups, disregard for environmental concerns in extraction of water etc
- Higher level responses should be able to weigh these impacts in relation to examples that they have studied and analyse the impact of

privatisation. They could present alternative solutions such as public-private partnerships or role of NGOs/international agencies

- (b) **‘Water conservation is the key to managing water scarcity.’ To what extent do you agree with this view?** [20]

Indicative content:

- Candidates should be able to discuss the role of water conservation in managing water scarcity with reference to various countries which have implemented these measures and seen different levels of success. They should consider both absolute and relative scarcity and evaluate the role of conservation in tackling scarcity. Issues of mindset, sustainability of schemes to conserve water etc can be considered as well
- They should also consider alternative measures such as desalination, treatment of used water (Newater) which are increasingly used in countries to increase their potable water supply.
- On the other hand, conservation schemes may do little to address issue of relative water scarcity that many developing countries faced where they lack resources/technology/funds to access the water available. In these cases, perhaps the role of private firms, international organizations, NGOs can be considered to assist in water provision.
- Higher level responses can consider the challenges of managing water scarcity in the long term as a result of global concerns such as climate change, rapid population growth etc which can exacerbate the issue of scarcity. They can also acknowledge spatial variations in issues of scarcity which cannot be addressed through conservation alone.
- Opportunities for synoptic link: How climate change can threaten water supplies and cause scarcity (3.1) / sustainable development (3.1)/ role of government (2.1)

Section C – Sustainable Development

Answer **one** question from this section.

- 5 (a) **Explain the effects of climate change on sustainable development of countries at lower levels of development.** [12]

Indicative content:

- Candidates can discuss social, economic and environmental effects of climate change in countries at lower levels of development. Sustainable development incorporates all 3 dimensions.
- Social (loss of homes/lives, disrupts way of life, health concerns due to spread of diseases like malaria etc)
- Economic (Loss of livelihoods due to threats to agricultural production, destruction of property/infrastructure due to floods etc)
- Environmental (Impact on ecosystems, animals, plants etc)
- Link must be made to sustainable development (e.g. social justice, LY implications etc)
- Specific locational examples should be incorporated when explaining the effects

- Higher level responses could analyse these factors and discuss why climate change is likely to affect countries at lower levels of development more adversely and threaten their long term developmental prospects

(b) 'Utilizing alternative energy sources is the most promising measure to combat against climate change.' To what extent do you agree with this statement? [20]

Indicative content:

- Candidates should evaluate the use of alternative energy sources such as solar and wind energy and demonstrate an understanding of both benefits and limitations.
- Candidates should acknowledge that utilising alternative sources of energy may be just one solution and it needs to be complemented with other measures as well for managing climate change such as international agreements to cur carbon emissions or adaptation measures such as drought resistant crops or managing coastline retreat.
- A higher level response would acknowledge spatial and temporal variations in tackling climate change with financing and technology as a key concern for lower income countries. Candidates can also question whether it is even possible to combat against climate change.
- Opportunities for synoptic link: 2.1 Role of govt/international organizations in embarking on strategies to cope with climate change, 2.2 dam construction, 2.1 Variations in development of countries

6 (a) Explain the difficulties of measuring urban liveability. [12]

Indicative content:

- Candidates can explain why it is difficult to define and measure urban liveability due to these considerations:
 - Deciding on which factors need to be considered in measurement
 - Varying perceptions amongst age and income groups
 - Difficulty of assigning a value to intrinsic factors which cannot be quantified/measured (e.g. fear of crime)
 - Difficulty of tracking changes over time
 - Difficulty of establishing common standards of comparison across cities of differing developmental levels.
 - There could be spatial variations within cities, even across neighbourhoods
- Higher level responses will analyse these difficulties and provide a rationale for why it may still be important to measure urban liveability. They could also consider liveability at different scales such as between cities, within cities, between neighbourhoods etc

(b) With reference to one social group in cities, evaluate the strategies that have been undertaken to improve the liveability of urban areas. [20]

Indicative content:

- Candidates can choose either the elderly or disabled/migrants in order to discuss the strategies undertaken which can include aspects such as transport, living environment, employment etc
- Specific examples must be given of cities and strategies must be evaluated for effectiveness

- Higher level responses should acknowledge spatial variations in these strategies with cities at lower level of development having less of such comprehensive strategies due to different developmental priorities. They could also incorporate intangible aspects such as inclusivity within the city which can affect the liveability of a social group as well.
- Opportunities for synoptic link: 2.1 Role of government, 3.1 Sustainable development and social equity