



Catholic Junior College

JC2 Preliminary Examinations

Higher 2

GEOGRAPHY

9751/01

Paper 1 Structured Essay Questions

21 August 2019

3 hours

Additional Materials: Answer Paper

READ THESE INSTRUCTIONS FIRST

Write your class and name on all the work you hand in.
Write in dark blue or black pen on both sides of the paper.
You may use an HB pencil for any diagrams, graphs or rough working.
Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer **three** questions. **One** from each section.

You should make reference to appropriate examples studied in the field or the classroom, even where such examples are not specifically requested by the question.
Diagram and sketch maps should be drawn whenever they serve to illustrate an answer.
The world outline map may be annotated and handed in with relevant answers.
You are reminded of the need for good English and clear presentation in your answers.

At the end of the examination, you are to hand in **each question separately**.
The number of marks is given in brackets [] at the end of each question or part question.

Start each question on a fresh sheet of paper. You will hand in each question separately.

This document consists of 2 printed pages and 1 blank page.

[Turn over

BLANK PAGE

ANSWER SCHEME

Section A - Tropical Environments

Answer **one** question from this section.

- 1(a) Explain the erosional processes that take place in the arid tropics. [12]

Indicative content

Students should explain processes of erosion by water (splash erosion, rainwash and rillwash) and by wind (deflation and abrasion) that occurs in the arid tropics.

Better responses would be able to explain why these processes occur within the arid tropics.

- (b) To what extent are erosional processes the dominant process affecting the development of landforms in the tropics? [20]

Indicative content

Students should provide a well-evaluated evaluation discussing the extent to which erosional processes are the dominant process affecting the development of landforms in the tropics. This should be weighed against other processes such as weathering, mass movement, tectonic uplift, transportation/depositional processes by wind and climate change. Arguments should be well-exemplified. Overall stand should be consistent and well justified.

Better responses would be able to discuss how the dominant processes would vary according to whether they are landforms in the humid tropics (karst landforms), or landforms in the arid tropics (yardangs, dunes and/or loess).

- 2(a) Explain how the seasonal variation in wind direction influences precipitation patterns during the African monsoon. [12]

Indicative content

Students should explain how the seasonal variation in the wind direction would affect wet and dry seasons during the African monsoon.

Better responses would be able to contextualise this in both the West and East African monsoon.

- (b) Discuss the extent to which trade winds and monsoon winds affect precipitation characteristics in the tropics. [20]

Indicative content

Students should provide a well-evaluated evaluation discussing the extent to which trade winds and monsoon winds affect precipitation characteristics in the tropics. This should be contrasted with other factors affecting rainfall, such as topography, convectional heating,

ocean currents, continentality effect and climatic anomalies such as El Nino and cyclones. Arguments should be well-exemplified. Overall stand should be consistent and well justified.

Better responses would be able to weigh the relative importance of trade winds and monsoon winds with other factors, and link them to both the humid and arid tropics. They should also draw synoptic links to other topics such as global warming that may cause heavier rainfall in the humid tropics, and drier climates in the arid tropics.

Section B – Development, Economy and Environment.

Answer **one** question from this section.

- 3(a) Explain the challenges of managing natural resource extraction in countries heavily dependent on the extractive industry. [12]

Indicative content

Responses can include a range of challenges/problems associated with natural resource extraction, such as economic, social and environmental challenges. Challenges are environmental pollution, income inequality, profit repatriation, economic vulnerability to global markets, political conflict, lack of local linkages and so on.

Better responses are able to (i) contextualise explanation to why dependent countries face these challenges, and (ii) explain the root reason for these challenges mentioned above (that could be linked to historical reasons, geographical concentration, lack of skilled labour, complacency and lack of diversification). Dependent countries are those that depend heavily on the extractive industry for economic growth, and tend to be from the poorest parts of the world. Examples are also considered relevant content that can be credited.

- (b) “The views of Malthus, Boserup and Harvey are not relevant to explaining the relationship between populations and resources today.” To what extent do you agree with this statement? [20]

Indicative content

Responses to acknowledge that these 3 theories have some level of relevance – relationship between resource and population whereby too much consumption can lead to deficits in supply of resources of food, technology and population, and the role of capitalism in causing lack of resources in some places due to uneven distribution of wages and capital. At the same time, these theories have flaws – why has Malthusian doomsday not occurred, is there a limit to technology in stretching the boundaries of the

environment, and is capitalism the cause of all resource scarcity problems or have they led to better outcomes for some countries?

Better responses will include explicit evaluation frames using global/national scale; time period of now vs then and what has changed. Responses in the better levels will also show how the 3 theories are different and each respond to the flaws in the other, as well as rank which theory might be most relevant today and why. Links to the global economy, development theories, tropical environments and sustainable development are possible as synoptic links. Detailed examples can be credited.

- 4(a) Explain how states can encourage economic development in Less Developed Countries. [12]

Indicative content

Responses can include a range of state-led strategies, including investing in businesses, starting export processing zones, providing public services like transport networks, telecommunications networks, regulating the economy for stability of investments, reskilling/upskilling, joining trade blocs, or even seeking loans from WB/IMF.

Better responses are able to (i) contextualise explanation to why these strategies can be used for LDCs (reference their comparative advantage in global economy, low level of skills and aspirations for higher-value added work), (ii) specific categories of state action/role instead of piecemeal processes, and (iii) link strategies to type of economic development i.e. employment, wages or capital inflow. Relevant examples will also be credited.

- (b) “Countries endowed with resources are doomed to experience economic, environmental and social problems.” To what extent do you agree with this statement? [20]

Indicative content

Responses can include the perspectives of potential economic, social and environmental problems that can occur – profit repatriation, low wages, economic vulnerability, social inequality, displacement, land, air and water pollution; as well as how they can be avoided, or benefit in these areas through strategies.

Better responses are those with points well-evaluated to include (i) exceptions, strategies, advantages, (ii) consolidate key trends that cause types of countries to be “doomed” and key trends that cause types of countries to avoid the curse (e.g. role of government in avoiding these curses can include diversification, regulation of profit repatriation, local linkage regulations, translation of profits or rents to other social development

initiatives especially education to upskill the people). Relevant examples will be credited. Synoptic links can be made across tropical environments, global economy, sustainable development and liveability.

Section C – Sustainable Development

Answer **one** question from this section.

- 5(a) Explain the challenges in achieving sustainable development faced by cities in developed countries. [12]

Indicative content

Responses should start from the needs, limitations and trade-offs that sustainable development requires across all 3 dimensions of economy, society and environment. Challenges include having comprehensive range of economic opportunities for all sectors of the population, balancing trade-offs between environment and the economy, meeting the social needs of the aged, youths and disabled, defining what needs are now and in the future and so on.

Better responses are able to (i) contextualise explanation to why developed countries' cities face these challenge (link to higher standards imposed by Rio+ in terms of environmental standards like carbon emissions, ageing population which results in unique needs, deindustrialisation which is an economic problem, technology is advancing so fast that it makes it difficult to predict future limitations), (ii) acknowledge that key to the debates on SD are subjective definition of needs, limitations and trade-offs. Relevant examples will be credited.

- (b) “Developed Countries will face fewer challenges than Less Developed Countries in coping with global warming.” To what extent do you agree with this statement? [20]

Indicative content

Responses should cover the perspective that DCs can have fewer challenges because of technology, funding and political organisation, and the challenges that they also face, such as in their geophysical locations, size, higher standards imposed by the international community. Therefore, they may also face equal or worse challenges than LDCs.

Better responses are able to (i) evaluate each point using the evaluative frame of scale, extent, duration etc, (ii) draw trends and conclusions about what makes coping easier or more difficult. Relevant examples will be credited. Synoptic links can be made through tropical environments (floods, climate), global economy (pollutive industries are outsourced).

- 6(a) Explain the needs faced by cities in rapidly urbanising countries. [12]

Indicative content

Responses can include a range of needs such as economic, social and environmental. They are, but not limited to, need for employment opportunities, housing needs, waste management needs, transport needs and conservation of the environment.

Better responses are able to (i) contextualise explanation to why rapidly urbanising countries have these needs (LDCs), (ii) undergird explanation by the Brown Agenda that LDCs focus on. Relevant examples will be credited.

- (b) “Funding is the most important condition for successful management of urban problems.” To what extent do you agree with this statement? [20]

Indicative content

Responses can address the different conditions influencing successful management of urban problems – housing, transport, waste management, liveability.

Better responses are able to (i) evaluate each condition based on clear criteria such as issue type, context of cities (ii) compare the relative importance of each condition against funding, (iii) rank crucial condition. Relevant examples will be credited. Synoptic links can be drawn to global economy, tropical environments, climate change.

**** END OF PAPER ****

Generic rubrics for Part A questions

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.

Generic rubrics for Part B questions

Table 11.2 Generic Level Descriptors for 2018 SLQ 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.