

## Teacher Notes, Questions and Mark Scheme

### Teacher Notes:

These resources are provided as a further example of the Unit 3 Section B synoptic assessment. They use the format from the Sample Assessment Materials (SAMs) for Edexcel Advanced GCE in Geography (9GE01) Unit 3 (6GE03) - see

<http://www.edexcel.com/quals/gce/gce08/geography/Pages/default.aspx> This is the same format Centres should expect to encounter for the first external examination in January 2010.

Below is a suggested programme of teaching and learning activities which will help students prepare for their synoptic assessment using the 'Development in Sri Lanka' resources. It assumes the end point will be a mock exam.

1. The resources booklet (above) should be given out to students, ideally as a colour copy. Ask students to read the resources as a homework activity. Additionally you might:
  - Ask them to make a list of key terms they need help with / definitions of.
  - Ask them to research the websites on page 5. Ideally students should make notes on the websites rather than print of dozens of pages.
2. It would be useful, as part of the lesson when the resources are handed out, to spend 20 minutes brainstorming what students already know about Sri Lanka. This will help tease out any misconceptions students have early on. Try to draw out points such as:
  - The islands location i.e. just north of the equator and therefore tropical, with a monsoonal climate.
  - That Sri Lanka is a sovereign state; students sometimes consider it part of India. In terms of culture and religion the India and Sri Lanka have marked differences.
  - The island was a UK colony (Ceylon) until 1948
  - Sri Lanka is a developing country; its exact position on the development spectrum is open to debate but it is not an LDC (Least Developed Country) nor an 'Asian Tiger' style NIC.
  - Some students may be aware of the long running, and sometimes brutal, civil war between the Tamil Tigers and the Sri Lankan government which ran from 1983 to 2009.
  - Many students will be aware of the devastating impact of the 2004 Boxing Day Tsunami on Sri Lanka.
  - Sri Lanka is of course famous for exporting tea, it has become a popular tourist destination and in recent years its international cricket team has become more prominent and successful.
3. As a homework or class exercise ask students to produce a social and economic profile of Sri Lanka using the World Resources Institute website referred to in the resource booklet, as well as the resources in the booklet. Other websites and sources could also be used. Use this profiling activity to discuss what sort of country Sri Lanka is (this related to Question 1 of the exam style questions). This type of background activity will be useful prior to real exams.
4. Spend some time in a lesson thinking about what aspects of Sri Lanka the resources focus on. Starting on page 1 of the resources booklet you will notice that there is information on:
  - Poverty, including an emboldened reference to the Millennium Development Goals
  - Climate and environment
  - Population and migration
  - Conflict
  - The 2004 Asian tsunami
  - Deforestation
  - Energy supplyThese areas link to parts of the specification at both AS and A2. They also point in the direction of Question 2 as many are 'problem' areas for Sri Lanka. It would be useful discuss each of the bulleted issues and think about how much of a problem they are for Sri Lanka.

**Health Warming: Question 'spotting'**

You need to take care when attempting to 'spot' questions. The resources on Sri Lanka do point towards a question on problems and issues. In fact the question is:

*(b) Evaluate the threats that might restrict further economic development in Sri Lanka.*

It is possible to think of other questions which would 'match' the resources just as well as the question above, such as:

*Assess the opportunities and threats to further economic development in Sri Lanka.*

or

*Identify the factors which have prevented greater economic development in Sri Lanka.*

All of these questions are on a similar theme, but they are different, and require different mark schemes. When preparing students for this exam try to 'theme spot' rather than 'question spot'. Experience suggests that students can very easily be over-prepared for a particular question, which, if it does not appear on the actual exam paper, can lead to problems.

5. Another useful activity is to ask students where they think the synoptic links are within the Sri Lanka resources. Can they see how any part of the resources link to what they have studied in class e.g.:

- Energy security (the section on electricity supply)
- Globalisation (the section on foreign investment)
- Biodiversity under threat (the section on deforestation)

You can consider if there are any examples or case studies you have covered elsewhere in the course which link to the information on Sri Lanka, for instance:

- You may have used an example of ethical purchasing or trade at AS Level which you could compare to the Brandix factory in Table 1.
- You may have studied a different 'top down' scheme such as the Three Gorges Dam in China.
- You may have studied other countries, at different levels of development.

Any of these examples can, and should, be used as part of candidate's responses where relevant. This is one way of being synoptic.

6. Table 1 clearly has the look of a resource from which a question might 'spring'. Ask students how they might compare the three projects. Aim to the students to devise a comparison table; perhaps introduce the idea of sustainability as an important over-arching theme if the students do not suggest it themselves. One way of the comparing the projects is shown below:

Project		Social	Environmental	Economic
Mahaweli Development Programme	+			
	-			
The Safe Bottle Lamp	+			
	-			
Eco Factory opened by Brandix	+			
	-			

Note that the actual form of Question 3 does not include a consideration of the social aspects of sustainability.

Questions:

SECTION B

Answer all parts of this section, referring to the advance information you have been asked to study.

You are reminded of the need to use examples from any part of your GCE Geography course to support your answers.

You are advised to spend approximately 70 minutes on Section B.

6. (a) Assess Sri Lanka's current position on the global spectrum of economic and social development. (12 marks)

(b) Evaluate the threats that might restrict further economic development in Sri Lanka. (12 marks)

(c) Contrast the three development projects shown in Table 1 in terms of their economic and environmental sustainability for Sri Lanka. (16 marks)

(Total 40 marks)

**Mark scheme:**

Question number	Question	
6. (a) QWC (i,ii,iii)	Assess Sri Lanka's current position on the global spectrum of economic and social development. (12 marks)	
	Indicative content	
	<p>Candidates are expected to state where Sri Lanka sits on the spectrum of development. There is no perfect answer although there are some positions which would be very difficult to justify. Within the resources are a range of indicators of social and economic development level such as:</p> <ul style="list-style-type: none"> <li>• National poverty level (23% in 2002); reference to malnutrition; rural poverty.</li> <li>• The prevalence of rural to urban migration.</li> <li>• Photograph Figure 3a and 3b show fairly well developed urban and industrial areas.</li> <li>• Large scale deforestation with limited replanting, suggesting a low level of management of natural resources (on the other hand some cultural sites are well protected)</li> <li>• Agriculture is still important to the economy; on the other hand Sri Lanka has attracted some FDI and tourism is important.</li> <li>• Highly variable access to electricity (Figure 7)</li> </ul> <p>Development levels in Sri Lanka are beyond that which are characteristic of an LDC, but it might be considered an LEDC; a case could be made that the country is moving towards the RIC / NIC model - albeit slowly. Credit comparisons to other countries and situations e.g. more developed than many African States, perhaps less well developed than China etc. Students should be familiar with a range of different ways to measure, and define, development from Unit 3 Topic 5 section 1.</p> <p><u>Synoptic linkages:</u></p> <ul style="list-style-type: none"> <li>• Reference to the MDG indicators (see page 1 of the resource booklet) would indicate candidate research, as would reference to other indicators such as the HDI etc.</li> <li>• Reference to development models, such as Rostow or Clark-Fisher; either could provide structure to an answer</li> <li>• Unit1 Going Global, global groupings section.</li> </ul>	
Level	Mark	Descriptor
Level 1	1-4	Does not differentiate between social and economic development. States some indicators but unclear on their meaning in relation to spectrum of development. May take a difficult to justify position. Structure is poor or absent. Explanations are over simplified and lack clarity. Geographical terminology is rarely used with accuracy. There are frequent grammar, punctuation and spelling errors.
Level 2	5-8	Mentions both social and economic development / indicators, and has some range. Identifies Sri Lanka's level of development in satisfactory way; may mention other countries by comparison. Structure is satisfactory. Limited reference to wider links. Explanations are clear, but there are areas of less clarity. Geographical terminology is used with some accuracy. There are some grammar, punctuation and spelling errors.
Level 3	9-12	Differentiates between social and economic indicators and uses a good range. Likely to comment on difficulty of placing Sri Lanka on the spectrum / contradictory nature of some indicators i.e. an assessment. Structure is good.

	Explanations are always clear. Synoptic; refers to own research / other countries as a comparison. Geographical terminology is used with accuracy. Grammar, punctuation and spelling errors are very rare.
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Question number	Question	
6. (b) QWC (i, ii, iii)	Evaluate the threats that might restrict further economic development in Sri Lanka. (12 marks)	
	Indicative content	
	<p>There are a range of possible threats which could restrict further FDI or development from within the country. At L2 and above expect some range of threats to be covered but do not expect a full list as below:</p> <ul style="list-style-type: none"> <li>• Poverty may put some investors off as it suggests that educational attainment is likely to be low; poverty levels have fallen and are low in urban areas however (8% in 2002). The brain drain effect is stated as a problem in View 1. View 4 comments on graduate skills.</li> <li>• The 2004 tsunami was a major setback with associated recovery costs (View 2) and huge impacts; L1 candidates might focus on this area; stronger candidates might recognize that it was a very rare event.</li> <li>• The civil war, despite ending in 2009, leaves a legacy of mis-trust and it could flare up again; View 3 comments on human rights issues. The war has had an impact on Sri Lanka's popularity as a tourist destination.</li> <li>• Lack of a reliable, universal electricity supply might put off investors; demand is rising but supply is not keeping pace.</li> <li>• Inflation and economic stability are issues (Figure 8), especially as all fossil fuels are imported. Both the tsunami and war have been costly, and detracted from longer term investment in education, skills and health.</li> </ul> <p>There could be some comment on Sri Lanka's climate as putting off some FDI; credit candidates who turn the question and comment on strengths e.g. the environment and culture of the island although this should not be the main focus of responses.</p> <p><u>Synoptic linkages:</u></p> <ul style="list-style-type: none"> <li>• Unit 1 World at Risk / Unit 4 tectonic hazards; especially the recovery from the tsunami and the warming systems that are being developed to reduce future impacts.</li> <li>• Energy security Unit 3 in terms of energy supply and security / prices of imports.</li> <li>• Reference to other issues from research such as water supply or health issues.</li> </ul>	
Level	Mark	Descriptor
Level 1	1-4	Narrow focus on one or two threats e.g. tsunami; lack of linkage to economic development and how it might be impacted. May verge on sensationalism. Structure is poor or absent. Explanations are over simplified and lack clarity. Geographical terminology is rarely used with accuracy. There are frequent grammar, punctuation and spelling errors.
Level 2	5-8	Reference to a range of threats with some detail; likely to be variable. Some linkage to economic development. Structure is satisfactory. Some reference to wider links. Explanations are clear, but there are areas of

		less clarity. Geographical terminology is used with some accuracy. There are some grammar, punctuation and spelling errors.
Level 3	9-12	Detailed reference to a range of threats which are linked to economic development, especially FDI. The threats are evaluated i.e. some are viewed as more significant than others. Structure is good. Explanations are always clear. Synoptic. Geographical terminology is used with accuracy. Grammar, punctuation and spelling errors are very rare.

Question number	Question										
6.(c) QWC (i,ii,iii)	Contrast the three development projects shown in Table 1 in terms of their economic and environmental sustainability for Sri Lanka. <b>(16 marks)</b>										
	Indicative content										
	<p>The three projects in Table 1 contrast in terms of:</p> <ul style="list-style-type: none"> <li>• Time - the 2008 project is well within the era of globalization whereas the other projects date from around 15 and 40 years ago.</li> <li>• Scale - the Mahaweli project is a classic 'big project' whereas the other two are smaller in scope.</li> <li>• Players - many of the players in Mahaweli were global such as IGOs, and 'official'. The project might be viewed as top down whereas the bottle lamp project is more bottom-up</li> <li>• Cost</li> <li>• Aims i.e. the people who would be helped and the outcomes (energy and water improvements, health, income and profits)</li> <li>• Technology - the bottle lamp is a low-tech solution whereas the factory and Mahaweli project are more high tech.</li> </ul> <p>Students should define and discuss sustainability as well as commenting on the three projects in terms of sustainability; some suggestions are:</p> <table border="1"> <thead> <tr> <th>Mahaweli</th> <th>Safe Bottle Lamp</th> <th>Brandix factory</th> </tr> </thead> <tbody> <tr> <td>- Debt issues - High cost per farm + Job creation + Increased food security</td> <td>+ Low cost + Job creation + Local entrepreneurship + Indigenous technology</td> <td>- Leakage of profits - Products for exports - TNC could move production + Job creation + Ethical initiative</td> </tr> <tr> <td>- Loss of biodiversity - Intensive use of resources / high eco footprint</td> <td>+ Improved environmental health</td> <td>+ Eco-friendly factory</td> </tr> </tbody> </table> <p><u>Synoptic linkages:</u></p> <ul style="list-style-type: none"> <li>• Technological fix for Unit 3, as well as energy security and water provision.</li> <li>• Globalisation and its advantages and disadvantages from Unit 1</li> <li>• Use of sustainability models as a structure e.g. the stool or quadrant</li> <li>• Biodiversity under threat of the Mahaweli project</li> </ul> <p><b>NB: Max 10 marks if only 2 projects are covered; Max 6 if only 1 project is referred to.</b></p>		Mahaweli	Safe Bottle Lamp	Brandix factory	- Debt issues - High cost per farm + Job creation + Increased food security	+ Low cost + Job creation + Local entrepreneurship + Indigenous technology	- Leakage of profits - Products for exports - TNC could move production + Job creation + Ethical initiative	- Loss of biodiversity - Intensive use of resources / high eco footprint	+ Improved environmental health	+ Eco-friendly factory
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Level	Mark	Descriptor									
Level 1	1-4	A few general comments only, on environmental or economic issues; no understanding of sustainability. Structure is poor or absent. Explanations are over simplified and lack clarity. Geographical terminology is rarely used with									

		accuracy. There are frequent grammar, punctuation and spelling errors.
Level 2	5-8	Some comments on all 3 in terms of eco and env impacts / problems; some implied understanding of sustainability; make some supported judgements. Structure is satisfactory. Explanations are clear, but there are areas of less clarity. Geographical terminology is used with some accuracy. There are some grammar, punctuation and spelling errors.
Level 3	9-12	Range of +/- comments in term of eco and env sustainability and does contrast the projects; likely to refer to and understand sustainability; partial conclusion or overview. Structure is good. Some reference to wider links. Explanations are always clear. Geographical terminology is used with accuracy. Grammar, punctuation and spelling errors are rare.
Level 4	13-16	Detailed range of eco / env +/- aspects linked carefully to concept of sustainability. Provides an overview based on sound judgements. Likely to refer to other examples and concepts. Carefully structured. Strong synoptic links. Explanations are always clear. Geographical terminology is used with accuracy. Grammar, punctuation and spelling errors are very rare.