

GCSE (9-1) Geography B

1GB0-21O2
**Paper 3: Preparing
students for making
geographical decisions**





Aims and objectives

1. Review the topics and exam structure in Paper 3 including question types, command words and mark scheme requirements.
2. Focus on the skills needed for the resource booklet about a place based geographical issue.
3. Explore strategies for preparing your students for the final 12 mark 'Justify' question.
4. Reflect on marked scripts from the 2021 Geography GCSE B Paper 3 exam.



Polls

**Getting to know the delegates –
Polls**



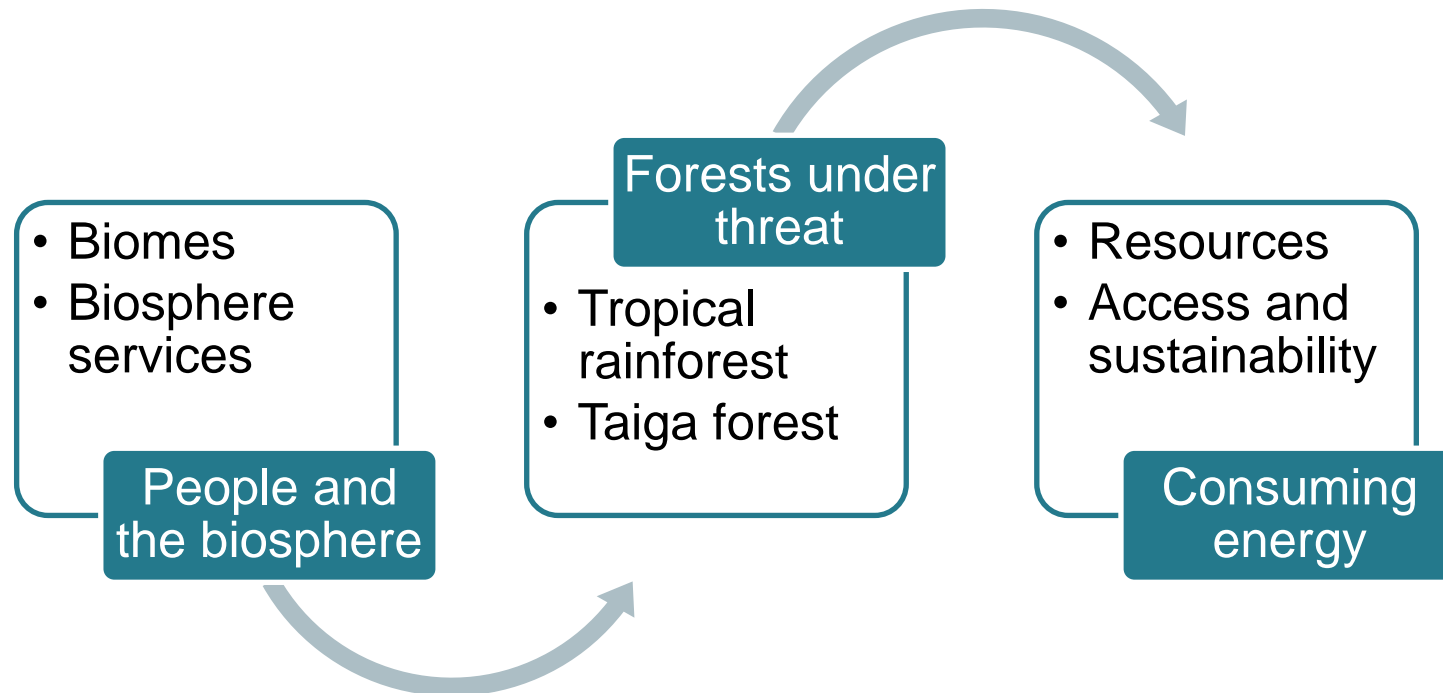
PART 1

The topics and exam structure of Paper 3

(question types, command words and mark scheme requirements)



Paper 3 content (AO1-2)



- The knowledge (AO1) and understanding (AO2) in short-answer questions is drawn from pages 32-34 of the specification (three interlinked themes, shown above).
- Additionally, up to 4 marks of AO2 credit is awarded in the final 12-mark question for understandings drawn from Paper 3 ***and the rest of the specification.***



Paper 3 Assessment Objectives

64 marks overall (4 for marks for SPGT)

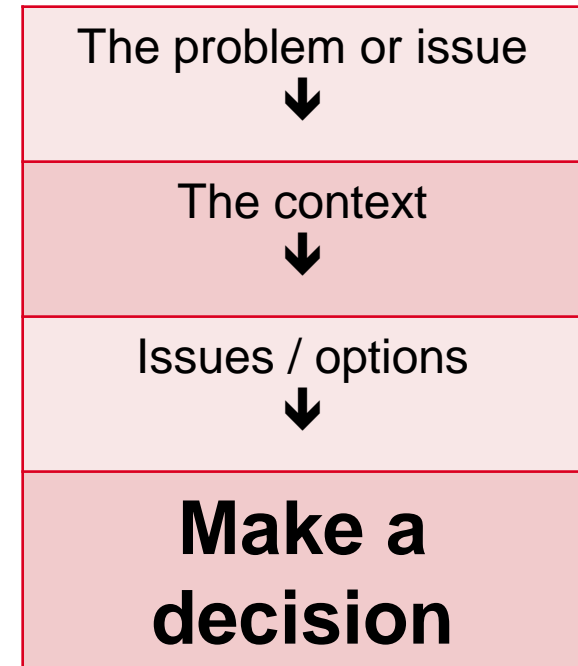
- **15 marks for** demonstrating knowledge and understanding of locations, places, processes, environments and their inter-relationships (AO1 and AO2).
- **29 marks** for applying knowledge and understanding to interpret, analyse and evaluate information and issues, and to make judgements (AO3).
- **16 marks** the selection, adaptation and use of skills (AO4).

- Note the ***very high proportion of AO3 marks available***. This gives Paper 3 a very different character from other Geography exam papers.
- Papers 1 and 2 have a stronger focus on demonstrating AO1 and AO2 knowledge and understanding, but Paper 3's main focus is ***accessing AO3 and AO4 marks***.



Paper 3 assessment

- Both SAMs and the 2021 paper provide guidance on the style and format of the assessment – *see the pack*.
- The paper is made up of several sections which always end with a *Making Geographical Decisions* task.
- The Resource Booklet will be 10-12 pages long and with approximately 800 words of text to read.
- The Resource Booklet can include maps, diagrams (charts, flow diagrams, speech bubbles), photographs and tables.



[Take a quick look at the 2021 Resource booklet \(Cambodia\)](#)



Overview of Paper 3

1 hour 30 minutes examination

- All three Paper 3 themes are assessed each year.
- An unseen resource booklet is provided in the exam.
- The ‘problem’ (or issue) that is the focus of Paper 3 is always – broadly - ‘people and the environment’.
- However, the focus might be weighted a little more towards *either* human *or* environmental challenges from year-to-year (do not expect the 12-mark question will always ask about both).

Particular skills required of candidates are:

1. an ability to interpret resources,
2. knowledge and understanding of different stakeholder views (important preparation for the 8-mark questions),
3. an understanding that there isn’t always a ‘right’ answer (important for achievement in the 12-mark question).



Enquiry pathway – paper 3

1. Read the resource booklet from cover-to-cover

See 'the **big picture**'.

See how the issues fit in with **prior learning** of the three taught themes.

2. Complete the short answers

Work through each question carefully.

Remember that most questions are asking for **analysis** of what's shown, not recalled knowledge.

3. Longer answers

Plan these carefully, making **full use of the resources**.

Know the command terms and AOs, and what they require you to do.



Summary

There are significant differences between this and the other GCSE Geography papers:

- Candidates need to have skills to **interpret resources**
- Candidates need to **understand that the world is conflicted**
- Candidates need to understand that **there are no 'right' answers**
- Candidates need to be able to conduct a **debate** – the final question is not predictable *but its format is.*



Discussion Activity 1

- 1. What are the delivery challenges in your centre?**
- 2. How are you supporting learners across the ability range to engage with 'the big idea' of Paper 3 ?**





PART 2

Developing the skills
(working with a resource
booklet and a place-based
geographical issue)



Developing AO4 skills

1. Describing **distributions and trends** on:
 - Maps
 - Photographs
 - Graphs.
2. Performing **mathematical/statistical** calculations
 - Mean, median, mode, range, etc.
 - Calculate percentage increase.
3. Writing analytically about the resource booklet and **communicating** findings
 - Important for 8-mark and 12-mark questions
 - Making links between different resources.

Take a quick look at
the specification
skills list, page 37-38



Discussion Activity 2

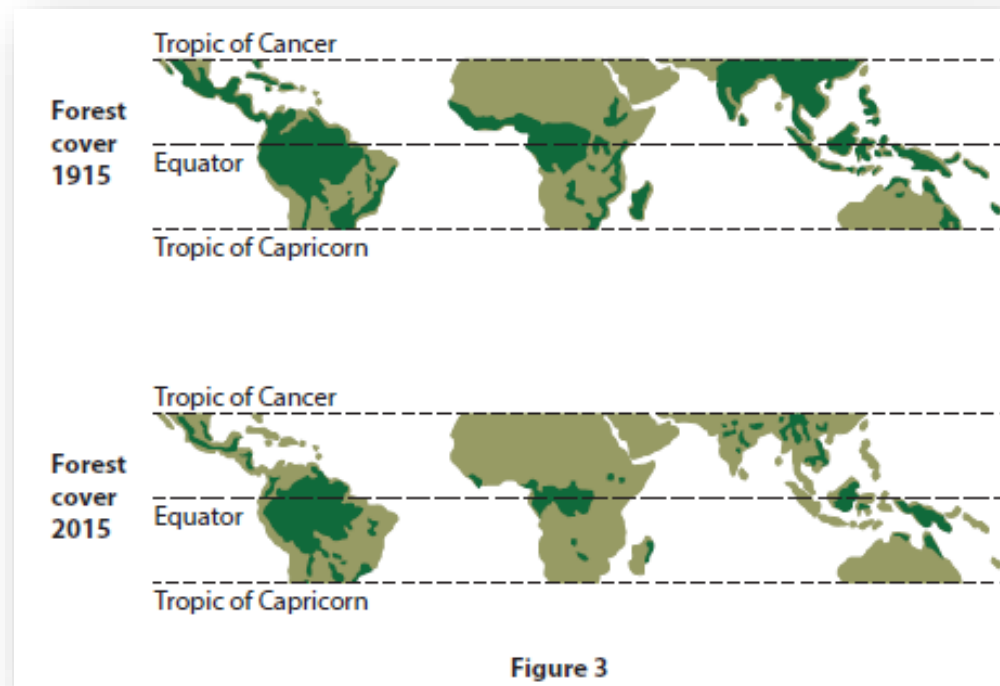
- 1. How do you integrate skills into your curriculum?**
- 2. Do students always bring their literacy and numeracy skills into the geography classroom in your school? If there are barriers to this, how can they be overcome?**





Describing distributions

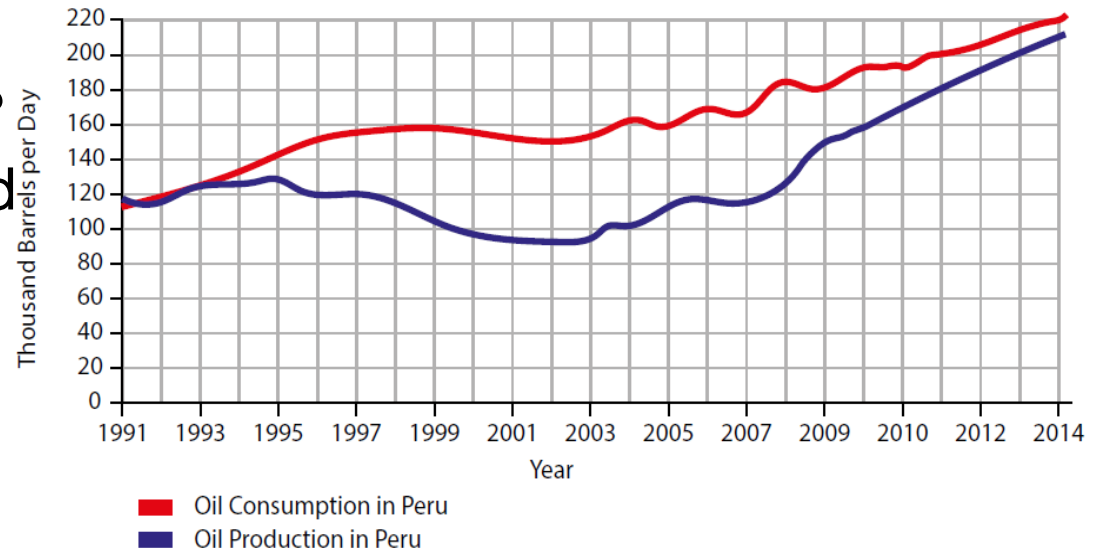
- General pattern/distribution – overview (is it even or uneven?).
- Does the pattern sub-divide in coherent areas/zones?
- Are there any anomalies in these subdivisions?
- If there are changes over time (as are shown here in Figure 3, 2018 paper), which are most worthy of mention?
- Try to manipulate or quantify data e.g. the area of forest has halved / reduced by about 50% in West Africa.





Describing trends

- Firstly, make sure students understand what the word 'trend' means (also, 'rate' and 'pattern').
- Is it consistent or irregular?
- What are the starting & end points?
- Does it sub-divide into coherent periods?
- Any anomalies in these sub-divisions?
- Any data to use?
- Using precise terms:
 - consistent, irregular
 - up/down/constant
 - rate is faster/slower/constant
 - maximum, minimum.





Comparing trends

- How are they alike?
- How are they different?
- Is there a pattern?
- Do they correspond – or is the relationship inverse?
- AO3-targetted questions may look for evidence of links and connections *between two resources.*

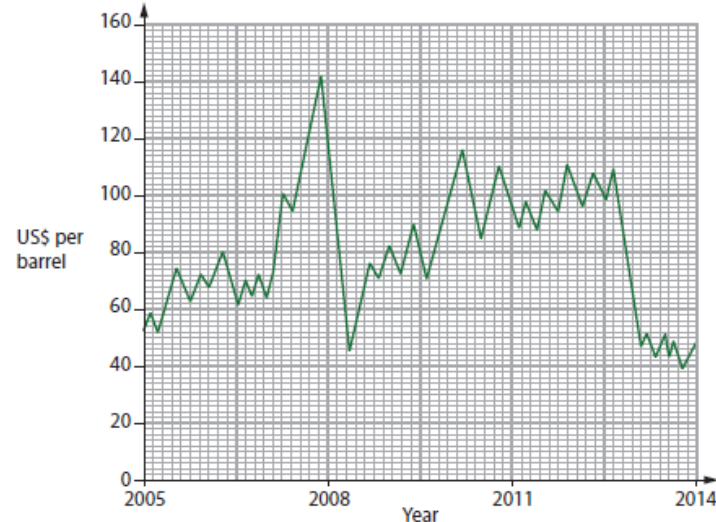


Figure 8a

Fossil fuel oil prices, 2005–2014

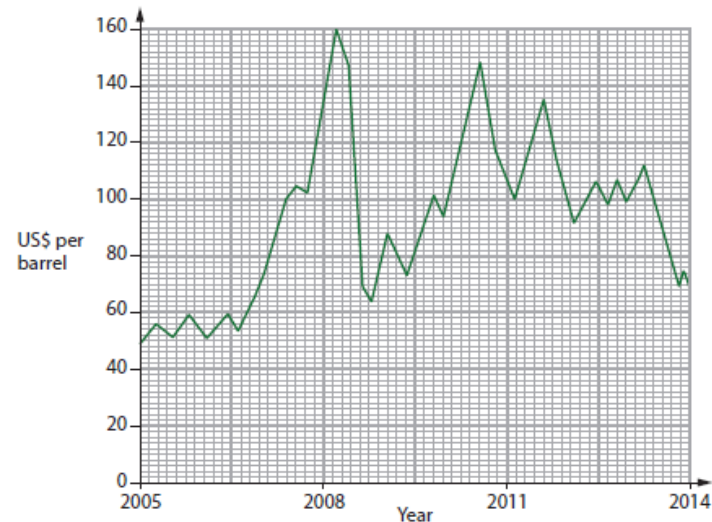


Figure 8b

Palm oil prices, 2005–2014



Making connections (AO3)

Using Figures 7 and 8, explain why the use of traditional biofuels is a cause of worsening environmental problems for Cambodia's national parks and cities. (4 marks, 2021 exam)



- Wood is widely used for cooking in Asia and Africa, and may be responsible for one-fifth of global greenhouse gas emissions.
- Since 2000, all of the forests closest to Cambodia's capital city, Phnom Penh, have been cleared to provide firewood.



- Charcoal bricks are a fuel source made from cut and dried wood. Some of this wood is taken illegally from national parks in the Cardamom Mountains.
- Charcoal is light and cheap to transport but when burned it emits poisonous carbon-rich smoke. This leads to urban air pollution and also global warming.

Figure 7

2017	1.78	0.78	2.59	4.82
2018	1.81	0.85	2.69	5.03

- Five million Cambodians use charcoal and that number is increasing.
- Charcoal is cheaper than fossil fuels.
- Over 600 textile factories in Phnom Penh use firewood or charcoal as their energy source while making clothes for global markets.

Figure 8

Wood used to make charcoal (million tonnes)	Total wood used (million tonnes)
2.59	4.82
2.69	5.03
2.80	5.25
2.94	5.50
2.98	5.64

This question is AO3-targeted. The 'story' students need to tell is **self-contained in Figure 7-8**. They need to make links & connections as part of their answer.



PART 3

**The 12-mark ‘Justify’
question** (strategies for
preparing your students)



The 12-mark format

- The final question (Q4) will always be structured the same.
- It will offer three options and ask students to weigh up these options before making a decision.
- Students need to be able to support their decision with evidence.

4 Study the three options below for how Cambodia's government might try to deal with the challenge of deforestation.

Option 1: Fund more replanting schemes in areas which have been deforested for firewood and charcoal.

Option 2: Introduce and enforce stronger laws to prevent further illegal deforestation.

Option 3: Provide funding to support further development of ecotourism in rainforest areas.

Select the option that you think should be the main priority for Cambodia's government in the next 10 years.

Justify your choice.



The AOs and the 12-mark Q

A01

Demonstrate knowledge of **locations, places, processes, environments** and different scales.

A02

Demonstrate geographical understanding of:

- **concepts** and how they are used in relation to places, environments and processes;
- the **interrelationships** between places, environments and processes.

A03

Apply knowledge and understanding to **interpret, analyse** and **evaluate** geographical information and issues and to **make judgements**.

A04

Select, adapt and **use** a variety of skills and techniques to **investigate questions and issues** and communicate findings.

4 marks A02

4 marks A03

4 marks A04

+4 marks SPAGT

Select the option that you think should be the main priority for Cambodia's government in the next 10 years.

Justify your choice.



‘People and the environment’

People and the environment is the over-arching focus of paper 3

- The 12-mark question might ask about what is ‘best’ for ‘people’ and/or ‘the environment’; or what the ‘main priority’ or ‘key goal’ of a government should be over a particular time scale.
- It is vital that students can ‘unpack’ the question focus in order to structure their response.

Which option should be the **main priority**?

Why is this option the **immediate** main priority? – what are Cambodia’s most urgent economic, social, environmental **issues** and **challenges**?

Will all groups of Cambodian people benefit, or just some? Who will the **winners** and **losers** be of any decision which the government makes?

What could happen in the **next 10 years**?

Why are the next 10 years important – are some species at a tipping point? Are biodiversity changes to the forest **irreversible**?

Perhaps different priorities can be adopted (on a **longer time scale**) once the most immediate problems have been dealt with?



Discussion Activity 3

- 1. How do you integrate 'thinking' skills for the 12-mark question into your curriculum?**
- 2. How frequently should students practice 'unpacking' and scaffolding a decision-making question? Starting in Year 10 or Year 11?**



GCSE B - Paper 3



Decisions are complex

This paper's **people-biosphere-forest-energy 'nexus'** will focus on a context and issue where it is always likely that:

- There will be **winners and losers** whatever happens
- Governments may be acting for **short-term** not long-term benefit
- Local actions may have local **and global** impacts.

From the outset, 'The Issue' (resource book page 2) is shown as **complex / fraught**

The issue: Saving Cambodia's tropical rainforest

- Cambodia is a Southeast Asian country with an equatorial climate. It has one of the world's highest rates of deforestation.
- 90% of people in Cambodia still use wood as an energy source.
- Cambodia has lost over one third of its 150,000 km² of tropical rainforest since 1980. Forest species such as the Clouded Leopard and Asian Elephant are critically endangered due to habitat loss and hunting.
- Cambodia's government, businesses and people face the challenge of finding more sustainable ways of managing their forests.



The decision-making process

Identify the issue



Understand why the issue exists

- What are its causes?
 - How serious is it?
- Who does it affect (people)?
- Where does it affect (environments)?



Identify possible solutions

There could be several options



Weigh-up the solutions

- Use evidence to help identify advantages and disadvantages
 - Consider costs and benefits of each option
- Think about who is affected by each option, and how



Make a final decision and justify it

This can be done using past exam papers and SAMs, but in lessons it can be done through presentations, mock news reports / videos, posters, role play etc. that deal with other contexts, perhaps drawn from newspaper headlines



The final question

- The options may be complex or relatively simple.
- The language can be relatively specialised: e.g. **deforested**, **rainforest** and **ecotourism** are words used in the 2021 paper (below).
- Some students will underline words which look important/interesting and will comment on them explicitly e.g. what does **enforce** actually mean – fines or punishments? How large scale are the **areas** in Option 1?
- No option is considered more or less ‘favourable’ in terms of the question and mark scheme design and intentions.

Option 1: Fund more replanting schemes in areas which have been deforested for firewood and charcoal.

Option 2: Introduce and enforce stronger laws to prevent further illegal deforestation.

Option 3: Provide funding to support further development of ecotourism in rainforest areas.



The final question (2021: Q4)

Select the option that you think should be the main priority for Cambodia's government in the next 10 years.

Broadly, it was hoped candidates would:

- think beyond environmental health and look at people's economic and social needs too (which ecotourism can only help with in a very limited way given the small number of jobs likely to be created)
- think about possible differences between short-term and longer-term goals, and argue a good case
- recognise that each choice has drawbacks - but the important thing is to go with the best overall outcome while recognising possible costs
- say something about the rejected options and why they would be worse outcomes overall even if they have some merit
- support the choice with some information and ideas borrowed and applied from the two-year GCSE course
- employ geographical terminology with confidence and accuracy, in order to help lend some authority to their choice.

We will look at examples of answers in the final session



Sustainability

- **Taking a view** is central to paper 3.
- Another useful teaching and learning approach to take is the **sustainability** model (right).
- This makes us think about the balance and tensions between possible economic, social and environmental goals.





Discussion Activity 4

1. How often do you practice decision-making (DM) 12-mark questions?
2. Other than the SAMs and recent papers, what DM resources and approaches are useful and might be shared?





Synoptic links (AO2 credit)

- There are several different ways of demonstrating wider knowledge and understanding in the 12-mark answer. They are:
 - reference a **parallel case study** ('I studied a similar issue in Peru...')
 - mention a **model or theory** ('as Boserup says...') or named **concept** (biodiversity)
 - show applied understanding of **processes** and **interrelations** between different causes and effects ('this could lead to overland flow and even worse soil erosion impacts').
- Candidates should try to do some of these, but **keep it brief** (1 or 2 sentences).



Argument & evidence (AO3-4)

Useful evaluative (AO3) and connective phrases include the following:

- *This is probably the best choice overall...*
- *Although / whereas...*
- *However, despite...*
- *But there are disadvantages too...*
- *Not everyone will benefit though...*
- *Moreover, benefits may outweigh short term gains...*
- *In summary....*

Arguments should be supported with sustained use of evidence (AO4):

- *Figure 3 shows... And this is further supported by Figure 4....*



Justifying a decision

- The final stage of the decision-making process is **justifying the decision**.
- At this stage, candidates could refer one last time to the issue they saw on the first page of the booklet.
- They will see a **strong link** between what they are expected to do in the last question, and the issue they began with.

The issue: Saving Cambodia's tropical rainforest

- Cambodia is a Southeast Asian country with an equatorial climate. It has one of the world's highest rates of deforestation.
- 90% of people in Cambodia still use wood as an energy source.
- Cambodia has lost over one third of its 150,000 km² of tropical rainforest since 1980. Forest species such as the Clouded Leopard and Asian Elephant are critically endangered due to habitat loss and hunting.
- Cambodia's government, businesses and people face the challenge of finding more sustainable ways of managing their forests.

- 4 Study the three options below for how Cambodia's government might try to deal with the challenge of deforestation.

Option 1: Fund more replanting schemes in areas which have been deforested for firewood and charcoal.

Option 2: Introduce and enforce stronger laws to prevent further illegal deforestation.

Option 3: Provide funding to support further development of ecotourism in rainforest areas.

Select the option that you think should be the main priority for Cambodia's government in the next 10 years.

Justify your choice.



What gets marks?

Here is an abbreviated summary of the levels-based mark scheme

AO4 information	AO2 understanding	AO3 argument
RANGE Obtain a a range of accurate information from the booklet ('Figure 7 shows... Figure 8 shows...Figure 9...')	DETAIL Make extended explanations using process, place (case study) or other detail from the GCSE course	BALANCE Make a balanced argument that considers all options (may think about different perspectives or scales)
ANALYSIS Makes critically use of information in the booklet ('However, Figure 3 shows some species are at a point of no return...')	RELATIONSHIPS Recognise interrelationships between different geographical ideas and information	JUSTIFY A VIEW Make an overall judgment that is logically linked to the evidence that has been used.

PART 4

Reviewing marked scripts (from the 2021 Geography GCSE B Paper 3 exam)

50 minutes





AO2-targeted question

(ii) Explain **one** way in which vegetation regulates the composition (make-up) of the atmosphere.

A

vegetation such as trees release ~~CO₂~~ ^{Oxygen} during and take in CO₂ during photosynthesis. This stabilises the composition of the atmosphere the CO₂ released from human & natural activities is taken back in.

(ii) Explain **one** way in which vegetation regulates the composition (make-up) of the atmosphere.

B

Plants absorb carbon dioxide and let out oxygen

Question Number	Answer	Mark
1(b)(ii)	<p>Award 1 mark for a basic identified way and 1 mark for further explanation, up to a maximum of 2 marks:</p> <ul style="list-style-type: none">• Vegetation helps control how much carbon dioxide/carbon is in the atmosphere (1) by using it / taking it in as part of the photosynthesis/respiration process (1)• Vegetation affects oxygen levels (1) by releasing it / taking through photosynthesis/respiration (1)• Water vapour levels are affected (1) by vegetation transpiration (1)	(2)



Making connections (AO3)

Using Figures 7 and 8, explain why the use of traditional biofuels is a cause of worsening environmental problems for Cambodia's national parks and cities. (4 marks, 2021 exam)



- Wood is widely used for cooking in Asia and Africa, and may be responsible for one-fifth of global greenhouse gas emissions.
- Since 2000, all of the forests closest to Cambodia's capital city, Phnom Penh, have been cleared to provide firewood.



- Charcoal bricks are a fuel source made from cut and dried wood. Some of this wood is taken illegally from national parks in the Cardamom Mountains.
- Charcoal is light and cheap to transport but when burned it emits poisonous carbon-rich smoke. This leads to urban air pollution and also global warming.

Figure 7

2017	1.78	0.78	2.59	4.82
2018	1.81	0.85	2.69	5.03
			2.80	5.25
			2.94	5.50
			2.98	5.64

- Five million Cambodians use charcoal and that number is increasing.
- Charcoal is cheaper than fossil fuels.
- Over 600 textile factories in Phnom Penh use firewood or charcoal as their energy source while making clothes for global markets.

Figure 8

This question is AO3-targeted. The 'story' students need to tell is **self-contained in Figure 7-8**. They need to make links & connections as part of their answer.



A03-targeted question

(iii) Using Figures 7 and 8, explain why the use of traditional biofuels is a cause of worsening environmental problems for Cambodia's national parks and cities.

(4) 3 Q3biii

A

national parks

The use of charcoal is leading to an increase of wood being taken illegally from ~~and~~ National Parks such as Cardamom Mountains. This leads to deforestation and loss of biodiversity.

cities

The use of charcoal is leading to urban air pollution. This means that more people in cities might feel the effects of pollution, leading to health conditions.

(iii) Using Figures 7 and 8, explain why the use of traditional biofuels is a cause of worsening environmental problems for Cambodia's national parks and cities.

B

national parks

trees are cut down illegally in the National Parks meaning ~~there is less~~ less CO₂ can be absorbed by trees since there is less of them therefore increased levels of CO₂ in the atmosphere.

cities

Charcoal is cheaper than fossil fuels so many people use them. However charcoal emits poisonous carbon-rich smoke when burned and this increases the CO₂ levels and contributes to global warming.

Question Number	Answer	Mark
3(b)(iii)	<p>In each case, award 1 mark for a problem based on Figure 7 and /or Figure 8 and one mark for some explanation of why the problem may be worsening over time, up to a maximum of 4 marks.</p> <p>National parks</p> <ul style="list-style-type: none"> Loggers are already in the National Parks / deforesting the parks (1) and the damage will worsen due to rising demand from a growing population in Phnom Penh (1) Nearby forests have already been removed (1) which means loggers will now push deeper into national parks to meet the demand (1) <p>Cities</p> <ul style="list-style-type: none"> Charcoal generates smoke (1) and the problem is worsening now there are 600 factories using biofuels (1) Atmospheric pollution in cities is caused by people burning charcoal (1) and the population is growing (1) <p>Accept any other appropriate response.</p>	2 + 2
		(4)



AO2/3-targeted question

(c) Study Figure 5 in the Resource Booklet.

Explain **one** way in which ecotourism contributes to sustainable forest management in the Cardamom Mountains.

- In 2016, 60,000 people visited 56 ecotourism sites spread across Cambodia. This was 1% of all tourist trips in Cambodia.
- Cardamom Tented Camp is one of these ecotourism sites. It is located in a national park in the Cardamom Mountains which was given Protected Area status in 2005.
- The profits from the Tented Camp are used by the charity Wildlife Alliance to employ local people as park rangers who help protect the forest.
- The graph below shows deforestation rates inside and outside the Protected Area.

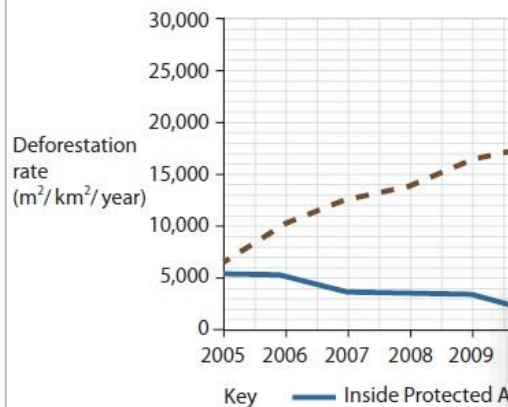


Figure 5

Facts about forest ecotou

This question is **AO2+AO3** targeted. The students need to apply prior understanding to a single figure.

Question Number	Answer	Mark
2(c)	<p>Award 1 mark for a contribution based on Figure 5, and 1 mark for explanation of how/why this is environmentally, economically or socially sustainable, up to a maximum of 2 marks.</p> <ul style="list-style-type: none">• Graph shows that less forest is cut inside Protected Areas/ecotourist resort (1) This is saving forest for the future / future generations (1)• Park ranger jobs are provided for local people (1) this is helping to protect/maintain the community/forest (1) <p>Accept any other appropriate response.</p>	(2)



AO2/3-targeted question

(c) Study Figure 5 in the Resource Booklet.

Explain **one** way in which ecotourism contributes to sustainable forest management in the Cardamom Mountains.

(2)

Ecotourism helps to fund the rainforest being protected which lead to the rainforest being sustainable because its protected

A

(c) Study Figure 5 in the Resource Booklet.

Explain **one** way in which ecotourism contributes to sustainable forest management in the Cardamom Mountains.

(2)

Ecotourism means that there will be less need to cut down the trees because people are instead paying to visit them. By protecting them in this way it means they will still be there for the future generations.

B



AO2/3-targeted question

(b) Explain **two** ways in which Chinese demand for rainforest resources has led to reduced biodiversity in Cambodia.

(4)

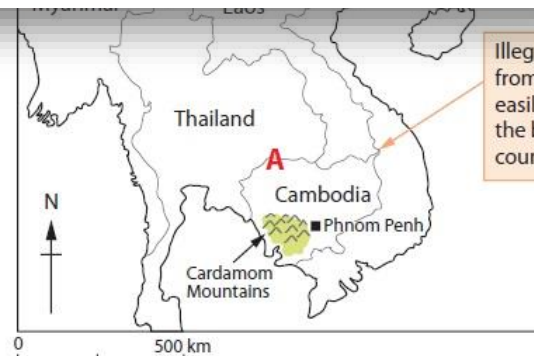
China is a major emerging country where affluence (wealth) is rising.

- In 2013, Cambodia's government introduced a ban on cutting down endangered tree species.
- However, the law applies only to forested land owned by the government, not to land owned by private companies.

- Rosewood is an endangered tree species. Used to make luxury furniture in China, it is worth 80,000 US\$ per tonne.
- Businessman Try Pheap is called 'the king of rosewood' by Cambodia's media. His firm has offices in China and Cambodia.
- An increasing amount of Cambodian rosewood is also smuggled illegally to China.

- Indochinese tigers, a rainforest species, have not been seen in Cambodia since 2007.
- In China, there is still demand for traditional medicines made from tiger bones.

This question is **AO2+AO3** targeted. The students need to apply prior understanding to the task.



Illegal forest products from Cambodia are easily smuggled over the border into other countries.

Figure 4

Question Number	Answer	Mark
2(b)	<p>In each case, award 1 mark for a reason based on Section B of the Resource Booklet, and one mark for further explanation of why this is a cause of biodiversity reduction, up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Illegal logging linked with Chinese demand for rosewood for furniture (1) may lead to habitat loss for other species in the forest (1) • Chinese demand for tiger products may be why there have no sightings since 2007 (1) which could indicate species loss / extinction (1) <p>Accept any other appropriate response.</p>	2 + 2
		(4)



A02/3-targeted question

(b) Explain **two** ways in which Chinese demand for rainforest resources has led to reduced biodiversity in Cambodia.

(4)

- 1 Some species of tigers like the 'Indochinese' tiger has been fully killed (the whole population) because they (Chinese) demanded tiger bones to produce traditional Chinese medicine.
- 2 Rosewood has been cut down so much to produce luxury furniture in China it has become endangered, therefore all animals and insects that lived on those trees are dying out as well because their habitat is being destroyed.

(c) Study Figure 5 in the Resource Booklet.

resources has led to

(4)

- 1 China has a high demand for traditional medicines made from tiger bones so many people hunt ^{tigers} them down to sell their bones for medicine.
- 2 Rosewood a tree species in Cambodia is endangered as many people cut it down and smuggle it into China to make luxury furniture making it endangered in the rainforest.

A

B



8-mark 'Assess...'

(e) Study Figure 10 in the Resource Booklet.

Using evidence from Figure 10, assess how successfully these groups and organisations are protecting Cambodia's forests.

(8)

Who is trying to help?

How are they trying to help?

Local businesses

Some Cambodian businesses are trying to deliver more sustainable energy supplies.

- Sustainable Green Fuel Enterprise (SGFE) is a company in Phnom Penh.
- It uses vegetable waste to make cheap, sustainable biomass fuel bricks. SGFE says this saves about 10,000 trees a year.
- SGFE provides people with more efficient cooking stoves, so even less energy is needed.

Local communities

People replant trees in areas where charcoal gangs have destroyed the rainforest.

- Many communities get involved during the country's annual "Arbor Day" holiday each July.
- Children are taught to plant seeds in school.
- Each year, around 10 km² of tropical rainforest is replanted this way.

NGOs

WWF has launched a Reducing Deforestation Initiative

- A proposed REDD project aims to provide money to protect rainforest in the Cardamom Mountains where charcoal gangs operate.
- Cambodia's government will be paid money if it succeeds in slowing or stopping deforestation.

Charities

WWF is a community based charity

WWF is based in New York. It works in partnership with national governments.

- 100 Wildlife Alliance rangers take part in the Cardamom Forest Protection Program. In 2016, they discovered 665 illegal logging camps, seized 755 chainsaws and helped jail 7 people.
- However, each ranger must patrol a forest area the size of several hundred football pitches.
- As soon as the rangers have gone, the charcoal companies re-equip the gangs with new chainsaws.

Figure 10

Ways in which different groups and organisations are working to protect Cambodia's forests



8-mark 'Assess...' (3e)

Question Number	
3 (e)	<p>A03 (4 marks)/AO4 (4 marks)</p> <p>Answers should address the work of different local and global players. The assessment may offer a view on which player has done the most good.</p> <p>A03</p> <ul style="list-style-type: none"> • All of the players/actions help save/replace some trees and so have value • However, in all cases the contributions may be small compared with total forest loss caused by the charcoal industry • Given the strength organised crime gangs, there may be a limit to how far any strategy/player can succeed • One view might be that Arbor Day could be a long-term success because children may grow up to value the forest more than previous generations • One view might be that industries have the greatest impact because they are changing how people cook, not just the fuel they use • Local actions/players may prove more effective than global actions/players <p>AO4</p> <ul style="list-style-type: none"> • The UN REDD project would protect the Cardamom mountains forests but it has not yet been approved (Figure 10) • The Wildlife Alliance has stopped illegal activities e.g. 7 arrests (Figure 10) • However, there are not enough rangers and the companies quickly re-equip the logging gangs (Figure 10) • Local communities are doing their bit and children are involved (Figure 10) • However, only 1000 ha of forest is replaced by community action (Figure 10) • Businesses are saving around 1000 trees each year and have impact on the way people cook also, requiring fewer trees (Figure 10)

Mark	Descriptor
0	No acceptable response
1-3	<ul style="list-style-type: none"> • Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3) • Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (AO4)
4-6	<ul style="list-style-type: none"> • Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) • Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)
Level 3	7-8
	<ul style="list-style-type: none"> • Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently, leading to judgements that are supported by evidence throughout. (AO3) • Uses geographical skills to obtain accurate information that supports all aspects of the argument. (AO4)



8-mark 'Assess...'

(e) Study Figure 10 in the Resource Booklet.

Using evidence from Figure 10, assess how successfully these groups and organisations are protecting Cambodia's forests.

(8) 8 Q03e

Success -
Middle -
Least -

The most successful group protecting Cambodia's forest is The United Nations. This is because the UN has promised the Cambodian government money if deforestation reduces. This is the most important because Cambodia's poverty level may decrease and the government will get money, which ~~is~~ economic reasons are the main reasons for deforestation anyway. ~~This~~ Therefore, the Cambodian government may put laws in place for the promise of economic gain.

The next most successful group for improving deforestation is Local communities. This is evident in local ~~schools~~ communities, where they have

"Arbor Day" each July. This leads to 10km² of tropical rainforest being replanted. This is significant because it helps rebuild forest that is destroyed. However, not on decreasing the crime of gangs taking it in the first place.

The least most important group is international charities. This is evident in the Cardamom Forest Protection Program. This helped to shut down logging camps and take away weapons. However, this was the least significant because the rangers had to patrol far too much space to see everything that was going on, and once the Charities left the gangs re-equipped themselves with new weapons, therefore rarely stopping anything. This is therefore the least significant.

Overall, UN is the best as the government can tackle the problem (Total for Question 3 = 31 marks) **26**

on a national basis · TOTAL FOR SECTION C = 31 MARKS



12-mark 'Justify...'

- 4 Study the three options below for how Cambodia's government might try to deal with the challenge of deforestation.

Option 1: Fund more replanting schemes in areas which have been deforested for firewood and charcoal.

Option 2: Introduce and enforce stronger laws to prevent further illegal deforestation.

Option 3: Provide funding to support further development of ecotourism in rainforest areas.

Select the option that you think should be the main priority for Cambodia's government in the next 10 years.

Justify your choice.



Marks	Descriptor
0	No rewardable material.
1-4	<ul style="list-style-type: none"> Demonstrates isolated elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2) Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements that are supported by limited evidence. (AO3) Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (AO4)
5-8	<ul style="list-style-type: none"> Demonstrates elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2) Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)
9-12	<ul style="list-style-type: none"> Demonstrates accurate understanding of concepts and the interrelationship between places, environments and processes. (AO2) Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently leading to judgements that are supported by evidence throughout. (AO3) Uses geographical skills to obtain accurate information that supports all aspects of the argument. (AO4)

Marks	Descriptor
0	<p><i>No marks awarded</i></p> <ul style="list-style-type: none"> Learners write nothing. Learner's response does not relate to the question. Learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning.
1	<p><i>Threshold performance:</i></p> <ul style="list-style-type: none"> Learners spell and punctuate with reasonable accuracy. Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall. Learners use a limited range of specialist terms as appropriate.
2-3	<p><i>Intermediate performance</i></p> <ul style="list-style-type: none"> Learners spell and punctuate with considerable accuracy. Learners use rules of grammar with general control of meaning overall. Learners use a good range of specialist terms as appropriate.
4	<p><i>High performance</i></p> <ul style="list-style-type: none"> Learners spell and punctuate with consistent accuracy. Learners use rules of grammar with effective control of meaning overall. Learners use a wide range of specialist terms as appropriate.

Indicative content

A02 (4 marks)/A03 (4 marks)/A04 (4 marks)

In order to fully justify a choice, the candidate must consider all three options and establish a clear argument. There is no preferred option. All options can be as justified as offering some level of short-term (ten years) government-led environmental protection. The balance of the case will vary according to the option chosen.

- Option 1 – if forest is immediately replanted and charcoal trade is properly managed it may be possible to protect remaining primary forest while providing citizens with the cheap charcoal energy they want. However, does not address the local health problems and GHG emissions linked with charcoal use, and is not truly sustainable.
- Option 2 – stricter laws could help reduce or stop deforestation. Local and global players already help with this, and the government could join them in partnership. However, charcoal and rosewood gangs may keep breaking laws unless the government acts in other ways e.g. develops alternative, cheap energy sources.
- Option 3 – developing ecotourism offers an economic model which makes use of forest resources in sustainable ways. But scale of income generated may be insufficient to cater for a large developing population's needs over next 10 years.

A02

- Alternative forms of sustainable energy could be used (wind, solar, hydropower)
- Many governments support/promote/subsidise particular types of energy while taxing/discouraging other types (e.g. carbon taxes)
- Sustainability has multiple dimensions – social/economic/environmental
- Afforestation policies have been introduced successfully by many governments
- Ecotourism projects in other countries contribute to GDP while also providing employment for indigenous people (responsible ecotourism)
- CITES and REDD will work in partnership with national governments to manage forests more sustainably

A03

- Measures to stop illegal deforestation may not succeed as rainforest is a difficult environment to police – but rapid short-term changes could be made with funding
- As long as there is the high demand for cheap charcoal, deforestation will continue and so the government urgently needs to develop/subsidise alternatives too
- Replanting trees to harvest for charcoal will help the environment in some ways (water cycle, biodiversity issues) but not others (air pollution from charcoal burning)
- Managing the charcoal industry sustainably would have social and economic benefits for loggers and their families – especially in short-term
- Ecotourism would protect forest, the ecosystem services it provides, and local/global biodiversity, so strong arguments in favour – though perhaps more long-term
- However, too much forest has been lost already – can biodiversity loss be reverse?

A04

- The vital role of forest in the water and carbon cycles can be safeguarded to a varying extent by each option (Fig 1).
- Economic development, forest loss and biodiversity loss are linked issues (Figure 2,3) and each option has some merit in trying to break the links
- So long as Chinese demand for rosewood is high, illegal logging is likely whatever actions government takes (Figure 3,4)
- Existing ecotourism and hydropower could be developed further (Figure 5, 6).
- Environmental and social costs of charcoal use (Figure 7) will only worsen if nothing is done, based on projections and views (Figure 8, 9)
- A range of existing local and global players (Figure 10) could potentially work alongside Cambodia's government to protect the forest



Use information from the Resource Booklet and knowledge and understanding from the rest of your geography course to support your answer.

(12)

Chosen option OPTION 3

OPTION ~~3~~ 3 may be used to deal with the challenge of deforestation as it is a option that will minimise damage to the environment while benefiting the local people. Eco tourism provides a source of income for local people instead of involving in illegal deforestation or selling wood to chocolate merchant (figure 9). This would also increase awareness of conservation issues and its impact. This would decrease

external demand which would decrease the amount of logging of timber to supply export market - decreasing the amount of deforestation occurring. In 2016 60,000 people visited ecotourism sites (figure 5) as a result bringing in more money for rainforest conservation. As well as that if local people are employed in tourism sector, they won't have to log or farm to make money - so fewer trees are cut down. If the economy begins to rely on ecotourism there would be more incentive to conserve the rainforest - reducing their biofuel use (figure 6) and total wood used from to make charcoal from 2.98 million tonnes to lower (figure 7). However if trees are replanted they may choose option 2 as not resemble to natural forest despite trees replanted ecosystem may not be restored - Indonesia base (figure 3).

Choosing option 1 would mean more trees are planted attracting more animals, insects and organisms to the habitat but the replanted trees may not resemble the natural habitat - despite

trees replanted ecosystem may not be restored - Indonesia base (figure 3).

Choosing option 2 to decrease the amount of illegal logging and deforestation however the corrupt government (figure 9) may be able to be bribed decreasing the impact of the illegal laws. As well as that the space the rainforest takes up will make it harder to enforce the law as only the range would permit a forest the size of several football pitches (figure 10). As soon as ranges leave a certain area charcoal companies will continue illegally logging (figure 10).

It is important to deal with deforestation as tropical rainforests are important global carbon sinks, have high biodiversity and rare organisms that aren't found anywhere else. Government may find economic factors and social factors are more important than the environment as a developing country with a GDP per capita of \$11600 (figure 2) they may need the money



from losing to develop economically.

In conclusion I believe option 3 is the better option as it provides jobs for the local community while dealing with deforestation by spreading awareness and the resilience increased of the deforestation on the economy may decrease deforestation and allow locals to use a different source of energy as they have job-income.



Key assessment messages

- **Questions stating ‘Study Figure X... Explain....’ require an answer which explicitly interprets and analyses *information in the Figure(s)*.**
 - It is essential that the response focuses on the evidence presented in the relevant figure and makes some reference to it. The candidate’s own knowledge should also be applied when the focus is a SINGLE figure.
- **The 8-mark questions using the command word 'assess' require candidates to reflect *critically* on the information they write about.**
 - Candidates of all ability levels will benefit from frequent exam practice answering questions beginning with phrases such as 'Assess the importance...', 'Assess the impacts...', 'Assess the benefits....', 'Assess the role...', etc.
- **Answers to the 12-mark question must try to balance the three AO-linked skill sets which examiners are looking to reward.**
 - Apply own knowledge; use the information; argue a case (see Slide 33).

Expert support every step of the way

- Any questions?
- Please contact our Subject Advisor for Geography, Jon Wolton
 - Mail: TeachingGeography@pearson.com
 - Twitter: [@Edexcel_Geog](https://twitter.com/Edexcel_Geog)
 - Phone: [0333 016 4060](tel:03330164060)
- Please [sign up](#) to receive Jon's Subject Advisor emails about qualification updates, support, training and resources.





Free qualification support

Our [free qualification support](#) includes:

- Getting Started guide and course planners for a two-year and three-year GCSE
- Schemes of work and topic booklets for every topic
- Assessment guide for GCSE Geography B and a free KS4 baseline assessment
- Student exemplars with assessment commentary
- Exam feedback videos for all three exam papers
- Fieldwork packs
- ‘Maths for Geographers’ guide
- ‘Pace Yourself’ support for delivering a 2 year GCSE
- Student and teacher guides to key terms and language
- Knowledge organisers for every topic.

Thank you for
attending!

