

# Mark Scheme (Results) Summer 2007

GCE

GCE Geography (6465) Paper 1

## 6465/01 Summer 2007

1. (a) Distinguish between the **site** and the **situation** of a factory?

- ◆ Site factors encompass the physical characteristics of the terrain.
- ◆ Situation refers to the wider environment and the relationship with other places.

5-4 marks	A good definition of both and a clear attempt to distinguish between them.
3-1 marks	A partial definition of both or a good definition of one.

(b) Assess the view that the cost of labour is most important locational factor for modern manufacturing industry.

- ◆ Varies from industry to industry
- ◆ The cliché here is that cheap labour determines location.
- ◆ Clearly not always true: car industry v. textile industry.
- ◆ Labour skills might be more important than costs.
- ◆ Might determine situation but not site.

Level 5	20-16	Recognises the complexity of the issue. Offers a wide spectrum of evidence at a number of scales; national, international. Proper assessment with clear conclusions drawn.
Level 4	15-12	Addresses the title. Several factors considered. Recognises the partiality of the statement. Explanation is good. Evidence offered is good. Attempt at conclusion.
Level 3	11-8	Recognition that the focus is about labour costs. Addresses at least one other factor. Sound description and some limited explanation of importance with respect to more than one industry. Evidence is narrow but acceptable.
Level 2	7-4	Topic clearly identified but focus on the particular issue not clear. Essay is about industrial location but generalizations offered. Limited evidence.
Level 1	3-1	No clear identification of the topic. No useful evidence provided.

2. ( a ) Define the term **employment structure**.

- ◆ Division according to nature of employment; primary, secondary etc.
- ◆ Might discuss value-added.
- ◆ Extension through part-time/full-time, temporary/permanent.
- ◆ Extension through male/female.
- ◆ Extension through detailed exemplification e.g. 'high-tech' industries such as microprocessors are a sub-set of secondary industry.

5-4 marks	Good conventional division plus some extension.
3-1 marks	Basic definition. Mark on depth of understanding shown though detail, e.g's etc.

( b ) Describe and explain recent changes in the employment structure of the UK.

- ◆ Trends include continuing decline of traditional manufacturing and primary sector.
- ◆ Some growth in hi-tech section of manufacturing.
- ◆ Growth of low paid tertiary employment.
- ◆ Growth of quaternary sector.
- ◆ Rise in part-time, temporary and female employment closely linked to above trends
- ◆ Explanation will involve rationalisation, globalisation, mechanisation.
- ◆ Distinctive UK features might include role of London as global city, 1980s political climate.

Level 5	20-16	Addresses the complexities. Wide-ranging explanation. Excellent understanding of contemporary changes. Very good UK evidence offered.
Level 4	15-12	Some qualification of basic clichés. Explanation is sound. Evidence partial but some detail. UK specifically addressed.
Level 3	11-8	Focus on employment structure. Changes described. Limited explanation through broad assertions. Evidence/data limited.
Level 2	7-4	Structure not really recognized. One or two trends described. Statements rather than explanation.
Level 1	3-1	Topic not grasped. Confused view with very limited data.

3. (a) Define the term urbanisation.

- ◆ Process of physical growth of built-up areas as in 'sprawl'.
- ◆ Growth in population either as a ratio of total population or by comparison with rural population.
- ◆ Growth in absolute numbers living in cities.
- ◆ Process of changing the function of settlements as in 'urbanisation' of villages.

5-4 marks	Extends beyond simple idea of growth in numbers.
3-1 marks	Basic definition involving growth in numbers or urban sprawl.

(b) Why do some cities grow faster than others?

- ◆ Rural-urban migration remains the major cause of hyper-urban growth and slum formation.
- ◆ High rates of natural increase also feed urban growth.
- ◆ Cliché here is that LEDC cities grow/MEDC cities contract - resource suggest that this is simplistic.
- ◆ Decline determined by functional changes such as declining manufacturing or primary sector; Cleveland and Potosi.
- ◆ Growth of global cities significant driving mechanism.
- ◆ 'Sprawl' determined by planning regulation.

Level 5	20-16	Addresses the complexities. Wide-ranging explanation. Excellent understanding of urban change. Growth and decline both explained convincingly. Excellent supporting data.
Level 4	15-12	Some qualification of basic clichés. Evidence partial but some detail. Varying rates explained competently. Good data.
Level 3	11-8	Focus on urban growth. Changes described. Broad assertions. Some explanation but clichéd. Some data.
Level 2	7-4	Reasons for variation not recognized. One or two trends described. Statements rather than explanation.
Level 1	3-1	Topic not grasped. Confused view with very limited data.

4. ( a ) Distinguish between urban and rural areas.

- ◆ Usual distinctions based on form and function.
- ◆ Form/size distinction is always arbitrary and sometimes confusing.
- ◆ Functional distinction clearer when 'rural' equated with 'agriculture'.
- ◆ Less clear in advanced post-industrial societies.

5-4 marks	Extends by addressing both and might note problem of distinction.
3-1 marks	Simple definitions based on size or function.

( b ) Examine the view that the socio-economic impact of cities on rural areas is almost always negative.

- ◆ Impact can be direct or indirect. Allow urban sprawl but expect more for Level 4/5
- ◆ Social impacts on communities and facilities (education/health). In-comers taking over
- ◆ Economic changes might be increases in house prices/ land values.
- ◆ Ecological footprint idea might feature.
- ◆ Job/ wealth creation might be positives.
- ◆ Reinvigoration of local facilities might also be positive.

Level 5	20-16	Addresses the complexities. Wide-ranging explanation. Excellent understanding of rural change with both negative and positive aspects addressed. Social and economic impact both explained convincingly. Excellent supporting data. Takes a view.
Level 4	15-12	Some qualification of basic clichés. Evidence partial but some detail of both social and economic although not balanced. Urban processes addressed. Good data. Some attempt to conclude.
Level 3	11-8	Focus on rural change: link with 'urban processes' not always clear. Impacts described. Broad assertions. Some explanation but clichéd. Some data.
Level 2	7-4	Focus not clear. Impact seldom precisely described. One or two trends described. Statements rather than explanation.
Level 1	3-1	Topic not grasped. Confused view with very limited data.

5. ( a ) Distinguish between **social** and **economic development**.

- ◆ Social development involves improvements in quality of life that might embrace literacy, schooling, health, life expectancy.
- ◆ Economic development involves measurement of income (GDP per capita) and wealth and/or the structural changes in an economy as it 'matures'.

5-4 marks	Clear understanding of both terms and distinction is obvious.
3-1 marks	Good understanding of either term or limited grasp of both.

(b) Assess the view that rapid economic development inevitably damages the physical environment.

- ◆ Focus is explicitly on 'economic development' i.e. growth in output/income..
- ◆ Physical environment also explicit - not built environment or human environment.
- ◆ Answer is 'change is inevitable but damage is a value judgement thus far more contentious'.
- ◆ Rapid suggest too quick to see the error of our ways.
- ◆ Examples will probably be triggered by resource (and specification) in direction of NICs

Level 5	20-16	Addresses the complexities. Wide-ranging explanation. Excellent understanding of 'rapid' and 'damage'. Sustainability a key theme. Inevitability addressed. Excellent supporting data. Takes a view.
Level 4	15-12	Some qualification of basic clichés. Evidence partial but some detail of impacts through good case-studies. Sustainability addressed . Good data. Some attempt to conclude.
Level 3	11-8	Focus on physical environment clear: link with rapid economic development not always clear. Impacts described. Broad assertions. Some explanation but clichéd with stress on negative. Some data.
Level 2	7-4	Focus not clear. Limited identification of processes. One or two trends described. Statements rather than explanation.
Level 1	3-1	Topic not grasped. Confused view with very limited data.

6. ( a ) Distinguish between **natural** and **human** resources

- ◆ Natural Resources are those things found in nature that are of utility to man and that we have the technology and will to use.
- ◆ Human Resources embrace the skills and educational attainment of the population.

5-4 marks	Clear understanding of both terms and distinction is obvious.
3-1 marks	Good understanding of either term or limited grasp of both.

( b ) Examine the varying role of human and natural resources in the process of development.

- ◆ Development could be taken as economic growth but opportunity to broaden.
- ◆ Process rather than state of development should be focus.
- ◆ Cliché likely to be that natural resources important.
- ◆ Expect qualifications to include exceptions to that rule - Japan/Netherlands/Singapore.
- ◆ Resource curse theory/ Dutch disease might feature.
- ◆ Variation could be spatial and/or temporal.

Level 5	20-16	Addresses the complexities. Wide-ranging explanation. Very good, accurate description of spatial variations in role. Addresses processes of development. Extends beyond economic growth.
Level 4	15-12	Some explicit recognition of variance, either spatial or temporal. Partial explanation. Good description of spatial variations in role. Some theory. An attempt to conclude.
Level 3	11-8	Focus on 'role' clear. Linked to economic growth. Some examples/case studies offered. Limited explanation. Probably more on natural than human.
Level 2	7-4	Focus not clear. MEDC/LEDC contrasted. Limited examples offered. Some description of development.
Level 1	3-1	Topic not grasped. Confused view with very limited data.