

GCE Geography A 6462

Mark Scheme (Standardisation)

Summer 2008

GCE

GCE Geography A (6462/01)

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

| Question Number | Answer | Mark |
|-----------------|---|------|
| 1(a)(i) | <p>Two marks for the correct answer ...the <i>average</i> age of a population is rising</p> <p>One mark for synonym of "people getting older/increasing old people/people living longer/many old people" or similar</p> <p>One mark for an additional qualifying comment about the change, such as:</p> <ul style="list-style-type: none"> • ...describes as percentage change (so "increase in percentage of old" equals two marks • ...while birth rates are also falling • ...the size of the older cohorts is increasing • ...there are relatively more older than younger people • ...any other valid extension describing a change | (2) |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 1(a)(ii) | <p>Point mark any of the following:</p> <ul style="list-style-type: none"> • Bring in/earns money for economy • They pay large taxes • They inspire other old people • They challenge perceptions of old people • Act as role models • Have large savings they spend in old age • Encourage others into similar work • Make good decisions (business/politics) • Their work appeals to big/wide/global audiences • Lower dependency • Their work is enjoyed any other sensible suggestion <p>Also award one mark for quoting of examples from resource (use of data)</p> <p>For full marks, answers should cover economic and social (do not expect balance)</p> | (5) |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 1(b)(i) | <p>BR = number of births per thousand (people) per year (<i>must cover all three for the mark</i>)</p> <p>Fertility Rate = (the average) number of children born over a woman's lifetime (or annual number of births per thousand women of child-bearing age). Accept "the number of children a woman has" .</p> | (2) |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 1(b)(ii) | <p>DTM explains nothing, predicts nothing, and the data used to develop it is questionable or partial. The best answers will recognise this and should be suitably rewarded.</p> <ul style="list-style-type: none"> • Cannot explain timing of the changes (1) e.g. why did Stage 3 begin in 1880, not sooner /earlier (1) in the UK? (1)Or LEDC changes are quicker (1) e.g. India (1) • Ignores migration (1) which could impact on total numbers or fertility (1) e.g. post-war losses from colonies, or Turks to Germany, or 2004 Poles to UK (1) • Ignores effect of wars/diseases (1) which can change fertility and mortality rates (1) especially Europe during World Wars (1) • DTM is a generalisation (1) and so cannot provide actual facts about countries (1) though based on UK and Sweden/Europe (1) • Wrongly suggests "end of history" (the idea, not the phrase)(1) and BR may fall further leading to "stage 5" (1) e.g. European countries (1) • BR could rise in future (1) which model does not suggest (1) e.g. France and Italy have pro-natal policies (1) • DR could rise again in countries now in Stage 2 (1)so model will not apply (1) e.g. HIV/AIDS, war in Sierra Leone (1) • Population reduction policies could be introduced (1) which brings about change more quickly (1) e.g. China (1) • Is controversial in its presentation of early trends (1) because no accurate data survives (1) e.g. no census before 1801 in the UK to back it up (1) • Model not always accurate for some countries 'versions' (1) because data not trustworthy (1) may give example (1) <p><i>Point mark each basic idea and add 1 mark for each extension, further detail or example(s) up to a maximum of 5 marks</i></p> | (5) |

| Question Number | Indicative content | |
|-----------------|---|--|
| 1(c) | <ul style="list-style-type: none"> Physical factors include climate, relief, aspect, lithology, soils and water supply (regional or local scale) Aesthetic quality of the landscape / picturesque Avoidance of hazards Human factors could include transport, investment levels, local services (key settlements, tourism opportunities ("honey-pots" attract entrepreneurs) Elderly in migration/counterurbanisation taking place in some areas <p><i>Credit sensible attempts to tackle the "paradoxical" idea of rural towns e.g. Oban in the Highlands; but do not credit statements such as "Birmingham is a high-density part of the rural Midlands" (or similar).</i></p> <p style="text-align: right;">(6)</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material |
| Level 1 | 1-2 | Either examples or explanation are entirely absent. Common-sense, everyday assertions about rural places(e.g. "it is too hot to live in the Sahara"). |
| Level 2 | 3-4 | Superficial list of influences described. Or clearly explains conditions for one named area, but no/little contrast offered. |
| Level 3 | 5-6 | Deals explicitly with contrasting areas. Explanation uses appropriate AS-level physical and/or human geographical ideas. Provides details for recognisable key settlements / honey-pots or regions (may have data) |

(Total 20 marks)

| Question Number | Answer | Mark |
|-----------------|----------------------|------|
| 2(a)(i) | South Africa Nigeria | (2) |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 2(a)(ii) | <ul style="list-style-type: none"> • Size of countries • Spending on healthcare/lack of it • Spending on education/lack of it/ignorance • Spending on contraception/lack of it • Cultural attitudes towards sex education, including religion • Gender and power differentials between men and women • Political priorities of leaders • Medicine too expensive/unavailable <p>Point mark each idea and any useful extension or example.</p> | (4) |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 2(a)(iii) | <p><u>Rising</u> deaths due to:</p> <ul style="list-style-type: none"> • May be due to onset of famine • Civil war breaking out can have significant impact • Drought / climate change <p><u>High</u> deaths due to:</p> <ul style="list-style-type: none"> • Poor health care • Lack of education <p><i>For two marks, one reason must clearly address rising deaths, not just persistently high rates</i></p> | (2) |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 2(b) | <p><i>Describe:</i> more elderly in rural areas; probably fewer children in rural areas although some areas may have large numbers of young families. Urban may have more young adults.</p> <p><i>Explain:</i> in-migration into rural areas of the retired and of young families due to quality-of-life issues. In-migration of young adults to cities for work/out-migration of young from remote rural areas. Birth rates may also vary as a function of the resulting structures.</p> <p><i>Point mark each valid difference and process. Answers scoring full marks should describe at least two processes (in-migration, out-migration or natural increase) and will mention both rural and urban areas.</i></p> | (4) |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 2(c)(i) | <ul style="list-style-type: none"> • Uses synonym of “physical world” or “not man-made” (or similar). • Has idea of value/utility/exploitability/is accessible • Has distinction between renewable/non-renewable. <p><i>Point mark any two.</i></p> | (2) |

| Question Number | Indicative content | |
|-----------------|--|---|
| 2(c)(ii) | <p><i>Malthus</i>: geometric growth of population will outstrip arithmetic growth of resources - so there are physical limits to growth.</p> <p><i>Boserup</i>: necessity is mother of invention, so new resources will be found / created whenever population growth brings existing resources close to exhaustion.</p> | |
| | | (6) |
| Level | Mark | Descriptor |
| | 0 | No rewardable material |
| Level 1 | 1-2 | Does not know their views. Makes simple assertions about growth being impossible without resources e.g. coal. |
| Level 2 | 3-4 | Can explain either M or B, or provides a superficial outline of both. Idea of a relationship is indistinct. |
| Level 3 | 5-6 | Clear account of both M and B, with emphasis correctly placed on <i>whether or not</i> there is a fixed carrying capacity (may not use the phrase). May volunteer located examples. |

(Total 20 marks)

| Question Number | Answer | Mark |
|-----------------|--|------|
| 3(a)(i) | <p>1. each visitor is expected to spend</p> <p>£50m/1.7m = £29.4 (allow range 29.30 - 29.50)</p> <p>2. needed to help create a new job in Paradise Street.</p> <p>£800m/4,400 = £181,818 (allow range 180,000.00 - 182,000.00)</p> | (2) |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 3(a)(ii) | <ul style="list-style-type: none"> • Retailing/Retail/Shops/Shopping/Retail Centre/Services • Creative industries/Industry • Culture Sector • Tourism/Tourist Sector • Sport/Sporting Sector • Heritage (accept "World Heritage City") • Recreation <p><i>Allow alternate spellings and slight variations</i></p> | (2) |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 3(a)(iii) | <ul style="list-style-type: none"> • Idea of an area (or land) surrounding a settlement / place (or other synonym)/or a service • Idea of influence (settlement / place provides services to this area, or any other idea of a relationship) | (2) |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 3(a)(iv) | <p>It is getting bigger (1) potentially global eg India, US (1).</p> <p>This is because it will bring new high-order services/more services (1) with a large range (does not have to use word, just show understanding) (1).</p> <p>Alternately, accept explanation of how this has been achieved, such as the planned strategy of advertising / re-branding (1) or being linked with Liverpool gaining World Heritage status (1).</p> <p><i>3 marks for any combination of descriptive and explanatory points (must have both for 3/3)</i></p> | (3) |

| Question Number | | Indicative content |
|-----------------|------|---|
| 3(b) | | <p><i>Social</i>: reduced pressure in the inner city improves quality of life, although too much out-migration may result in inner city decline and poverty ('tipping-point' ideas)</p> <p><i>Environment</i>: reduced pollution and congestion in inner city, although too much out-migration could lead to areas of neglect, decay and dilapidation.</p> <p>Credit idea of impetus for city centre re-development (positive effect)</p> <p style="text-align: right;">(5)</p> |
| Level | Mark | Descriptor |
| | 0 | No rewardable material |
| Level 1 | 1-3 | Simple statements or bullet-points. Lacking balance between society and environment. May all be negative or positive. |
| Level 2 | 4-5 | Specific / extended details of at least one environmental and/or one social impact (both for full marks). May volunteer examples or offer a mix of positive and negative impacts. |

| Question Number | | Indicative content |
|-----------------|------|---|
| 3(c) | | <ul style="list-style-type: none"> • Accessible sites (PLVI) have the highest cost, these are used by high-order retail /business who can afford it as they make the greatest profit there. • Bid-rent theory shows how land values generate functional zoning and patterns develop. • Variations occur in broad concentric zones, but also in accordance with major transport routes. Both rings and sectors can be linked with land values and the potential for profit that accessible sites offer. • Microscale patterns may also be examined (e.g. proximity to underground stations in London house market influences land values and distribution of richer / poorer housing). <p style="text-align: right;">(6)</p> |
| Level | Mark | Descriptor |
| | 0 | No rewardable material |
| Level 1 | 1-2 | Description of a generic urban area. Most expensive area may be identified. Alternatively, may draw Burgess model but fail to reference land values. |
| Level 2 | 3-4 | Attempts to make links between different types of activity and the cost of land, but bid-rent may be indistinct. May not refer to pattern. Recognisable location. |
| Level 3 | 5-6 | Describes and explains the key bid-rent idea. Can illustrate with specific details of <i>the pattern</i> for a named urban area. |

(Total 20 marks)

| Question Number | Answer | Mark |
|-----------------|---|------|
| 4(a)(i) | Settlement/settlement surrounded by others/other places/surrounding area = 1 mark Idea of providing services to others / some other linking relationship = 1 marks | (2) |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 4(a)(ii) | <ul style="list-style-type: none"> • Very high, often in excess of thirty or forty floors/high rise/skyscrapers • Very crowded / high density along the road-side • Modern / modernist style of architecture... • Some low-rise buildings in-amongst • Decent amount of green space (sand and palm trees are visible, as well as grass verges) • Major roads runs straight through it (dual-carriageway) • Roads look congested • Smog visible • Cranes visible (construction work) <p><i>Point mark, but for full marks answer should stress either the <u>extremely high</u> / dense nature of the layout or comment on the fact that this is a <u>major</u> route-way (thus "it shows high buildings; they are close together; there is a main road" is worth only 2/3). Do not credit 'lack of vegetation' - needs carefully qualifying.</i></p> | (3) |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 4(a)(iii) | <ul style="list-style-type: none"> • Expansion may have resulted in vegetation & habitat loss • Need for water, electricity, food and resources may all have destructive impacts elsewhere • Urban heat island • Impact of pollution and urban landfill will extend into rural areas • Some greenery has been preserved (positive) <p><i>Answers may discuss original impact of construction or the day-to-day functioning of Dubai. Point mark each idea and extension.</i></p> | (3) |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 4(b) | <p>1. functions</p> <ul style="list-style-type: none"> • Shift from industry to retail and services • Shift from industry to residential use • Growth of tourism, recreation, heritage • Quaternary / knowledge economy on the rise • Any sensible suggestion <p><i>Point mark each idea and extension / example. Must refer to change (restrict to single mark for a list of functions).</i></p> <p>2. population characteristics.</p> <ul style="list-style-type: none"> • Examples of new migrant communities / ethnic and linguistic diversity on the rise • Inner cities not as poor now due to gentrification • Suburbs not always as affluent now due to suburban estates • Might be getting youthful or ageing (depends on post-code - credit any sensible suggestion) • Rise in students/"Studentification" e.g. Leeds • Skills shift over time • Any sensible suggestion <p><i>Point mark each idea and extension / example. Must refer to change or restrict to single mark for list of characteristics. 3+3</i></p> | (6) |

| Question Number | Indicative content | |
|-----------------|--|---|
| 4(c) | <ul style="list-style-type: none"> • Site = physical features • Early growth will centre on bridging points, minerals, drainage. • Later growth will involve patterns of expansion e.g. along rivers or into areas of low relief <p>(6)</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material |
| Level 1 | 1-2 | One or two physical features are seen as being important for the foundation of settlements in general. |
| Level 2 | 3-4 | One feature is explained in some depth, or the importance of two features is asserted. Ideas about growth are largely inferred, other than the initial foundation of the settlement. Recognisable location. |
| Level 3 | 5-6 | The role of at least two physical factors is clearly explained. For full marks, refers to early and later growth. Good use of located knowledge. |

(Total 20 marks)

| Question Number | Answer | Mark |
|-----------------|---|------|
| 5(a)(i) | <p>1. twice as many people living in rural areas compared with urban areas</p> <p>1997 or 1998</p> <p>2. equal numbers of people living in rural and urban areas.</p> <p>2015 or 2016</p> | (2) |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 5(a)(ii) | Both slow growth until 1980s (1) then rates speed up in late 80s/90s (1) especially in China (1) uses data (1) | (3) |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 5(a)(iii) | <p>3 - At least two generic pull factors identified, and an attempt is made to contextualise (e.g. jobs are provided in both countries' cities by TNCs) <u>or</u> suggests why Chinese pull seems greater.</p> <p>1-2 - One or two generic ideas only ("more jobs, better pay, bright lights, better education, better health"). Could apply to any single settlement, anywhere, any time.</p> | (3) |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 5(b) | <p>1. positive ways</p> <ul style="list-style-type: none"> • Incomers use local services, buy goods, spreading wealth • May refer to multiplier effect • Incomers may require services e.g. childcare • Incomers raise threshold population, so higher order services can be introduced • Can help farming in MEDCs and LEDCs, depending on local circumstances <p>2. negative ways.</p> <ul style="list-style-type: none"> • House prices pushed beyond means of local residents • Incomers use services elsewhere so local businesses fail <p><i>Credit each clearly economic idea and any extension.</i></p> <p style="text-align: right;">2 + 2</p> | (4) |

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| Question Number | Answer | Mark |
|-----------------|--|------|
| 5(c) | <p>Must be social: accept overseas education, marriage, health tourism, joining family members/religious group (Israel), safety (war), prejudice/racism, retirement/"down-sizing". Any other sensible suggestion.</p> <p><i>Credit each sensible idea presented as a brief statement. Restrict single word responses ("Family. Education.") to one mark maximum.</i></p> | (2) |

| Question Number | Indicative content |
|-----------------|--|
| 5(d) | <p><i>Selective = migrants share a common population characteristic</i></p> <ul style="list-style-type: none"> • Only younger people without children may be free to move for work / need work so move • Political constraints may apply (e.g. immigration laws only allow for certain skills, occupations, nationalities). • Economic constraints may apply (e.g. prohibitive costs of re-location could mean international movement is left to the more well-off). • But natural disasters / genocides / transmigration schemes may trigger mass exodus - thus <u>not</u> selective. |

| Level | Mark | Descriptor |
|---------|------|---|
| | 0 | No rewardable material |
| Level 1 | 1-2 | Does not attempt to address "selective". Lacks any useful contrast. Indistinct examples, if any. |
| Level 2 | 3-4 | May provide simple contrast (volcano refugees vs. labour flow) but lacks any explanation (e.g. merely asserts that everyone moves). Or may lack secure understanding of "selective" but attempts to compare flows. Or describes one or two recognisable selective movements of people, but no contrast. |
| Level 3 | 5-6 | Good use of contrasting scenarios, "selective" securely understood. Different factors explain the varying characteristics of migratory groups (age, gender, wealth and skills). |

(Total 20 marks)

| Question Number | Answer | Mark |
|-----------------|--|------|
| 6(a)(i) | <ul style="list-style-type: none"> • Doctors • Bricklayers or builders | (2) |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 6(a)(ii) | Poland joined the EU/European Union/Europe. | (1) |

| Question Number | Indicative content |
|-----------------|---|
| 6(a)(iii) | <p>Costs:</p> <ul style="list-style-type: none"> • A reduced population /lack of a suitable workforce to help the country develop economically (“keep the wheels turning”). • GDP Likely to fall • Money spent training doctors may have been wasted. <p>Benefits:</p> <ul style="list-style-type: none"> • Unemployment was 18% and this will have now eased, so less money spent on social security / housing. • Remittances may be received. <p><i>Point mark ideas and extensions. Must have both for three out of three</i> (3)</p> |

| Question Number | Indicative content |
|-----------------|---|
| 6(b) | <p>NB: do not expect an explicit distinction always to be made between social and cultural.</p> <ul style="list-style-type: none"> • “Positive” diversity: multiculturalism / melting pot • “Negative” diversity: disintegration / conflict / racism • Cultural hybridity: mixing of music, food, etc. (“fusion” ideas) • Political changes - need for new laws (both progressive and reactive) • Accept demographic benefits e.g. lower dependency <p>(4)</p> |

| Level | Mark | Descriptor |
|---------|------|--|
| | 0 | No rewardable material |
| Level 1 | 1-2 | One or two simple statements of change. Details indistinct (“religion and food have become more diverse”). |
| Level 2 | 3-4 | Wider range of ideas or two dealt with in some depth, through provision of specific details. May well recognise there are positives and negatives. |

| Question Number | | Indicative content |
|-----------------|------|---|
| 6(c) | | <p>Focus is on <i>numbers</i> of international migrants gaining entry and reasons why numbers increase or decrease as a result of policy controls.</p> <ul style="list-style-type: none"> • Need for labour / cessation of migration if demand lessens • Labour often highly sector-specific (NHS, dentists) • Security concerns(9/11 or WWII or similar) • Media pressure on politicians / populist policies for votes <p style="text-align: right;">(4)</p> |
| Level | Mark | Descriptor |
| | 0 | No rewardable material |
| Level 1 | 1-2 | One or two simple statements of why controls are introduced. Details indistinct (“not enough jobs left so migrants are not allowed”). Ideas may all relate to the prevention of migration. |
| Level 2 | 3-4 | Clear elaboration of at least two reasons. May back up with specific details or recognises different influences on policy e.g. votes. May well recognise volume can be increased or decreased. |

| Question Number | | Indicative content |
|-----------------|------|--|
| 6(d) | | <p>Push factors could include:</p> <ul style="list-style-type: none"> • Natural hazards (Montserrat) • Drought and desertification (Sahel) • Salinization, soil erosion, declining soil fertility • Exhaustion of natural resources / water supplies • Long-term sea-level changes (migration inland) • Very long-term changes include ice ages (ice or land bridges) <p>Pull factors could include:</p> <ul style="list-style-type: none"> • Mineral resources (Eldorado) • Climate (southern states of USA) • Landscape (counterurbanisation and the “rural idyll”) <p>Physical factors may operate as intervening obstacles e.g. Mediterranean</p> <p><i>Good answers may address “decision” (people may decide to stay in their homes even when they know there is a physical risk e.g. New Orleans / Hurricane Katrina).</i></p> <p style="text-align: right;">(6)</p> |
| Level | Mark | Descriptor |
| | 0 | No rewardable material |
| Level 1 | 1-2 | Simple statements about one or two “physical” migrations. No named / indistinct examples given. |
| Level 2 | 3-4 | Only explains one scenario in any detail, or has a few different ideas but lacks specific details of either the factors or of the migrations. May all be push factors (exodus ideas). Recognisable migrations. |
| Level 3 | 5-6 | At least two scenarios explained with some detail (either how the factors operate, or the migratory circumstances). Or has wider range of ideas and may account for both push and pull mechanisms or may address “decision” and |

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| | | "obstacles". |
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(Total 20 marks)