

GCE Geography A 6465

Mark Scheme (Standardisation)

Summer 2008

GCE

GCE Geography A (6465/01)

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	Indicative content
1(a)	<p>Secondary employment is manufacturing or defines by example eg makes wood into furniture(1) with the production of either capital or consumer goods (1) Value added (1)</p> <p>Declining in most MEDCs or similar comment (1)Hi- tech industries developed in recent years/subset of manufacturing (1)</p> <p>Tertiary employment provides a service or defines through example(1) with no tangible product (1). It has a very wide range of employment type and associated incomes from servants to CEOs of trans-national companies (1)</p> <p>Higher value added (1)Quaternary sector knowledge based industry/subset of tertiary (1)</p> <p>Point mark only allow to 5 if distinction clear.</p>

(5)

Question Number	Indicative content
1(b)	<ul style="list-style-type: none"> ◆ Different industrial histories ◆ Different natural resources ◆ Accessibility and distance from markets ◆ London as a global city ◆ Proximity to Europe ◆ Structure could include employment categories, gender, part-time/temporary etc. ◆ Rural/urban contrast ◆ North/south contrast <p>Watch for generic answers with no UK focus and answers looking at temporal rather than spatial variation.</p>

(20)

Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-4	Topic not understood. Very few comments pertinent to structure. Evidence thin and/or irrelevant
Level 2	5-7	Weak focus, generic descriptive remarks. Very little UK evidence. Limited explanatory statements.
Level 3	8-11	A sound account of variation. Focus wavers but some accurate description. Some explanation of generic processes. UK evidence offered but linkages to title sometimes obscure.
Level 4	12-15	A good examination. Focus generally good. Good description and sound explanation of processes, some specific to the UK. Evidence is variable but sometimes pertinent and showing insight.
Level 5	16-20	A thorough examination of the topic. Focus is unwavering. Good list of reasons that are well linked to employment structure, at a range of scales. Some reflective comments. Excellent use of evidence.

Question Number	Indicative content
2(a)	Organisations that operate in more than one country (1) that limit liability for their owners (1) Management and ownership are separate (1). They are obliged, by law, to maximise profit (1). Often large (1) division of labour eg HQ in an MEDC, production in a NIC (1) Growing in global significance eg more important than national governments/no loyalty (1) Point mark (5)

Question Number	Indicative content
2(b)	<ul style="list-style-type: none"> • Countries discourage inward investment from foreign companies (Iran, Cuba, North Korea) • Cheap labour, skilled labour, raw materials might all be important factors from radiographers in Bangalore to seamstresses in Bangladesh and copper in Bolivia • Countries discourage cultural 'pollution' from largely western corporations. • Corporations don't see many investment opportunities in these countries (West Africa, Afghanistan) Poor infrastructure, lack of political stability, lack of market • Many TNCs became trans-national as a response to the profits crisis of the 70's. • Economic union, trading blocks such as NAFTA facilitated growth of TNCs (20)

Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-4	Topic not understood. Very few comments pertinent to TNCs. Evidence thin and/or irrelevant
Level 2	5-7	Weak focus. A limited description of one or more TNC. Evidence thin. Limited explanatory statements.
Level 3	8-11	A sound description of TNCs. Focus wavers, often about TNCs rather than countries. Some explanatory processes addressed. Probably concentrates on lure of cheap labour. Evidence offered but limited locational detail.
Level 4	12-15	A good examination. Focus on countries generally good. Good description and sound explanation of processes. Some sensible ideas about corporate behaviour and moves beyond cheap labour. Evidence is variable but sometimes pertinent and showing insight.
Level 5	16-20	A thorough examination of the topic. Excellent focus. Good list of reasons with range of case study support. Some reflective comments. Excellent use of evidence to support argument.

Question Number	Indicative content
3(a)	<p>Question is about settlements <u>not</u> areas.</p> <p>Urban settlements larger than rural (1) more dense (1) building height variations, urban higher/rural lower (1) more open space in rural settlements (1) Land/property values higher in urban (1) Urban functions higher order/greater range, more variety (1) More manufacturing/tertiary in urban/more primary activity in rural (1) Specified demographic differences (eg more old people in rural settlements (1) urban better connected than rural (1) Not easy to distinguish between rural/urban (1)</p> <p>Point mark only allow to 5 if distinction clear.</p> <p style="text-align: right;">(5)</p>

Question Number	Indicative content	
3(b)	<ul style="list-style-type: none"> ◆ Growth taken as urban sprawl and/or population growth ◆ Catching up in the rural-urban transition ◆ Super slums and rural deprivation - changes in the 'countryside' ◆ Counter-urbanisation - urban sprawl and the muddying of rural/urban distinction ◆ De-industrialisation - as above with urban sprawl, middle class flight from the cities ◆ Important role of planning in controlling urban growth ◆ Population growth rates may drive urban growth rates ◆ Resource has global context but question allows focus within a country <p style="text-align: right;">(20)</p>	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-4	Topic not understood. Very few comments pertinent to structure. Evidence thin and/or irrelevant
Level 2	5-7	Weak focus. A limited description of urban growth. Evidence thin. No meaningful explanation.
Level 3	8-11	A sound description of urban growth. Focus on rate of growth indistinct. Some explanatory statements eg rural/urban migration. Evidence offered but heavily dependent on resource. Linkages to title sometimes obscure.
Level 4	12-15	A good examination. Focus on varying growth rates generally good. Good description and sound explanation of processes. Some sensible ideas about processes of urban growth and moves beyond cliches. Evidence is variable but sometimes pertinent and showing insight.
Level 5	16-20	A thorough examination of the topic. Focus is unwavering. Good list of reasons that cover both aspects of the question. Some reflective comments about urban/rural definitions. Excellent use of evidence to support argument.

Question Number	Indicative content
4(a)	<p>Intensive High inputs (1) eg labour/capital (1) High output (yield per unit area) (1) Extensive Low inputs (1) low output (yield per unit area)(1) Relatively larger units than intensive farms (1) An example of both/either (1) No distinction in terms of profitability(1) Max 3 on either/or intensive/extensive</p> <p>Point mark but only allow to 5 if proper distinction made (5)</p>

Question Number	Indicative content
4(b)	<ul style="list-style-type: none"> ◆ Question is about systems, maybe arable/pastoral ◆ Green revolution, GM crops likely to figure ◆ Idea is that technology allows man to overcome physical constraints ◆ Physical constraints will include climate, altitude, slopes, aspect, edaphic factors ◆ True in principle but economics still a major caveat ◆ One can grow strawberries in Antarctica but... ◆ Why would you want it? ◆ And could you afford it? ◆ Assessment should involve a judgment being made. <p>(20)</p>

Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-4	Topic not understood. Very few comments pertinent to structure. Evidence thin and/or irrelevant
Level 2	5-7	Weak focus. Limited description of some physical factors. Some simple statements about the use of technology. Ideas simply stated and issues not properly understood. Evidence thin.
Level 3	8-11	A sound description of a range of physical constraints eg climate, slopes. Assessment limited to assertive statements about how we can overcome through technology. Some irrelevance. Evidence offered but linkages to title sometimes obscure.
Level 4	12-15	A good examination. Good description well linked to physical constraints. Assessment shows understanding of changing technology and economic factors. Focus generally sound. Some sensible ideas about why agriculture is still constrained. Evidence is variable but sometimes pertinent and showing insight.
Level 5	16-20	A thorough examination of the topic. Focus is unwavering. Good description and explanation of relationship between physical factors and agricultural systems at a number of scales. Excellent command of economic factors as well as clear understanding of physical constraints. Some reflective comments. Excellent use of evidence to support argument.

Question Number	Indicative content
6(a)	<p>Colonialism is the expansion of a nation state (1) to embrace new territory that may or not be previously inhabited (1). The aim is almost always economic gain through importing raw materials(1) and exporting finished products to the colonies (1)</p> <p>Neo-colonialism takes place when an unequal economic relationship exists between two countries (1), frequently a former colonial power and a satellite state, frequently a former colony (1). Economic control remains although, notionally, political control does not (1). More modern form of colonialism (1) Role of TNCs important (1)</p> <p>Max 3 on either part, expect proper distinction for 5.</p> <p style="text-align: right;">(5)</p>

Question Number	Indicative content
6(b)	<ul style="list-style-type: none"> ◆ Or 'is poverty the fault of the poor?' ◆ Confrontation between two colliding ideologies ◆ Modernisers frequently blame poor internal policies, corruption, inappropriate development policies (e.g import substitution) ◆ Dependency theorists blame unequal global relationships exacerbated by SAPs and the TNCs ◆ May use Myrdal in addressing core/periphery relationships, including backwash ◆ Development may, of course, include social, cultural and political development <p>NB if restricted totally to regions within a country, limit to top of L3.</p> <p style="text-align: right;">(20)</p>

Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-4	Topic not understood. Very few comments pertinent to development. Evidence thin and/or irrelevant
Level 2	5-7	Poor focus. Ideas simply stated and issues not properly understood. Theories poorly understood. Evidence thin.
Level 3	8-11	A sound account of issues in development. Focus wavers but grapples with a few points about economics or economic history . Explanation tends to be assertive. Evidence offered but linkages to title sometimes weak.
Level 4	12-15	A good examination. Focus generally sound. Some sensible ideas about the argument. Explanation shows understanding of processes. Evidence is variable but sometimes pertinent and showing insight.
Level 5	16-20	A thorough examination of the topic. Focus is unwavering. Good description and explanation of development theories. Excellent command of development terminology as well as clear understanding of processes. Some reflective comments. Excellent use of evidence to support argument.