GCE

Edexcel GCE

Geography B (8215/9215)

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Mark Scheme (Results)

Brief Explanation of Criteria Based Mark Schemes

Generally, unless a very large number of marks (13+) is awarded for a question sub-section, the mark schemes use three bands. These are designed to incorporate a number of features to distinguish levels of achievement so examiners can target the correct band.

- Ability to synthesise data and to show geographical understanding from the geography course – synoptic skills.
- Number of reasons (i.e. breadth of response – range)
- A degree of specificity/precision, in particular using geographical terminology appropriate to A level. (e.g. hydrological cycle, infiltration, interception etc.) Precise use of evidence. Clarity of expression.
- Depth of answer – amount of detail (e.g. general trend and anomalies, interpretation and analysis of evidence.)
- Use of appropriate examples and where required diagrams – precise statistics/locations.
- Degree of response to command words and rubric of question i.e. achieving balance if requested to, or including some causality if required to explain.
- Degree of structure and linkage to produce a synthesis with a logical order.
- Degree of relevance of information.

The first stage in the marking therefore is to decide on the band, and secondly to decide on the position within the band.

Therefore, for each sub-section use this grid to decide on a level. Always start with the bottom band and work upwards:

Highest criteria band answers:
Will show a good range, depth of detail, relevance, precision, answering the question in a logical structured way. Will obey command word eg assess/evaluate.
Medium criteria band answers:
Will show some of these characteristics but have limitations on a number of features, especially at the bottom of the band, whereas at the top of the band, they will have many features of the highest band material.
Lowest criteria band answers:
Will be limited in range, vague, using basic terminology and expression, lacking in detail, often of peripheral relevance with limited reference to rubric.

There is no restriction to the number of candidates achieving each band. It is possible that in some tasks, 40% of candidates may achieve highest band work but, because of a lack of consistency or performance or particular strengths and weaknesses, the performance will not be sustained across a whole module paper.

Quality of Written Communication

QWC will be credited within all parts of each question. This will include structure, clarity, the use of geographical terminology and the correct use of grammar, spelling and punctuation.

SECTION A

1. (a) Describe and suggest reasons for the meteorological conditions which led to the pattern of weather shown for the British Isles.   12

    ### Information for examiners

    Impact of **blocking high** extended over most of Europe. Stability descending air adiabatically warmed → low relative humidity, cloudless sky especially over land map (highest temperatures land based - coast cloudier. Coastal impact on temperatures, differential specific heat 33°C v 22°C). Impact of latitude S → N differences. Light winds clockwise circulation (stable system low pressure gradient). Synoptic situation likely to lead to tropical continental **air mass** being drawn North → heat wave. (Depression to west of Britain 'kept at bay', may lead to minor disturbances to west of Ireland.)

L3	12-10	Structured account. Sound description. Good knowledge and understanding of anticyclone and possibly Tc air mass. Can link synoptic situation to map. Uses evidence. May refer to stability of blocking anticyclone keeping away - possible depression to N&W (rain).
L2	9-6	Fair description. Can link map to anti cyclone conditions, but lacks full terminology. Is quite well evidenced. May omit air mass concept and explanation of stability.
L1	5-1	Satisfactory description. Basic understanding eg high pressure leads to heat wave conditions, clear skies, high temperatures etc.

    (b) With reference to examples, assess the problems and benefits of summer heat waves for both people and the environment.   13
    ### Information for examiner (just guidelines)

Problems	Benefits
• Problems of heat wave, heat stroke, low level ozone, poor air quality (asthmatics). • Issues of skin cancer (Australian issues). • Issues of water supply (bore holes), ground water. Problems of feeding stock. Low flow problems for river transport eg Rhine/Danube 2003. • Problems for vegetation tree death, difficulties for lawns. Issues of building subsidence in clay areas. • Increased costs of air conditioning. • Possible road rage incidents.	• Joy of heat wave, extended sunshine → sun bathing. General well being. • Ripening harvests and fruit and grapes. • Benefits to **tourism** industry eg UK. • Benefits to certain sectors of economy (beers, bikinis, ice creams). • Ability to run many outside events, enjoy outdoor activities.

L3	13-11	Structured balanced assessment across problems and benefits – likely to be exemplified. Looks at both environment and people.
L2	10-7	Clear statement with some structure across a range of problems and benefits. May be less balanced across +/- and people and environment. Sporadic exemplification.
L1	6-1	Some basic ideas, usually generalised. Likely to be limited in focus and unbalanced. May be anecdotal.

2 (a) **With reference to either ecocline A or ecocline B, explain how and why the vegetation changes with latitude.**   12
Information for examiners

(A) Increasing aridity - expect knowledge of seasonality. Decreasing rainfall linked to ITCZ movement. Expect linkage to nature of vegetation, development of xerophytes etc. biomass size, productivity, complexity of structure etc, related to climate double max, then seasonal, note decline in both length of rainy season and amount of rainfall away from the equator.

(B) Decreasing temperatures expect knowledge of impacts of migration of heat equator etc, variations in energy budget - linked to tree type (deciduous leaf fall, aerodynamic shape of conifers). Possible issues associated with taiga/tundra borderline.

Look for linkages to primary productivity and biomass production also structure of vegetation using data from table.

If both (A) and (B) done choose better.

L3	12-10	Structured, well evidenced explanation, which shows understanding as to how changes in rainfall/temperature impact on named vegetation types. Can understand terms such as biomass and productivity. Uses table and own knowledge effectively.
L2	9-6	Some structure in a satisfactory explanation which can link the ecocline to changes in ecosystems. May lack precise details for example looking beyond the resource to ITCZ etc.
L1	5-1	One or two basic generalised ideas eg as it gets dryer, the vegetation changes from forests to grasslands to desert. Will tend to describe rather than explain – not linked well to technical factors such as primary productivity.

(b) **For any global ecosystem, evaluate the relative importance of physical and human factors in influencing its distribution.**   13

Information for examiner

Likely choices will be rainforest, tropical grassland or coral reefs. **Physical factors** could include temperature, rainfall, sunlight, salt water for corals, with precise details of limiting factors. **Human factors** could include direct factors such as deforestation, burning, or destruction, and indirectly issues of pollution/siltation as appropriate – even global warming. They need to be well linked to chosen global ecosystem, with locations. Max 9 for a non-global ecosystem.

L3	13-11	A well structured evaluation of the **relative** role of a range of factors, well balanced physical and human likely to be linked to located examples.
L2	10-7	A clear statement of some factors, does mention both physical and human factors. Unbalanced towards lower end.
L1	6-1	One or two basic statements concerning factors of the hot and wet variety (rain forests). Unbalanced and very generalised.

3. (a) Using Figure 3, and your own knowledge, assess the arguments for and against using economic cost as the main criterion for funding conservation areas.
Information for examiners

For clearly important to get maximum value for money for taxes and money raised (expect examples from the resources). Many good value sites are of outstanding ecological merit (Amazonia).

Against low cost favours LEDCs, but in MEDCs, where money largely raised, local involvement not so possible. The actual cheaper areas **may** be hotspots but many representative ecoregions will excluded. Conservation needs to be done on ecological value not just costs. Some LEDC areas may be very difficult to conserve effectively because of indigenous people issues.

L3	12-10	Structured assessment, balanced for and against, uses own knowledge to develop and support arguments eg of ecovalue and hotspots. Likely to be exemplified.
L2	9-6	Some structure in a clear statement. Uses resource effectively and provides limited support from own knowledge. May be unbalanced.
L1	5-1	One or two basic statements, does not really go beyond lifting off from resource.

(b) With reference to named conservation areas, discuss some of the problems experienced with their management.
Information for examiners

Expect answers across an enormous range of conservation areas (SSSI, National Parks, World Heritage areas). High ability candidates will look at major issues such as SLOSS debate, in situ v ex situ, conservation spectrum from total protection, through to buffer zones → sustainable management → exploitation - issues of environmental degradation. An alternative approach would be more narrative with a couple of case studies, and well learnt details of management issues could achieve low level 3 if locationally sound. Problems could include natural deterioration, climate change, as well as many threats from human activities. Lack of funds, makes policing and development difficult.

L3	13-11	Structured detailed examination which shows sound understanding of a range of management problems. Well linked to named conservation areas.
L2	10-7	Some structure, in a clear statement which describes some management problems, linked to locations.
L1	6-1	One or two basic statements as to problems. May be more linked to general rainforest as opposed to conservation area.

SECTION B – Population and the Economy

4. **(a)** **Suggest reasons for the pattern shown.**   **12**

<u>Information for examiners</u>

Can be clearly linked to states of development – **demographic** factors and the demographic transition (linkage of GNP per capita etc) and role of girl's and women's education, and participation in workforce, note high rates in LDCs etc of children. Can be linked therefore to availability of contraception, also socio-cultural attitudes to this – impact of marriage laws, impact of religion – some pro-natalist eg Moslem states. Also role of government can be significant. Other factors could include population structure and **fertility** rates. NB description may be given but not specifically asked for.

L3	12-10	Structured account. Clearly identifies patterns and names exemplars. Identifies a range of factors which could influence this – may mention demographic, socio-cultural and economic factors.
L2	9-6	Some structure in an account which identifies some factors which contribute to the differences. May be short of range of countries or exemplars of factors.
L1	5-1	Has one or two basic ideas of the North-South divide but very generalised eg of the no contraception type of answer.

(b) **With reference to examples, evaluate the ways in which countries try to manage their birth rates.**   **13**

<u>Information for examiners</u>

Strategies likely to include **anti natalist** strategies such as China 1 child policy, Indian sterilisation strategies, as well as Mauritian economic development strategies and Russian abortion strategies. Good candidates will also look at **pronatalist** strategies whereby large families are promoted eg Romania in 1980s or Arab States or the use of a range of support strategies for families/children eg in European countries such as France/Sweden/Italy, to combat declining birth rates. Promoting immigration for certain groups is a possible strategy.

L3	13-11	Structured **evaluation** of a range of strategies well linked to chosen countries. Likely to do pro and anti at this level.
L2	10-7	Clear statement, with some structure for a range of strategies. May be all anti or pro-natalist. Some linkage to chosen countries.
L1	6-1	Descriptive account, with generalised statements. Likely to be restricted to one country eg basic China 1 child policy.

5. (a) **Using Figure 5 and your own knowledge, explain why people in host countries have conflicting views about immigration.** 12

Information for examiners

Candidates might tackle the answer resource by resource, but at a higher level factors will be identified which may explain conflicting views.

- Nature of immigrant - **status** whether asylum seeker, refugee, or legal migrant, level of education and skill, race issues, underlying cultural gap between immigrant and host, slave labour issues (caring political activists)
  - language issues and communication
- Nature of host country - political views, media, demography (need for skills), ability to fill a labour gap (unskilled).
  - numbers of immigrants involved.

Filipino nurse definite skill shortage, well educated, useful etc.

Chinese semillegals – very much needed but circumstances against integration.

Asylum seeker as a helper – positive attitude generated, but often only locally.

Protestors – whipped up by press, very densely populated country, politically inspired, racist views. Often very concerned about job loss (perceived) NIMBY issues (asylum centres).

L3	12-10	A structured explanation, which uses evidence from the resources to develop the reasons for conflicting views.
L2	9-6	A clear statement with some structure which explains a range of views, without really exploring factors leading to conflict.
L1	5-1	One or two basic statements – likely to be unbalanced and relying on lift offs.

(b) **Evaluate the costs and benefits of emigration for source countries.** 13

Information for examiners

Balance of costs v benefits likely to depend on source country and migrant (impact on agriculture).

Costs include loss of labour, loss of educated trained workforce – economic loss ie a brain drain, could lead to population decline, or ageing population. Could be a gender imbalance too eg guest workers).

Benefits include role of remittances, could include acquisition of extra skills and also could lead to loss of surplus population relieving population/resource ratios.

L3	13-11	A structured evaluation, balanced costs and benefits well linked to named examples.
L2	10-7	Some structure to a clear statement, of both costs and benefits – may be less balanced and more generalised.
L1	6-1	One or two basic statements not well linked to source countries. Generalised. Unbalanced.

6. (a) **Evaluate the reasons for such global shifts in manufacturing and/or services.** 12

Information for examiners (guidelines only)

Global shift is the movement of initially manufacturing and more latterly also services away from MEDCs to more advantageous locations, usually NICs and RICs but increasingly LDCs. The main reason is lower operating costs (labour rate comparisons) but also high quality workforce too (educated, skilled, reliable). It is facilitated by telecommunications revolution and globalised TNCs and government incentives, (friendly laws etc). Also for call centre round clock working (real time issues) and use of extra labour flexibility can be significant. Call centre work determined by language ability and accent hence pre-eminence of India (soon to be followed by China and others).

L3	12-10	Uses data effectively and own knowledge to **evaluate** a range of reasons in a structured argument. Likely to be exemplified.
L2	9-6	Some structure in a clear statement of some of the main reasons. Data from resource well developed, plus some of own ideas.
L1	5-1	One or two basic ideas, largely lifted off – lacking range likely to be low cost ideas only of a generalised nature.

(b) **Examine the impacts of the global shift on the environment and economy of one of** 13
the following:
Either
- **a region in an MEDC.**
Or
- **a NIC (newly industrialised country)**

Information for examiners

Either will almost certainly lead to **deindustrialisation** and loss of employment. Manufacturing largely male skilled job – structural unemployment recent service industry hits all types of workers. Demultiplier impacts caused by rising unemployment. Environment may improve with less atmosphere pollution (eg Consett).

Or will almost certainly deal with rapid growth, rising standards of living and multiplier effects, but issues of environmental degradation, water, air and land, pollution, and also from this worker-exploitation issues of health and safety may be mentioned.

L3	13-11	Structured detailed assessment, balanced +/- across environment and economy. Well located in chosen region/country. Understands processes well.
L2	10-7	Some structure in a clear statement, in a located area, of impacts on environment and economy. Some understanding of impacts shown but may be unbalanced.
L1	6-1	One or two basic ideas, likely to be very generalised and not well related to an area. May be very unbalanced. Descriptive.

Please note for these questions a huge range of responses are possible. This is only a guideline.

7. (a) **Examine the environmental and economic implications of the Great Divide as shown in Figure 7.**   **14**

   <u>Information for examiners</u>

   Environmental implications could be environmental degradation of various kinds such as deforestation, air and water pollution – exploitation of poor countries by rich MEDC based TNCs, also desperate attempts of poor countries to industrialise with minimal capital and technology.

   Economic implications could be catastrophic for the club of 50 LDCs as their debts accumulate with rising population. Note unfairness shown by the diagrams on the resources.

L3	14-12	A structured assessment, which understands fully the implications of the Development Gap for the environment and economy. Uses resource and own knowledge to argue the unfair world. Likely to be exemplified.
L2	11-7	Some structure in a clear statement of some of the implications. Does use the data, to project the impact of an unfair world. May be unbalanced.
L1	6-1	One or two basic ideas, but generalised and not well related to idea of unfair world and the great divide as shown on the resources.

   (b) **Discuss some of the ways in which the Great Divide might be narrowed between rich and poor nations.**   **16**

   Information for examiners

   A huge number of ways exist – expect information on types of aid, restructuring of debts, reform of trade into fairer trade, and also a range of strategies for economic development such as agricultural reform, LDC industrialisation, development of tourism all to improve balance of payments. Good answers will support answer with specific countries.

L4	16-14	A well structured discussion of a range of exemplified strategies well linked to narrowing the gap.
L3	13-11	A structured response with clear statements on several ways, may be less well exemplified but linked to narrowing the gap.
L2	10-7	Some structure in a response which has some generalised ideas, not always feasible to bridging the gap. General ideas sound but short on range or specifics.
L1	6-1	One or two basic ideas of putting the world to rights, tends to be sweeping statements – they should ……

8 (a) **Describe and suggest reasons for the pattern of results shown in Figure 8.** 14

Information for examiners

Observation might include that no countries were near the goal and that there was no obvious link with development because it was a combined environmental and human index. The human well being results were closely related to states of development, but the ecosystem results were very variable (more like inverse relationships shown by eco footprints). Extremes may be mentioned like impacts of war and disasters for Iraq, Mozambique etc. Answers could be developed to discuss ecosystem damage, and human welfare issues and how hard sustainability is to achieve.

L3	14-12	A well structured description and explanation linked both to nature of index and what it measures and the selected countries.
L2	11-7	Some structure in an account which shows some understanding of the pattern but can only offer some reasons. Does understand overview and may mention contrasts between human and ecosystem axes.
L1	6-1	One or two basic statements, likely to take countries and lift off result and give a basic reason. No overview.

(b) **For either human wellbeing or ecosystem wellbeing (see Figure 8), evaluate the strategies countries are using to work towards the goal of improved sustainability.** 16
Information for examiners

Countries are aiming to work towards the goal of improved sustainability. Ideas might include for **ecosystem well being**
- sustainable ecosystem management to maintain biodiversity
- use of alternative resources/recycling to cut consumption (likely to be alternative energy). Ways of preventing water pollution, combating soil erosion or managing air quality (Kyoto etc) and local Agenda 21.

For human wellbeing
- primary health care, HIV/AIDS programmes improving access to school, food security. Enhancing role of women, strategies to reach optimum population levels. Crime prevention strategies. Millennium development goals likely to be referred to.

L4	16-14	A structured evaluation with a range of located strategies designed to support sustainable development.
L3	13-11	Some structure in a clear statement of a range of strategies which support sustainable development.
L2	10-7	States some appropriate ideas for strategies but tends to be generalised or lacking in range. Some are examples of sustainability.
L1	6-1	One or two basic ideas, not located and not well linked to sustainability.

9 (a) **With reference to examples, examine the validity of each of the four views A-D.** 14

Information for examiners

An assessment could be supported by the following examples:

A Essentially humans using technology and capital to control environment. Could include, managing climate (rain making), green houses, using biotechnology to produce GM crops, build mega dams to provide electricity, or hazard management (maybe).

B Essentially humans not in control of environment - increasing levels of disasters, global warming and El Nino possible egs, extreme hazards (possibly).

C Essentially humans carrying out all kinds of pollution (land, water, air, noise, visual, light) to destroy the planet (definitely).

D Working in a transcontinental, or international or global way via UN etc to manage global issues eg trade, global warming, loss of rare species, rising population, wars and refugees (possibly). Note max 11 for 3, max 8 for 2, max 5 for 1.

L3	14-12	Structured assessment of validity, well supported by relevant examples across all form views.
L2	11-7	Has some clearly stated ideas, although some exemplification is less well chosen. Limited assessment. May be less balanced.
L1	6-1	One or two ideas. Likely to be poorly supported with examples.

(b) **With reference to one of the following global issues, biodiversity loss, global warming, economic globalisation, assess which of the four views best fits the current global situation between people and the environment.** 16

Information for examiners – note these are only suggestions

	A IN CONTROL	B INCREASING HAZARDS	C POLLUTION	D CO - OPERATION
Biodiversity loss	Development of conservation strategies Usage of resources for good of world	Issue of escalating losses eg from global warming	Details of acid rain, oil spills, global warming damage etc	Various global treaties such as CITES, IUCN categories
Global warming	Various strategies to control air pollution etc	Increasing damage rising °C and oceans	Details of greenhouse gas emissions	Kyoto etc summits IPCC conferences
Economic globalisation	Managing effects of globalised environment, fair trade etc	Pawns at the hands of TNCs eg branch plant closure	Pollution of economic globalisation transferring it to LDCs etc	Conferences such as Johannesburg and Cancun to manage effects G8 etc

L4	16-14	A wide ranging structured **assessment** showing good knowledge of chosen issue and understanding in linking it to **justify** choice of view. Well exemplified.
L3	13-11	Some structure in an account which shows good knowledge of chosen issue, in order to assess the best choice of view. May be exemplified.
L2	10-7	Some knowledge of chosen issue which leads to a basic statement as to best fit. Lacks support on most occasions.
L1	6-1	One or two ideas related to chosen issue, but very limited linkage to views. Shows limited understanding of linkage.