Mark Scheme
(Standardisation)

January 2013

GCE Geography (6GE01/01)
Unit 1: Global Challenges

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ALWAYS LEARNING

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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.

General Guidance on Marking

All candidates must receive the same treatment.

Examiners should look for qualities to reward rather than faults to penalise. This does NOT mean giving credit for incorrect or inadequate answers, but it does mean allowing candidates to be rewarded for answers showing correct application of principles and knowledge.

Examiners should therefore read carefully and consider every response: even if it is not what is expected it may be worthy of credit.

Candidates must make their meaning clear to the examiner to gain the mark. Make sure that the answer makes sense. Do not give credit for correct words/phrases which are put together in a meaningless manner. Answers must be in the correct context.

Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the Team Leader must be consulted.

Using the mark scheme

The mark scheme gives:
• an idea of the types of response expected
• how individual marks are to be awarded
(the total mark for each question
(examples of responses that should NOT receive credit.

1   / means that the responses are alternatives and either answer should receive full credit.
2   ( ) means that a phrase/word is not essential for the award of the mark, but helps the examiner to get the sense of the expected answer.
3   [ ] words inside square brackets are instructions or guidance for examiners.
4   Phrases/words in bold indicate that the meaning of the phrase or the actual word is essential to the answer.
5   ecf/TE/cq (error carried forward) means that a wrong answer given in an earlier part of a question is used correctly in answer to a later part of the same question.

Quality of Written Communication

Questions which involve the writing of continuous prose will expect candidates to:

(show clarity of expression
(construct and present coherent arguments
(demonstrate an effective use of grammar, punctuation and spelling.

Full marks will be awarded if the candidate has demonstrated the above abilities.

Questions where QWC is likely to be particularly important are indicated "QWC" in the mark scheme BUT this does not preclude others.

Question Number	Answer	Mark
1 (a)(i)	1. 2001 ❶ 2. 1994 ❶	(2)

Question Number	*Answer*	Mark
1 (a)(ii)	• Developed country / high income country (MEDC / HIC) ❶ and provides details e.g. GDP, income figures, etc. ❶ or mentions large population size (310 million in USA) ❶ • Acknowledges financial vulnerability / high value of insured property ❶ develops using specific example e.g. high-value residential property in Florida ❶ uses disaster risk equation ❶ • Lists hazards than can occur beyond those shown in Figure 1 ❶ and provides some details e.g. San Andreas fault ❶ (*do not credit 'disaster hotspot'*). Award ❶ mark for each extended detail. • May offer creditable reason (s) for terrorist attack shown on Figure 1 ❶	(3)

Question Number	Answer	Mark
1 (b)	C (a place where a vulnerable population is exposed to two or more hazard types) ❶	(1)

Question Number	*Answer*	Mark
1 (c)	<u>Focus is the natural hazard, not people/property at risk.</u> • Accept any local area / region in UK or elsewhere. • Accept California coast. • Accept a country (Philippines, Bangladesh etc) if an area is stated or implied (e.g. Bangladesh coast / delta, Manila in the Philippines) • Award ❶ mark for <u>each</u> natural hazard / threat which is described (not just listed) e.g. *'London is on the Thames flood plain'* but not *'London floods'*. • Award ❶ mark for any extension or detail that is described (e.g. of <u>physical factors</u> /<u>processes</u>, ways the natural hazard threat has been increased e.g. impermeable surfaces, or facts about frequency and /or magnitude). • A single hazard, with several extended details, could reach 4 marks. Only award 1 or 2 marks for a simple hazard list.	(5)

Question	Answer	Mark

Number		
2(a)(i)	• Rises over time(from negative to positive: starts off negative °C and changes to positive °C ❶ • Not a smooth trend - many minor fluctuations ❶ • Identifies mid-20th century as 'switchover' from negative to positive ❶ • Steep increase from 1970 / 1980 onwards ❶ • Makes appropriate use of Y-axis / temperature data ❶ • Credit other valid descriptions, but not description of the uncertainty (blue area on Fig 1) which is not asked for.	(3)

Question Number	Answer	Mark
2(a)(ii)	• General issue of modern technology increasing accuracy of data ❶ • Award further marks for any specific details that are suggested e.g. modern use of remote sensing / Geographical Information Systems (GIS) ❶ • Early data likely to be less comprehensive / global ❶ • Notes use proxy evidence e.g. paintings for 1800s ❶ and can comment on problems of reliability with qualitative evidence ❶ • Credit all other valid points ❶	(3)

Question Number	Answer	Mark
2(b)	• Incoming energy / light from the sun is absorbed by the land, seas, mountains • Outgoing energy / heat heads back to space through the atmosphere • …but it is not all lost to space because of greenhouse gases / CO_2. • Incoming = short-wave (UV) energy, out-going = long-wave (infra-red) • Atmosphere is transparent to incoming short-wave radiation • Recognises there is more than one greenhouse gas e.g. carbon dioxide + methane / nitrous oxide / water vapour • Earth would otherwise be -18°C (33°C cooler). Point mark each of these ❶ and any further extension / detail❶. <u>Credit information provided on diagrams, that is not also provided as text.</u> **NB** Do not credit tangential / irrelevant information: anthropogenic human influences, positive feedback / albedo melting, ozone depletion.	(5)

Question Number	Answer	Mark
3 (a)(i)	Carbon trading schemes ❶	(1)

Question Number	Answer	Mark
3(a)(ii)	Kyoto (may add 'protocol') / Copenhagen / Cancun / Durban / Doha. Accept Rio / Montreal.❶ Do not credit IPCC. No date required.	(1)

Question Number	Answer	Mark
3(a)(iii)	Encouraging farmers to grow new crop types ❶ or water conservation schemes ❶ or afforestation schemes ❶	(1)

Question Number	Answer	Mark
3 (a)(iv)	• Basic idea carbon / CO_2 is 'locked up' in trees / concentration falls if there are more trees ❶ • Extended explanation e.g. applies concept of carbon store / sink / carbon sequestration ❶ • Explains need for afforestation to offset deforestation e.g. Amazonia ❶ Explains CO_2 absorption can slow global warming (because CO_2 reduces out-going infra-red energy etc.) ❶ • Explains how it is done e.g. airline offsetting ❶ • Idea of wood as biofuel, so lower fossil fuel use ❶ and may have examples / development of this ❶ • Plays a role in adaptation e.g. lower flood risk ❶ • Accept other valid explanations and extended points ❶	(3)

Question Number	Answer	Mark
3(b)	• Mitigation means acting to reduce greenhouse gas emissions ❶ • Explains an issue of economic / other self-interest (may specify for an individual / nation / TNC) ❶ and provides extended details ❶ (e.g. 'NIMBY*' aesthetics of wind turbines; China's race for economic development; TNCs needing to maximise profits). • <u>One example, with extended details, could achieve 4 marks.</u> • Lack of trust in climate change science ❶ and may have details of players e.g. climate sceptics ❶ • Lack of faith in viability of proposals ❶ and may have evidence for this e.g. knows costs / risks of nuclear power ❶ or carbon footprint of some biofuels ❶ • Accept other valid suggestions (e.g. can argue money better spent on adaptation for poor nations) *NIMBY = Not In My Back Yard	(5)

Question Number	Answer	Mark
4 (a)(i)	• Compares - low in Africa whereas high in Europe ❶ • Africa's switched-on places, or clusters, are coastal / there is less in interior ❶ and names **two** clusters e.g. Mediterranean coast, South Africa, Nigeria / west Africa coast, Egypt, east Africa ❶ • Identifies a pattern in Europe e.g. switched-off northern Scandinavia / high for UK & Germany ❶ • Valid comment on the pattern of the connecting lines ❶	(3)

Question Number	Answer	Mark
4(a)(ii)	• Harsh, extreme environment (Sahara, Scandinavia) so low population density (do not credit 'because of climate' or short-term hazard events). • Other physical reasons for low demand (e.g. challenges of settling in / connecting mountainous areas, interiors; broadband requires sub-sea cables to be laid down). Demand is high in some isolated areas e.g. islands to overcome isolation. • Credit idea of physical resources e.g. oil (people settle there, creating connections) or lack of these. • High demand from urbanised coastlines / ports. • Credit other sensible suggestions <u>related to settlement, incomes or levels of ICT use</u> (e.g. hazards damage ICT infrastructure). Point mark each idea ❶ and any developed point / extension ❶	(3)

Question Number	Answer	Mark
4(b)	Credit a wide interpretation of **connections** (trade, migration, Foreign Direct Investment, ICT, information etc.) **Help:** • Decision of national governments to join trade blocs / EU may lead to increased information flows • Governments may prioritise spending on ICT, training, ICT literacy • Political decisions (UN/EU/IMF) may be made to provide countries with aid /grants/ loans for broadband or ICT hardware • Governments and NGOs establish patterns of aid flow which connects places **Hinder:** • 'Rogue' states cut themselves off (e.g. Zimbabwe, North Korea) • Some countries have internet / Facebook censorship, e.g. China (linked with communist control) • War / conflict / political instability can reduce connectivity in many ways (trade, investment, ICT flows). • Corruption / spending priorities (spending on guns, not gigabytes) Point mark each political idea ❶ and any applied use of examples or extension ❶. **NB** Mark as 2+2	(4)

Question Number	Answer	Mark
5(a)	B (1911) ❶	(1)

Question Number	Answer	Mark
5(b)	E (health and hygiene have improved) ❶	(1)

Question Number	Answer	Mark
5(c)	• People provided false / inaccurate information (credit multiple reasons if offered e.g. vanity)❶ • Details were wrongly entered / recorded / administrative errors. ❶ • Undercounting e.g. 'missing million' in 2001❶ • Some people avoided census ❶ (credit multiple reasons if offered e.g. tax evasion). • Quickly becomes out of date (ten year cycle) ❶ • New migrants arrive after census completed (A8 migrants since 2004, so 2001 census quickly out of date) ❶ • No census during World War II (1941) ❶ • Older censuses asked fewer questions ❶ • Illegal migrants avoid the Census, so leading to undercounting ❶ Point mark. Accept any other valid suggestions (there will be many not included).	(3)

Question Number	Answer	Mark
5(d)	*Personal and local* sources (treat as the same) include: • family diaries, photographs, oral histories, letters, local newspapers, reference libraries, port passenger lists, parish / church records (marriages, births, deaths), hospital or school records (accept this), questionnaires with local people (some indication should be given about what is being investigated). • Credit use of Census data for local / personal information (pre-1911 Ancestry.co.uk). • *Population changes and roots* being investigated may include population movements, age structure, births, life expectancy, incomes, occupations, class structure, ethnic mix, etc. Point mark each source whose usefulness is stated❶, plus a further mark for a more detailed explanation of usefulness❶. A <u>description / listing</u> of sources, with no explanation of what they are used for (beyond studying 'changes'), can gain up to **2 marks**.	(5)

Question Number	Answer	Mark
6 (a)	Tokyo and Sao Paulo ❶	(1)

Question Number	Answer	Mark
6(b)	Possible reasons could include: • Fewer regulations /red tape ❶ Cities lack funds to reduce pollution ❶ • More industries / industrialising at present (accept this - global shift) ❶ • Rapid construction e.g. of housing ❶ Population density often very high ❶ • Old / inefficient cars / transport ❶ Photochemical smog due to climate (accept this) ❶ More smoking (accept this view) ❶ • Dirty fuel sources (accept this - coal, wood biofuel) ❶ • Other sensible suggestions ❶ Do not credit ideas about cities being bigger / more people / cars unless linked to density / congestion.	(3)

Question Number	Answer	Mark
6 (c)	<table><tr><td>Megacities developed world</td><td>Megacities developing world</td></tr><tr><td>A Large number of car owning commuters</td><td>B Many people employed in informal sector</td></tr><tr><td>D Low rate of natural increase</td><td>C Large scale rural to urban migration</td></tr><tr><td>F Very high per capita ecological footprint</td><td>E Rapid shanty town growth</td></tr></table> **All 6 correct** = 3 marks, **4 or 5 correct** = 2 marks, **2 or 3 correct** = 1 mark, **0 or 1 correct** = 0 marks. Order in answer table does not matter.	(3)

Question Number	Answer	Mark
6 (d)	Award ❶ mark for definition of sustainability (legacy for future generations) Award ❶ mark for recognition urban sustainability has economic-social dimension, not just environment. Possible explanations, with examples, include: • Reducing air pollution by getting cars off road ❶ e.g. congestion charging in London ❶ • Progressing towards a low-carbon economy through biofuels ❶ e.g. proposed engineered eco-city Dongtan ❶ • Reducing travel to work time so helping city economy ❶ e.g. Curitiba has rapid bus lanes ❶ • Creating new housing to accommodate incomers ❶ e.g. the BedZed scheme in London ❶ Details of recycling schemes ❶ • Economic development / global hub schemes ❶ Point mark each outlined idea ❶ and any extended explanation or extended detail of the example ❶. **NB** no marks for simple naming of places; be wary of endless description. **Max 4 if no named city.**	~~(5)~~ (5)

Question Number	Indicative content
7 (a)	**El Nino events in the Pacific region** – Every 4-7 years and lasting for up to 2 years there is a shift in the temperature structure of the Pacific Ocean resulting in warmer waters along the coast of South America. The low pressure produced weakens the trade wind circulation and causes high rainfall along the west coast of South America and much drier conditions than usual in the Western Pacific. Credit La Nina events also. **Floods and drought frequency** – ENSO has signatures throughout the Pacific region. The best-known include Australian drought (not shown in Figure 7) and South American floods (suggested by rainfall). The occurrence of both can be related to the air conditions shown in Figure 7 (subsidence or uplift). El Niño events are associated with warm and very wet summers along the coasts of northern Peru, Ecuador and also California with frequent flooding and mudslides. May also argue that some hazards are reduced (e.g. less drought in South America, fewer floods in Australia). Credit hazard 'reversal' during La Nina. *Max 7 if no flood or drought.*

Level	Mark	Descriptor
Level 1	1-4	Poorly structured. Describes El Nino causing floods and droughts but very imprecise details. Geographical terminology is rarely used. There are frequent written language errors.
Level 2	5-7	Some structure, likely to comment on correctly identified increase / decrease in floods and droughts (using Figure 7 and some own knowledge) and can begin to explain but not always in depth. Some geographical terminology is used. There are some written language errors.
Level 3	8-10	A well-structured explanation of how El Nino / ENSO cycles affect flood and drought hazard frequency, with effective use of Figure 7 and uses detailed, specific examples. Appropriate geographical terms show understanding. Written language errors are minor.

Question Number	Indicative content
7 (b)	**Cyclones and storms** – Cyclones / hurricanes / typhoons / tropical storms usually develop between 5° and 30° degrees of latitude, as a body of warm moist air over a tropical ocean that has reached critical temperature of 26°C. Also, storms / depressions form when tropical and polar air masses converge at the polar front between 40°N and 60°N (divergent flow in the jet stream). **Pattern of risk** – focus should be on most populated or developed areas (e.g. Philippines, Caribbean, southern USA, Australia, south Asia, etc.) Can also consider possible long-term implications of climate change for global pattern. May mention associated hazard patterns e.g. landslide. *Answer can focus on tropics, mid-latitudes, or both.*

Level	Mark	Descriptor
Level 1	1-4	Little structure. Has one or two descriptive / inaccurate ideas about where storms or poor people are found. There are frequent written language errors.
Level 2	5-8	Some structure and provides some descriptive facts about storm/ cyclone risk and / or locations of poor people. Some geographical terminology is used. Some written language errors.
Level 3	9-12	Structured account that provides some accurate examination of risk patterns for storms / cyclones (do not expect physical / human balance). Geographical terms show understanding. Written language errors are minor.
Level 4	13-15	Structured examination (both physical and human aspects) of global patterns of risk for cyclones / storms. Uses appropriate geographical terms and exemplification to show understanding. Written language errors are rare.

8 (a)	**Climate change in the Arctic** – Figure 8 shows positive feedback over land and ocean surfaces. Both can be commented on and extended (perhaps using own knowledge of Inter-governmental Panel on Climate Change (IPCC) data, the processes shown, etc.). Other feedback loops involve permafrost melting.
	Difficult to predict - These are complex changes, the pace and scale of which are unpredictable (success of mitigation, rise of NICs, natural climate change e.g. sunspots) hence the range of IPCC scenarios. Figure 8 also shows negative feedback which might be commented on as a countering influence.

Level	Mark	Descriptor
Level 1	1-4	Little structure. Lists content from Figure 8 unselectively, or provides very basic outline of ice melting / albedo changes or greenhouse gas emissions. Geographical terminology is rarely used. There are frequent written language errors.
Level 2	5-7	Some structure. Some understanding that feedback loops are complex / unpredictable, with difficulties for climate science. Uses own knowledge (e.g. IPCC). Some geographical terminology is used. Some written language errors.
Level 3	8-10	Well-structured account that suggests how the loops (need not cover both) complicate predictions, also using own knowledge and understanding of physical processes. Appropriate geographical terms show understanding. Written language errors are minor.

Question Number	Indicative content
8 (b)	**Economic impacts of climate change** – agriculture, raw material processing, tourist sector activities; impacts can be experienced at subsistence level or for big business / TNCs; and possible expense for governments (e.g. fighting disease or helping refugees). There are adaptation costs too e.g. higher sea levels, flood / drought incidence, changed malaria distribution, etc. Do not credit El Nino cycles in context of longer-term climate change; focus should be longer-term climate change.
	Within the African continent – this phrase is important: different countries will be affected in very different ways; and there is a marked difference in the ability of different governments to introduce adaptation measures.

Level	Mark	Descriptor
Level 1	1-4	One or two generalised statements, perhaps about how farmers are threatened. Geographical terminology is rarely used. There are frequent written language errors.
Level 2	5-8	Some structure. May describe some additional impacts beyond farming, or offers a list of fairly simple impacts (economic focus may be weak). Some geographical terminology is used. There are some written language errors.
Level 3	9-12	Structured account with a range of possible economic impacts examined, or a good located geographical account of a more narrow range (farming, tourism). Geographical terms show understanding. Minor written language errors.
Level 4	13-15	Well-structured account that examines a range of detailed economic impacts that are predicted for a range of well-exemplified places. Uses appropriate geographical terms and exemplification to show understanding. Written language errors are rare.

Question Number	Indicative content	
9 (a)	**Trade blocs such as NAFTA** – this phrase from the Specification suggests other trade blocs may be studied too, these must be credited. EU is likely and there may be others e.g. ASEAN, MERCOSUR, COMESAN. Not all show the same integration in terms of tariff walls, etc. **Different groups / people disagree** – key themes (as steered by Fig 9) would be relocation of industries (winners, losers), increased competition vs. increased markets, immigration (legal or illegal) & crime concerns. May be aware of maquiladoras (own knowledge).	
Level	Mark	Descriptor
Level 1	1-4	One or two generalised statements about trade blocs being popular / unpopular. May repeat points about tariffs or relocation (Fig 9). Geographical terminology is rarely used. There are frequent written language errors.
Level 2	5-7	Some structure and some reasons for different viewpoints, e.g. owners of businesses, their workforce, anti-trade bloc groups. Some geographical terminology. There are some written language errors.
Level 3	8-10	Structured range of detailed suggestions for the different views about trade blocs for different groups of people, possibly using own trade bloc examples as well as Figure 9. Appropriate geographical terms show understanding. Written language errors are minor.

Question Number	Indicative content	
9 (b)	**Globalisation** – Expect a definition of globalisation and some identification of key players e.g. TNCs, groups of migrants, country groupings (NICs), trade blocs, possibly IMF, WTO. **Economic winners & losers** – answer can focus on different scales e.g. nations (growth of NICs, China) or people (TNC owners, sweat shop workers, factory workers in MEDCs, etc.). Answers may focus on places where wealth is gained / lost, or on the flows that affect the distribution (trade, remittances, investment, loans, out-sourcing, migration flows). Or reasons why some places have "missed out" on globalisation.	
Level	Mark	Descriptor
Level 1	1-4	Poorly structured. One or two simple points about globalisation creating wealth or exploitation, but not located or explained. Frequent written language errors.
Level 2	5-8	Some structure. Describes some winners and / or losers but with limited range or depth of illustrations (likely to be unbalanced / mainly relying on one idea e.g. sweatshops in China). Some geographical terminology is used. There are some written language errors.
Level 3	9-12	Structured account which examines how globalisation affects different groups of people (winners and losers - do not expect balance). Two groups outlined well (e.g. sweatshops and TNCS) or has wider range, but less depth. Geographical terms show understanding. Written language errors are minor.
Level 4	13-15	Well-structured account which examines a range of ways in which globalisation has created winners and losers, using named and located examples. May look at winners and losers within countries, as well as comparing them. Uses appropriate geographical terms and exemplification to show understanding. Written language errors are rare.

Question Number	Indicative content
10 (a)	**Some countries** – a range of options are shown to be explored. Students are expected to have studied the UK and Mediterranean destinations. They can also opt to address the high scores in Switzerland and Luxembourg. Credit idea that east EU does not pull but pushes instead (Poland, Romania). **Foreign citizens** – opportunity to address A8 / internal EU movement as well as non-EU arrivals e.g. from USA, Brics, Australia, etc. NB: Fig 10 shows percentages, not numbers. May know Schengen Agreement 1995 laid foundations for free movement. Do not credit accounts of migration into countries not shown in Figure 10.

Level	Mark	Descriptor
Level 1	1-4	A few suggestions are made that relate to Figure 10. May have basic reasons for high scores in the UK and Spain. Or offers generic reasons for high-scoring places in general. There are frequent written language errors.
Level 2	5-7	Some structure. Describes scores for UK and Spain (plus other southern states) and can suggest some reasons for the attractions of both. Some geographical terminology is used. There are some written language errors.
Level 3	8-10	Structured range of suggestions linked to some of the destinations shown. Applies own case studies and knowledge well. Appropriate geographical terms show understanding. Written language errors are minor.

Question Number	Indicative content
10 (b)	**Benefits of migration** – good answers are likely to provide structure e.g. economic, cultural, social benefits. May identify multiple economic benefits (contrasts 'DDD' jobs with elite professional work). May look at demographic benefits for ageing populations, or multiplier effects from migrants consuming services. May try to tackle more recent context of migrants living in Ireland, Spain, Greece, etc. **Host nations within Europe** – Main emphasis should be on the benefit / needs of EU host nations, e.g. UK where 1m+ eastern Europeans arrived after 2004 and Spain (attracts 'sun-seekers' and 'grey pound'). Do not credit points made about benefits for source regions (remittances). *Do not credit material dealing with migration originating from outside EU, or tourism.*

Level	Mark	Descriptor
Level 1	1-4	Limited identification of simple benefits e.g. Polish workers doing unpopular jobs in UK. Geographical terminology is rarely used. There are frequent written language errors.
Level 2	5-8	Some structure. Basic description of some benefits that lacks detail. Some geographical terminology used. Some written language errors.
Level 3	9-12	Structured examination that explains a range of benefits for specific places. Uses evidence correctly. Geographical terms show understanding. Written language errors are minor.
Level 4	13-15	Well-structured account that explains a wide range of benefits for specific places, using correct evidence. May address variability of benefits over time or looks at a wider range of places. Uses appropriate geographical terms and exemplification to show understanding. Written language errors are rare.