

Mark Scheme January 2009

GCE

GCE Geography (6GE01)

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6GE01 Mark Scheme

Question Number	Answer	Mark
1(a)	<p>West coast Very high ❶ Do not accept high South coast Accept: very low / low / quite low overall ❶ Do not accept: medium / uneven</p>	(2)

Question Number	Answer	Mark
1(b)	<ul style="list-style-type: none"> EQs associated with plate boundary areas where movement is occurring ❶ Simply lists the three types: constructive, destructive, conservative (or synonyms) ❶ Conservative plate boundaries where tension builds ❶ e.g. San Andreas Fault ❶ Subduction at destructive boundaries ❶ e.g. Philippines trench ❶ Constructive boundaries where faulting / rifting ❶ e.g. the Mid-Atlantic ridge ❶ Minor EQs are possible wherever deep fault lines occur ❶ e.g. under UK ❶ or in areas of volcanic activity ❶ e.g. Hawaii ❶ 	(4)

Question Number	Answer	Mark
1 (c)	<p>El Nino ❶ Cyclone ❶</p>	(2)

Question Number	Answer	Mark
1 (d)	<ul style="list-style-type: none"> • Hotspot is a place where two+ hazard risks found ❶ • California ❶ has fire and tectonics amongst others ❶ while Philippines ❶ has tectonics and cyclones amongst others ❶ pr other valid hotspot e.g. New Orleans ❶ has river flooding and hurricanes ❶ • The disaster occurs when vulnerable people encounter a hazard and suffer losses (Philippines) ❶ or experience losses despite the precautions they have taken (California) ❶ • More specific details (of the vulnerable people or names of plate boundaries, etc.) should be credited for the named example. ❶ <p><i>Only credit one example.</i> <i>Point mark but only award up to three marks if the human disaster element is omitted.</i></p>	(4)

Question Number	Answer	Mark
2 (a)	D (8.3) ❶	(1)

Question Number	Answer	Mark
2 (b)	<ul style="list-style-type: none"> • Recognition of overall increase in rate / more losses ❶ • Levels off after 2005 ❶ • Uses data / quantification of trend ❶ 	(2)

Question Number	Answer	Mark
2 (c)	<ul style="list-style-type: none"> • Climate change is causing ice melt / ablation ❶ and may know facts / data ❶ • Rising greenhouse gas emissions are almost certainly the cause of enhanced global warming ❶ and additional detail may be credited (e.g. types of radiation or names different gases) ❶ • Global warming is more pronounced in Arctic areas because they are at higher latitude ❶ due to wind patterns / warming of water as sea ice melts ❶ • As ice melts, albedo falls meaning less light is reflected so problem worsens ❶ and this is a positive feedback / a possible tipping point ❶ • Permafrost melting ❶ releasing GHG methane ❶ • Credit unexpected but relevant ideas <p><i>Max 3 if no reference made to Arctic areas. Do not credit ozone hole explanation (very minor role)</i> 2+2</p>	(4)

Question Number	Answer	Mark
2(d)	<ul style="list-style-type: none"> • Species diversity changes ❶ may offer e.g. ❶ • Biomes / treeline shift pole-wards ❶ and may offer e.g. ❶ • Loss of polar bear habitats ❶ e.g. hunt seals at air holes on sea ice ❶ • Marine food webs modified ❶ e.g. describes how tropic levels affected ❶ • New species colonise and area ❶ has e.g. ❶ • Any other genuinely ecological impact ❶ <p><i>Do not credit non-ecological impacts (e.g. shipping routes). If two distinct ideas appear anywhere in the answer space, give credit.</i></p>	(4)

Question Number	Answer	Mark
3(a)	3 metres ① 5 metres ①	(2)

Question Number	Answer	Mark
3(b)	<ul style="list-style-type: none"> • Businesses damaged / cease trading • Transport services / infrastructure disrupted • Tourists may stop visiting • Housing damage / costs of re-building • Costs for insurance industry • Medical costs for possible flood victims • Any other sensible economic suggestion <p><i>Point mark. Do not accept non-economic statements (e.g. 'lives are lost')</i></p>	(3)

Question Number	Answer	Mark
3(c)	<ul style="list-style-type: none"> • More storms and extreme events / risks increase over time ① and links can be made with climate change ① • General rise in sea-level ① e.g. due to thermal expansion, melting land ice ① • Knowledge was imperfect when first walls built / people did not know how high walls needed to be ① due to a lack of data showing possible extremes / return periods ① • More property is also at risk as time passes in London ① so value of possible damage has increased ① • In some places, risk risen due to population growth ① worsened by urbanisation / coastal migration ① • Additional ideas could apply for Thames or other regions including the role of storm surges ① or isostatic processes causing land subsidence ① 	(5)

Question Number	Answer	Mark
4 (a)	North America ❶	(1)

Question Number	Answer	Mark
4 (b)	Overall profit of \$45 billion for China ❶	(1)

Question Number	Answer	Mark
4 (c)	<p>Point mark from: migration, TNC investment, capital flows, aid, information, internet, air travel, shipping, tourism, media (music and cultural exchanges), oil, food, <i>any other sensible suggestion can be viewed as a flow, or movement, or type of migration, or exchange.</i></p> <p>Do not accept: any manufactured goods (e.g. toys). Max 2 for a list of similar types (e.g. all are types of transport, all are communications, all foods, etc.)</p>	(3)

Question Number	Answer	Mark
4 (d)	<ul style="list-style-type: none"> • Low costs of labour e.g. Malaysia attracts Dyson • Other workforce qualities e.g. English spoken in India or child labour allowed • EPZ policies of governments and may offer e.g. • Other detail of attractive regime for foreign investors e.g. trade unions banned in Indonesia or relaxed environmental laws • Emerging markets in Asia that firms can to sell goods direct to, e.g. Tesco in Thailand • Physical resources may have aided growth of manufacturing, e.g. China has coal supplies • Good global location / global hub location e.g. Pacific Rim aids exports • Infrastructure has been improved in NICs, e.g. with WB/IMF loans • External factors such as US investment (in Cold War) <p>Award ❶ mark for each basic idea or ❷ marks for a point that is extended or exemplified using named NICs / TNCs</p>	(5)

Question Number	Answer	Mark
5(a)	<ul style="list-style-type: none"> • Foreign players have risen over time ❶ • Little change since 2002 ❶ • Quotes data (rises by 100) ❶ • By 2007, more foreign than UK players ❶ 	(2)

Question Number	Answer	Mark
5 (b)	B (economic migrant) ❶	(1)

Question Number	Answer	Mark
5(c)	<ul style="list-style-type: none"> • Employment contribution; may give a specific example of unpopular work • Specific skills shortages also exist e.g. NHS recruits Polish dentists • Taxes are also paid by migrants • They are consumers of services • Elite groups e.g. foreign club owners make very high tax / consumption contribution • Migrants replace falling population numbers / help tackle rising dependency; extended ideas may be offered e.g. keep schools open • Social benefits include the positive contribution made to sports, arts and cultural life; examples may be offered • Any other sensible suggestion (including possible impacts for source region) <p>Award ❶ mark for each basic idea or ❷ marks for a point that is extended or exemplified</p>	(4)

Question Number	Answer	Mark
5(d)	<ul style="list-style-type: none"> • Europeans have right of entry to UK due to EU ❶ this explains the freedom of movement seen ❶ • Dating from 2004 for the A8 / eastern nations ❶ and for western Europe since 1993 ❶ • Migrants had a preference for UK because of booming economy ❶ e.g. house-building in early 2000s ❶ • Exchange rate encouraged migrants ❶ • UK has specific job vacancies and may encourage migration ❶ NHS needs Polish dentists ❶ • The pull of UK cultural life ❶ and may have e.g. ❶ • Push factors from countries like Poland include high unemployment ❶ • Free movement of students under various sponsored schemes ❶ • UK did not exercise right to restrict entry in 2004 ❶ <p><i>For full marks expect some reference to 'recent years' (e.g. mentions 2004). Do not credit non-European examples. Max 2 for list of generic pull factors.</i></p>	(4)

Question Number	Answer	Mark
6(a)	A firm operating in more than one country / many countries / spread across borders / operating internationally / working globally	(1)

Question Number	Answer	Mark
6(b)	<ul style="list-style-type: none"> Cheaper to transport goods shorter distances ❶ Perishable goods e.g. salad needed locally ❶ Might avoid import tariffs (or similar) ❶ Builds local goodwill, helping sales ❶ Local sourcing good PR ❶ <p>Do not accept "cheaper".</p>	(2)

Question Number	Answer	Mark
6(c)	<ul style="list-style-type: none"> Tastes differ from place to place ❶ may provide example(s) ❶ Religious / cultural objections ❶ may provide an e.g. such as religious diet pork, beef ❶ No market advantage in offering a uniform product if people don't like it / they make more money this way ❶ Climatic variability could affect availability of food ingredients ❶ and may have example ❶ Safety or design issues ❶ and has example ❶ Any other sensible suggestion and example ❶-2 	(4)

Question Number	Answer	Mark
6(d)	<ul style="list-style-type: none"> Jobs / better wages ❶ an improvement on days of low-paid primary / subsistence work ❶ Wages boost local consumption / sales of goods ❶ this is a multiplier effect ❶ Local suppliers benefit from linkages and other supply chain ideas ❶ may quote an example of assembly industries ❶ Business taxes can be levied, allowing investment in health and education ❶ thereby improving human resources for the region / virtuous circle ❶ Direct investment in a nation's welfare or infrastructure ❶ may have example ❶ Foreign investment reflects well / gives prestige and might spark further investment ❶ e.g. McDonald's Golden Arches become a desirable acquisition ❶ 	(4)

Question Number		Indicative content
7(a)		<p>Droughts - Figure 7 provides details of one example, but good answers are likely to use others (e.g. California) and detailed definitions of drought provided (note these are not a <u>requirement</u> for a Level 3 mark).</p> <p>People - Specific sectors of activity (agriculture and tourism) may be directly affected; other sectors may be unaffected or indirectly affected (e.g. if transport is interrupted). Health and mortality may be discussed and / or any underlying vulnerability.</p> <p>Environment - hydrosphere and biosphere are connected, many examples can be given. Recovery times vary, some species may be more resilient than others.</p>
Level	Mark	Descriptor
Level 1	1-4	Little structure. One or two general ideas about the impact of drought on people or the environment. Mostly repeats content from Figure 7.
Level 2	5-7	Provides some structure. May lack balance describing impacts on people and the environment but begins to explain impacts.
Level 3	8-10	Well-structured and balanced account. Good explanation of how drought affects both people and the environment. Likely to be well exemplified.

Question Number		Indicative content
7 (b)		<p>Hydro-met hazards - there are several to possibly discuss (floods, hurricanes / cyclones, storms, droughts, etc.)</p> <p>Increased frequency- may quote database evidence for trends (e.g. CRED, Munich Re)</p> <p>Explanation - there is evidence of climate change bringing greater unpredictability / extreme events may be the rise (warmer water for hurricanes); population growth has put more people at risk; El Nino / La Nina ideas</p> <p>Reported frequency - media makes it all seem to be getting worse due to increased reportage</p>
Level	Mark	Descriptor
Level 1	1-4	Little structure. Descriptive account with a few general reasons for increasing frequency or mentions some hazards.
Level 2	5-8	Some structure. Describes different hazard types and asserts that they have increased due to climate change <u>or</u> identifies some of the causes for increasing frequency. Any details or examples likely to be generalised.
Level 3	9-12	Structured answer that describes and attempts to explain increasing frequency. Likely to consider several reasons and be supported by examples. At the top end, shows sound understanding of the hazard concept (may mention and / or improved reporting). Examples are specific or help explanation.
Level 4	13-15	Well structured, covering a range of hazards and factors. Explanation is offered of increasing frequency. Recognises the issue is complex. Good details and /or examples.

Question Number		Indicative content
8 (a)		<p>Needs to be taken - evidence suggests we cannot continue to rely on existing fossil fuel supplies and hope to slow rates of warming</p> <p>Different scales - Figure 8 shows no mitigation technology is universally appropriate / possible / cheap / reliable / popular - thus a range will be needed for most societies, introduced across a range of scales for action. May quote 'think global, act local' rationale. Give appropriate credit to responses that include a range of mitigation strategies other than the ones shown.</p>
Level	Mark	Descriptor
Level 1	1-4	Little structure. A few general ideas on why action needs to be taken. Unlikely to develop idea of scale. Or recognises climate change needs fighting.
Level 2	5-7	Offers some reasons for action at a range of scales. Some structured use of Figure 8 likely. May develop own ideas at top end.
Level 3	8-10	Well structured with a range of reasons for actions / responses linked to different needs. Recognition offered that geographical contexts and scales vary and that no single 'silver bullet' solution yet exists.

Question Number		Indicative content
8 (b)		<p>Governments - key players who need to work together if a global agreement is to be effective. EU, US, China, Bangladesh are likely to feature in students answers, as well as Kyoto. Urgency for Maldives, etc.</p> <p>More willing than others - not all nations have agreed to act to the same level; economic growth is a priority (e.g. China); credit crunch; financial resources to act may be lacking; possible regional bias within the scientific community (US research community has big business / TNC funding); the complexities are an issue / evidence remains controversial for some governments and their people; accept other reasons</p> <p>Tackle - there is a difference between adaptation and mitigation and the paths different governments favour.</p>
Level	Mark	Descriptor
Level 1	1-4	One or two statements about how not everyone agrees climate change is that big a problem (or exists at all). Lacks examples.
Level 2	5-8	Some structure, with some reasons why governments differ in their responses. Generalised examples, details lacking.
Level 3	9-12	Structured account dealing with the reasons for the different views and actions of a range of governments. At top end may address meaning of "tackle" (adaptation or mitigation). Examples are more detailed.
Level 4	13-15	Structured explanation of how a range of governments (regional, national and supranational e.g. EU) are responding to climate change, and why willingness to act varies. Uses detailed examples and real-world knowledge.

Question Number		Indicative content
9 (a)		<p>Changing distribution of world billionaires- invites discussion of the places in the world where they are starting to be found in greater numbers - notably the rise in Asia. However, north American continues to dominate and best answers should distinguish between absolute and relative rises in numbers shown. NB knowledge of credit crunch changes not essential but reward if there.</p> <p>Reasons - the global economy / globalisation / new technology all provide great opportunities for wealth creation and investment. Many billionaires are owners of large TNCs who are going "from strength to strength". Rise of middle-classes in Asia has boosted consumerism there, making indigenous business community richer (best answers may recognise not all modern TNCs have their origins in Europe and America). Russian oil billionaires may feature in some accounts.</p>
Level	Mark	Descriptor
Level 1	1-4	Little structure. A series of statements which describe the resource or generalise about globalisation creating more money.
Level 2	5-7	Some structure in a descriptive account which begins to explain rising wealth on a regional basis (may mention Asian 'miracle'). Can identify different general factors (e.g. likely to mention role of TNCs and new technology).
Level 3	8-10	Well-structured answer that suggests reasons for rising wealth in different regions using a range of factors with some detailed supporting knowledge.

Question Number		Indicative content
9 (b)		<p>Globalisation - globalisation integrates societies into the global economy but has social / cultural effects too</p> <p>Moral and social consequences - worker exploitation (sweat-shops and agricultural sector, and even call centres); threat to cultural diversities; possible adverse impacts on families, individuals (e.g. girls in prostitution), credit moral concerns for the environment / sustainable futures; accept other moral / social ideas [<i>Do not expect distinction to always be made between moral and social even in top band</i>].</p> <p>Concern - a more equitable world is seen as desirable by many people but may be difficult to achieve. Individuals, societies, businesses can all show concern and for different reasons e.g. businesses have image to uphold.</p>
Level	Mark	Descriptor
Level 1	1-4	Little structure. One or two statements about sweatshops with a few generalised details.
Level 2	5-8	Some structure and has some ideas about how globalisation has moral / social consequences for some people. Examples named but not detailed.
Level 3	9-12	Structured account that explains moral / social consequences globalisation in different contexts. At the top end, may broaden to include more than one industrial sector or more than one interpretation of social (e.g. impact on indigenous cultures). Examples have some details.
Level 4	13-15	Structured thoughtful explanatory account that moral / social consequences of globalisation within a broader context. Well-supported by detailed examples.

Question Number		Indicative content
10 (a)		<p>Urgent need to improve - conditions are famously poor. The illustration suggests a range of problems, all of which it may be asserted are a cause for concern. Recognition may be shown that this is a destination for rural-urban newcomers - and that problems are likely to worsen if solutions are not found.</p> <p>Residential slums - the political and economic reality for many megacities is that the slums need to be 'up-graded' rather than replaced with formal housing (due to costs). Residents are also the life-blood of the city - providing workers for TNCs, etc.</p>
Level	Mark	Descriptor
Level 1	1-4	Some problems are described using information from map.
Level 2	5-7	Some structure - can offer categories for concern(e.g. health, services, education and the legality of activity). At top end may begin to recognise that developing these areas into 'sustainable' housing is a good management solution for lower-income nations / is required for further economic progression.
Level 3	8-10	Structured examination of a range of problems and the need to tackle them either in Mumbai or elsewhere. At this level, the context of a megacity under pressure is made explicit -

		acknowledging that numbers will continue to rise, and that money may not actually be available to replace slums with formal housing for the city's workers.
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Question Number		Indicative content
10 (b)		<p>Megacity - accept definitions of cities or urban conurbations in the range 8 to 10 million and upwards</p> <p>Explanation of growth- rural push factors (population growth in rural areas, agricultural modernisation, lack of opportunities) and urban pull factors (TNC / global hub ideas / development schemes); also credit importance of technology and transport.</p> <p>Many - not all megacities are growing as rapidly as others(e.g. New York), and good answers may pick up on this. Treat London conurbation as a megacity but not as an example of rapid growth.</p>
Level	Mark	Descriptor
Level 1	1-4	One or two statements about why cities grow. Lacks examples.
Level 2	5-8	Some structure in a description of growth that relies on generic urban push and pull factors. Context of megacity may not be explicitly addressed. Names some cities but little detail.
Level 3	9-12	Structured examination that includes a range of push and pull factors with details appropriate to the study of megacities (e.g. hubs for major TNC investment). Examples are detailed.
Level 4	13-15	Structured thoughtful account that provides excellent details of push-pull mechanisms. May show heightened awareness of local conditions(e.g. relaxation of migration laws in China or slower growth in some OECD megacities). Examples or details impress.