



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme

June 2003

GCE

Geography B

Unit GGB5

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General Instructions

It is important that every Examiner marks the scripts to the same standard as the rest of the panel. All Examiners must operate the Marking Scheme in a similar and consistent manner, and hence they must all participate in the application of that scheme at the Standardisation Meeting. In particular they should take careful note of all decisions taken or changes made at the meeting. Examiners are allocated to a Team Leader for the period of examining, and any difficulties that arise should be discussed with that person.

The Marking Scheme

The Marking Scheme consists of two sections for each question or sub-question – the Notes for Answers and the Mark Scheme itself.

Notes for Answers (NFA)

These indicate the possible content for the various sections of the question paper. In some cases (for example short answer questions) the NFA may indicate the only response that is acceptable, but in many cases they indicate either a range of suitable responses, or an exemplar of the type of response required. Therefore in most cases, the NFA do **not** provide model answers, and should not be regarded as such. More NFA may be added at the standardisation meeting if it is felt by the Principal Examiner that details of appropriate ways of answering the question have been omitted.

The Mark Scheme:

This is provided in italics and provides the instructions to Examiners as to how they are to assess the work of candidates. The number of marks allocated within the mark scheme to a question should correspond to the number of marks for that question on the question paper.

There are two ways in which the Mark Scheme operates:

- (a) it indicates how the marks to short answer questions are to be allocated – usually to a maximum of 4 marks.
- (b) it indicates how Examiners should move through the Levels in a level response mark scheme – usually to all questions of 5 marks or more. Each Level has a levels descriptor, with clear statements of the “triggers” to move candidates from one level to another. Each Level contains a range of marks as shown on the Mark Scheme.

A number of features have been used to distinguish between Levels, for example:

- a number of characteristics, reasons, attitudes etc.
- the degree of specification, for example the use of specific case studies, or accurate detail
- responses to more than one command word, for example, describe and suggest reasons
- the degree of linkage between two aspects of the question
- the depth of understanding of a concept.

The Marking Process

A sample of an Examiner's marked scripts will be marked again by a Senior Examiner according to the procedures set out by the Board. Also the scripts may be re-examined at the Awards Meeting and the subsequent Grade Review. Therefore, it is most important that Examiners mark clearly according to the procedures set out below.

- All marking should be done in red.
- The right-hand margin should be used for marks only.
- The overall mark for a question must be ringed at the end of the answer.
- The total mark for the question must be transferred to the front of the script.
- The left-hand margin is where an indication of the level achieved is written.
- Comments and codes (see below) may also be written on the left.
- Indications of the levels achieved may also occur in the body of the answer if this is easier for the Examiner to apply (e.g. in the marking of diagrams).
- Ticks should be used for short answer responses and Level I responses only, with one tick representing one mark (to the maximum allowed in a Levels scheme)
- Levels II, III and IV should be indicated with a Roman II, III or IV on the script, and this symbol should be used each time this Level is achieved. Examiners may wish to bracket an area of text where this level of response has been achieved.
- Once a candidate has reached Level II, additional Level I credit should be indicated using a + symbol. If these points are of sufficient quality **one additional mark** can be awarded (assuming no further Level II points are made).
- Examiners may indicate strong Level II or III material by writing "Level II (or III) – "good" in the left hand margin of the script. The Examiner should ensure that this is reflected in the **awarding of an appropriate number of marks** at the end of the answer.
- Level III is to be used only for questions of 9 marks or more, and Level IV is to be used only for questions of 25 marks in total.

Other Mechanics of Marking

- Underline all errors and contradictions.
- Indicate repeated material with "rep".
- Put a wavy line in the left-hand margin to indicate weak dubious material.
- If the rubric is contravened, mark all answers but count only the best mark towards the candidate's total mark for the script. Put the mark for the question on the front of the script in the usual way, but also write "RAM Rubric" on the front of the script.
- Large areas of text must not be left blank – use the wavy line or write "seen" alongside the text. All pages must have an indication that they have been read, especially supplementary sheets.
- Unless indicated otherwise always mark text before marking maps and diagrams – do not give double credit for the same point made in the text and a diagram.

Quality of Language Descriptors

The following descriptors concerning the quality of language must be applied to **all** questions in which candidates are required to produce extended writing. To attain full marks available at a level of response, the appropriate Quality of Language descriptor must be achieved. Use the same quality of language levels as are used in the geographical element of the mark scheme under consideration.

Three-level descriptors

- LEVEL 1**
- Style of writing is suitable for only simple subject matter.
 - Expression of only simple ideas, using a limited range of specialist terms.
 - Reasonable accuracy in the use of English.
- LEVEL 2**
- Manner of dealing with subject matter is acceptable, but could be improved.
 - Reasonable clarity and fluency of expression of ideas, using a good range of specialist terms, when appropriate.
 - Considerable accuracy in the use of English.
- LEVEL 3**
- Style of writing is appropriate to subject matter.
 - Organises relevant information and ideas clearly and coherently, using a wide range of specialist vocabulary, when appropriate.
 - Accurate in the use of English.

Two-level descriptors

- LEVEL 1**
- Manner of dealing with subject matter is acceptable, but could be improved.
 - Reasonable clarity and fluency of expression of ideas, using a good range of specialist terms, when appropriate.
 - Considerable accuracy in the use of English.
- LEVEL 2**
- Style of writing is appropriate to subject matter.
 - Organises relevant information and ideas clearly and coherently, using a wide range of specialist vocabulary, when appropriate.
 - Accurate in the use of English.

Question 1

Most of the states in this part of South America have rapidly growing economies, despite general setbacks in the recession of 1999.

Growth sectors include telecommunications and petroleum, which are sectors that L-A-I has found offer them opportunities in other areas. Privatisation of the economies is also taking place in all these countries, and that is a process that often brings demand for the company's services.

The UK is a major investor in all these countries. The USA, another English speaking state, is the biggest investor.

The UK has strong ties with Colombia and Ecuador.

The total population of the region is around 85 million people. This represents a large market. Given that it is growing fast and developing links with the English speaking world this should be lucrative.

Level 1 The answer lifts at least one relevant factor or idea from the Information Booklet, but does not use or explain any facts. Points are listed with no logical development. **1-3 marks**

Links are not made.

Level 2 At least one point is clearly developed and explained. The answer takes points from the Information Booklet and starts to link them together in a logical order and to develop an argument. **4-7 marks**

The answer needs to consider three themes and the links between them. These are:

- The particular nature of the area of NW South America.
- The special needs of TNCs in general – particularly large TNCs.
- The specific needs of L-A-I.

If points are made clearly about two of these themes, and links are made between them, the answer should reach Level 2.

Level 3 The answer should reach Level 3 if: **8-10 marks**

Points are made clearly about all three of the themes, and detailed links are made between them;

Detailed points are made about all three themes and clear links are made between them.

The candidate writes synoptically with reference to aspects of the course such as economic development: hazards; climate; vegetation and soils; development of energy supplies etc.

Question 2

- (a) Many of the firm's workers may have similar feelings to those expressed by Angela. This should influence the firm if they wish to attract the best workforce. A workforce which is happy and comfortable will perform better for the company than one which is discontented.

Therefore they might consider the security situation and the safety of the workers and their families. They might also consider climate, in particular avoiding extremes of climate.

Angela is concerned about contact with British people, and this is most likely in countries with strong trade and historical links with the UK.

The culture of a large city, without being overwhelmed by a big conurbation is a matter that might also be considered, although I find it difficult to know how this can be taken into account in anything more than a very superficial way, given the data provided. Candidates may be able to make sensible deduction from the data though.

Level 1 These answers may well pick out a lot of factors from the AIB – and say that they are difficult, but there will be little or no development of the information. Statements are simplistic and the candidate does not add anything to them which show evidence of having completed a 2 year course in Geography! **1-3 marks**

Level 2 The key themes are: **4-8 marks**

- the way social conditions can affect workers for the firm.
- The way environmental conditions affect workers for the firm.
- The way these conditions can have an effect on recruitment and retention of workers.
- The need to balance the economic and the social / environmental factors when choosing the location.

If any 2 factors are mentioned and any one is clearly explained and developed, the answer can reach Level 2

To reach the top of the Level, the answer needs to discuss both the social and environmental factors in detail and to explain how they affect individuals' quality of life *and* the company.

- (b) There is a wide variety of criteria that could be chosen, some general and some specific. They might include:

- Size of the country's economy
- Growth rate
- Type of industries – including telecommunications, petroleum etc.
- Amount of UK investment (and from other Anglophone areas)
- Amount of trade with UK (and with other Anglophone areas)
- Amount of industry undergoing privatisation
- Stability of economy
- Safety from terrorism, crime and tectonic hazards
- Climate and environment
- Quality of urban life
- Accessibility to the rest of north western South America
- Any of the above in combination
- Other factors

Level 1 A criterion mentioned and explained in basic terms gains a Level 1 mark. No answer can progress beyond this Level, even if it mentions five sensible criteria, unless it develops at least one of the explanations beyond the basic Level. **1-3 marks**

Basic explanation involves taking points straight from the AIB, without development, or justifying them beyond stating that they are important in a totally general and non-specific way.

Level 2 Mark each criterion separately. Each criterion, which is justified in a clear and relevant way, should be awarded a mark at this level. The justification must link the needs of the firm and the nature of the area. Award a Level 2 mark once for each criterion meeting this description. If the justification is weak award 2. **4 – 8 marks**

If the justification of any criterion moves beyond this, to a detailed justification, award it a Level 2+.

Add up the Level 2 marks and the Level 2+ marks to give a final total for the answer.

No answer can reach the top of Level 2 unless it considers all five criteria.

Level 3 This level can be reached: **9-10 marks**

- By gaining 5 marks at Level 2 and 2+ marks which, in your view, can be aggregated to give a global Level 3. In this case the mark will probably be 9
- By producing at least one excellent justification, which is at Level 3 in its own right – as long as all 5 criteria have been mentioned. When this happens and when the other criteria have scored well, the mark may reach 10.
- By extending the answer, with an overall justification of the range and type of criteria chosen. Such an answer can also reach 10.

(c) Information might need to be updated.

Additional details might be requested on topics such as:

- The local labour market, especially for graduate linguists
- Competition from other, similar firms
- Availability of technology, networks, technical services etc.
- Types and costs of housing available for ex-pat workers
- Quality and costs of schooling for children of ex-pats
- Transport networks, reliability and costs
- The tourist attractions nearby, and so on.
- Local conditions – each city.

Level 1 The answer makes at least one relevant point, but nothing is developed in detail. **1-3 marks**

Points may be repeated from the Advanced Information Booklet in a little altered form. There is little variety in the type of points made.

When candidates interpret ‘further information’ as ‘factors which have not been included in my list of 5 criteria, but which appears elsewhere in the AIB’ this is Level 1 writing – unless the candidate brings a totally new dimension to thought about that point.

Level 2 To achieve Level 2, and high marks within that Level, candidates should consider information that has not been referred to in the AIB – such as the list above. **4-7 marks**

Points are made and developed in some detail.

Justifications are provided to support the choice of points.

A variety of different aspects of geography are considered.

At the top of this level, candidates should consider the subject in a synoptic way, making reference to aspects such as tectonic processes; hazards and their effect on the urban environment; climate; economic development etc.

Question 3

The content of this answer will depend largely on the criteria chosen in answer 2 (b). However, it seems that the decision will be based on the weighting given to the following factors:

Colombia has the biggest economy in the region and the biggest population. It also has close historical and economic ties with the UK. Therefore it seems to offer most scope for generating work for L-A-I.

Peru has the second biggest economy, but does not have such close ties with the UK. However its ties with the USA mean that there will still be considerable business generated for L-A-I.

Ecuador and Bolivia have comparatively small economies. Although Ecuador has closer historical ties with the UK neither country is likely to generate as much business as Colombia or Peru.

Colombia has the least safe environment, but the SA&S survey suggests that it is not that serious a danger for staff from this company. The DTI document also draws a distinction between image and reality in the country. Quito has the overall safest assessment, with La Paz second best.

Colombia is not central to the region. Bogota is quite close to Caracas where L-A-I is already represented. Quito or Lima are more centrally placed La Paz is most isolated.

In my view Quito has the most pleasant climate conditions. Lima probably has the least pleasant conditions for people used to the British climate. La Paz seems to have a pleasant climate, but might be a problem purely because of altitude. Bogota seems to have a reasonably pleasant climate, and is at a reasonable altitude.

I think that the final choice will lie between Bogota and Quito, depending on the criteria for choice and the weighting given to those criteria...or it could be Lima!

However, it should be remembered that Colombia has a bigger GNP than the other three countries combined – even though its growth rate has fallen below that of Peru for a brief period. Also note the comment about Quito's 'mild spring-like weather for the most of the year, with temperatures varying from 10 to 25°C'.

Level 1	<p>The answer makes a decision which is based on one or more criteria, but there is little in the way of logical support for the choice. Attempts at justification are mainly lifted from the Booklet with very little, if any, development of ideas.</p>	1-4 marks
Level 2	<p>The answer makes a decision and links it to the criteria. At least one part of the justification uses clear evidence from the Booklet and uses this evidence, developing points, rather than relying on lifted information. An attempt is made to structure the points. A range of different types of evidence is used. Short and long term considerations may be considered. The answer shows an understanding of the differences between the places that are considered, and may show some understanding of the region as a whole.</p> <p>The rejection of one of the ‘other’ countries can be awarded a Level 2 mark on its own – if sufficiently detailed and well argued.</p> <p>If there is no decision, the answer cannot reach Level 3 however good the reasoning.</p>	5-10 marks
Level 3	<p>The answer considers all the criteria and uses them logically to make a choice. The justifications are detailed and thorough. There is a balance between the criteria, and the decision is not overly influenced by any one criterion. The answer is written clearly and logically. The answer must show clear awareness of geographical variations in the region as a whole. There must be a sense of place. There should also be an appreciation of the scale of the region.</p> <p>The answer makes synoptic references to other parts of the specification. It shows real geographical insight into the locational needs of this firm. The answer makes synoptic references to other parts of the specification.</p> <p>Answers at Level 2 often stress the advantages of the chosen country, and the disadvantages of the rejected ones, without putting points in a wider context and without fully comparing countries (e.g. Peru’s dry climate without reference to the temperature.) To reach Level 3 the countries need to be compared, and the whole picture must be considered. Evidence should not be used too selectively.</p>	11-15 marks (15 marks)