GradeMax



Mark Scheme (Standardisation)

January 2018

Pearson Edexcel International Advanced Level

Geography (WGE04)

Unit 4: Researching Geography

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

January 2018
Publications Code WGE04_01_1801_MS
All the material in this publication is copyright
© Pearson Education Ltd 2018

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.

Spelling, Punctuation and Grammar Marking Guidance

- The spelling, punctuation and grammar assessment criteria are common to GCSE English Literature, GCSE History, GCSE Geography and GCSE Religious Studies.

- All candidates, whichever subject they are being assessed on, must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.

- Spelling, punctuation and grammar marking criteria should be applied positively. Candidates must be rewarded for what they have demonstrated rather than penalised for errors.

- Examiners should mark according to the marking criteria. All marks on the marking criteria should be used appropriately.

- All the marks on the marking criteria are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the marking criteria.

- Examiners should be prepared to award zero marks if the candidate's response is not worthy of credit according to the marking criteria.

- When examiners are in doubt regarding the application of the marking criteria 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.

- Handwriting may make it difficult to see if spelling, punctuation and grammar are correct. Examiners must make every effort to assess spelling, punctuation and grammar fairly and if they genuinely cannot make an assessment, the team leader must be consulted.

- Specialist terms do not always require the use of complex terminology but the vocabulary used should appropriate to the subject and the question.

- Work by candidates with an amanuensis, scribe or typed script should be assessed for spelling, punctuation and grammar.

- Examiners are advised to consider the marking criteria in the following way:
  - How well does the response communicate the meaning?
  - What range of specialist terms is used?

- How accurate is the spelling, punctuation and grammar?

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.

Question 1 – 'Evaluate the view that human factors are more important than physical factors in explaining the impact of tectonic natural disasters.'

- Research the varied impacts of tectonic disasters in a range of contrasting locations.
- Research contrasting examples to investigate the relationship between physical processes, people and disasters.

Indicative content

The focus of this title is the complex relationship between the natural tectonic hazards and the disasters that are associated with these events – the research focus identifies the need to understand the cause of tectonic disasters and that relationship. The question suggests that most (tectonic) disasters have some human element to them which is true and almost tautological.

The framework chosen may be by the following.

1. Type of tectonic hazard – there are three main types – earthquakes, volcanoes and (secondary) tsunami – best approach would probably be case-study led.
2. Scale of hazard – case-study led using various measurements of intensity/scale mapped against measurements of scale of disaster.
3. Scale of disaster– case-study led using various measurements of scale of disaster (loss of life/insurance losses/economic damage) mapped against scale of event.
4. Developed/developing world contrasts using concepts of vulnerability and resilience.

Key analytical points

- A clear understanding of the distinction between hazards and disasters is an essential pre-requisite of a good report.
- However the main theme will be how human action/inaction turns a hazard into a disaster.
- The scale of natural disasters will be affected by;
    1. Size and frequency of event –if the event is very large, e.g. Japanese tsunami
    2. Location of event – remoteness, difficulty of access.
    3. Timing of event – time of day/year.
    4. Development/wealth issues, including building quality, population densities in vulnerable areas and ability to escape/evacuate.
    5. Quality of governance which impacts on;
        - quality of warning/prediction techniques
        - quality of prior planning, e.g. building design
        - quality of rescue services.

In summary

- Disasters befall people and property thus are only 'natural' insofar as people and property are 'natural' – easier to argue for the former than the latter.
- The scale of those disasters is clearly consequential upon a series of factors

both natural and human.

Case studies used are likely to include:

1. California – Loma Prieta
2. Haiti v Chile
3. Iceland – Eyjafjallajökull
4. Hawaii
5. Asian, Japanese and Chilean tsunami events.

Question 2 – 'The uneven global pattern of hunger is mostly explained by environmental factors.' Discuss.

- Research the global distribution of hunger and under-nutrition.
- Research a range of places to illustrate the economic, political and environmental causes of hunger and under-nutrition.

Indicative content

The focus of this title is the **relative** role of environmental factors in causing hunger and under-nutrition as opposed to social and/or economic factors.

The framework chosen may be by the following.

1. Different causes of hunger and under-nutrition across a range of physical and human factors including climatic (rainfall trends and global warming), soil quality, population growth and the growth of commercial agriculture, especially in developing countries today.
2. A 'case-study' approach by area/region with different examples illustrating a variation in the significance of human and environmental factors.
3. Theoretically driven – Malthus/Boserupian debate.
4. Global Hunger Index (GHI) and/or Food and Agricultural Organisation (FAO) four pillars model.

Key analytical points

- There is clearly a role for physical processes – short term hazardous events will cause chronic under-nutrition and more or less whatever the human contingency plans might be.
- Long-term insecurity might also be exacerbated by climate change and other hazards with net primary productivity changes affecting yields.
- In the medium term human factors are probably more significant especially changing diets, governance, rising population and uneven access to land.
- Hunger and under-nutrition are significantly affected by access, utilisation, stability of supply as well as availability.
- Evaluation might include the view that without human ingenuity food output would be significantly lower – 1st and 2nd agricultural revolutions, green revolution and genetic modification.
- Students should recognise that food production is now global with very few parts of the world sitting outside a global supply chain – this has implications for food security – this might be illustrated by land deals made in Africa, e.g. with China/Saudi Arabia etc.

In summary

- It depends on the timescale but, by and large, the title is at best contentious and at worst simply wrong.

Case studies are likely to include:

1. Sahel and drylands changing environment
2. South Asian population increase
3. Food shortages and food deserts in developed countries, e.g. USA
4. Land purchases in North-East Africa – Somalia, Ethiopia.

Question 3 – 'Tourism always has a negative impact on cultures and cultural diversity'. Discuss.

- Research the varied impacts off tourism on cultures and cultural diversity.
- Research a range of cultures that have been affected economically, socially and environmentally by tourism.

Indicative content

The focus of this title is whether (global) tourism has, on balance, a negative impact on cultures using economic, social and environmental measures of 'impact' and, in turn, whether this reduces cultural diversity.

The framework chosen may be by the following.

1. Case studies of different societies/places with contrasting levels of tourism and contrasting impacts, both good and bad.
2. Case-studies of different types of impact – economic, social and environmental.

Key analytical points

- International tourism is almost always socially invasive although there are occasional exceptions e.g. the Maldives.
- Economic impacts involve the creation of new forms of employment, both formal and informal which is likely to impact on traditional cultures e.g. Aboriginal Australians.
- Social impacts can involve complex ethnic/racial tensions e.g. Jamaica, including prostitution and the exploration of vulnerable minors e.g. sex tourism to Thailand.
- Environmental impacts are both direct and indirect – direct impacts include destruction of traditional income sources whilst indirect will include the carbon emissions caused by air travel and the impact of these on climate/sea-level changes e.g. Tuvalu.
- What constitutes a 'negative' impact is a matter of judgment and different groups may be affected more positively than others – there may also be short term/long term contrasts.

In summary

- The impact of tourism is often negative but not always so, at least not in the view of all groups although the impact is almost always transformational.

Case studies used are likely to include:

1. Australia
2. Tuvalu/Thailand
3. Jamaica – Caribbean
4. Amazonian tourism
5. Ecotourism examples

Question 4 – Evaluate the view that it is increasingly difficult to prevent the global spread of health risks.

- Research the factors contributing to increasing risks from the spread of non-communicable and communicable diseases.
- Research a range of locations worldwide, with different types of health risks and management.

Indicative content

The focus of this title is the degree to which, in a globalised world, the spread of global health risks are more or less inevitable.
The framework chosen may be by the following.

1. Different causes of health risk including environmental factors, socio-economic status, poverty and geographic factors.
2. Models of health risk (ETM, Kuznets).
3. By health risk, e.g. malaria, TB, Ebola, obesity.
4. By level of development (GNI/GDP/HDI).

Key analytical points

- Pandemic risk may be increasing due to greater global connectivity although, to date, there is little evidence of this.
- Increasing numbers of international travellers and increasingly complex global supply chains are a threat because diseases can be transmitted very rapidly.
- Detection systems are expensive to install and not always efficient.
- Globalisation may also lead to better treatment of disease as co-operation in research increases so decreasing the risks.
- The role of inequalities is very significant – the higher the level of inequality the lower the life expectancy – an issue that relates to governance (postcode lottery) – globalisation has increased inequalities
- Some diseases (obesity and lung cancer) may be a product of development which in turn can be connected to globalisation
- Role of WHO – lack of investment to co-ordinate responses to disease transmission.

In summary

- Broadly speaking global health threats are **not** increasing although they have the potential to do so and globalisation is obviously a threat.

Case studies used are likely to include:

1. Historic pandemics have had a devastating effect – 1918 influenza
2. Ebola and malaria impact in (West) Africa
3. Obesity in Europe/US
4. Poverty in the UK
5. AIDs global but especially in Africa.