

Mark Scheme (Results) Summer 2007

GCE

GCE Geography (6466) Paper 1

6466/01 Summer 2007

SECTION A

1 (a) With reference to Item 1 ((a), (b), (c) and (d), describe the location and physical geography of Bolivia. (12)

- Location relates to relationship to other countries and situation as defined by lat/long etc.
- Physical Geography might include topography, climate, vegetation and natural resources
- Description only; do not credit explanation
- Much available from text (esp. PG) - look for extensions from map X-section and photos.

Location	Text : 1 (a)	Map/X-section 1 (b), (c)	Photos 1 (d)
	<ul style="list-style-type: none"> • Isolated • Situated within tropics • South America 	<ul style="list-style-type: none"> • Landlocked : 150-200 km from coast • Borders with five countries (named) • North of T of Cap • 57°-69° W • Central/west S. America 	
Physical Geography	Text	Map/X-section	Photos
	<ul style="list-style-type: none"> • High • Diversity of landscape and ecosystems • Glaciated, volcanic peaks • Tropical rainforest • Remote valleys • Deeply cur valleys • World's highest lake • Salt desert • Andean chain split • High temp. range (40°C) • Altitude controls climate • El Nino 	<ul style="list-style-type: none"> • Up to 6845 metres • 4/5 landscape types • Lowlands dominant (60/40) and flat(ish) • Altiplano at 4000m 	<ul style="list-style-type: none"> • Large river • Hills in lowlands but largely flat • Altiplano 'flat' • No/few trees in Altiplano • Contrasting slope angles • Snow in mountains • Natural gas (resources)

	<ul style="list-style-type: none"> • Dry on Altiplano - rain shadow • Hazards 		
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Level 3	12-9	Very full range. Some depth in description. Good extensions from maps and photos. Data is supportive
Level 2	8-5	Sound range of descriptors. Some extensions from map etc. Some useful data.
Level 1	4-1	Limited range of descriptors. Text repeated but with gaps. Very little data.

1 (b) What evidence is there to justify the classification of Bolivia as a Less Developed Country? (12)

- Less Developed is a relative term and conventionally includes social, political and cultural factors as well as economic. Some of these are contentious (e.g increasing inequality)
- Look for student who makes the data work for them as in '21% in primary industry is relatively high when compared with UK'

	Descriptors	Source	Possible extensions
Economic	<ul style="list-style-type: none"> • Poorest in Latin America • 14% less than \$1 a day • 40% rural • 97% rural pop. in poverty • Peasant economy • 21% in agriculture • Poverty at 68% • Tells you lower-middle-income • Low rate of savings • Low rate of investment • Reliance on mineral resource 	1(a) 1(a) 1(a) 1(a) 1(a) 2(a) 2(b) 2(b) 2(b) 3	<ul style="list-style-type: none"> • Lack of industrial development • Reliance on foreign investment (Item 3 and 4) • Use of SAPs (Item 3) • Resource 'curse' theory
Social	<ul style="list-style-type: none"> • High infant mortality rates (243/1000) • Poor healthcare • Poor access to education • Gini coefficient - increasing inequality • Poor quality housing • Poor clothing 	1 (a) 1 (a) 1 (a) 2 (a) 1 (d) (iii) 1 (d)	<ul style="list-style-type: none"> • Major rural urban contrasts (photos and text) • Inequalities suggest social/political divisions

	<ul style="list-style-type: none"> Lack of rural infrastructure Land ownership inequalities 	(iv) 1 (d) (iii) & (iv) 1 (a)	
Political	<ul style="list-style-type: none"> Turbulent history Military Coups Uneasy democracy 	3/4 3 3/4	
Cultural	<ul style="list-style-type: none"> Ethnic tension Dominance by outsiders -intrusion of western cultural values (Macdonald's arches!) 	1 (a) 1 (d) (ii)	<ul style="list-style-type: none"> Loss of cultural identity Traditional dress disappearing

Level 3	12-9	Very full range. Some explicit range (eco, soc etc) in description. Good extensions from Items 2 and 3. Data is supportive and set into context.
Level 2	8-5	Sound range of descriptors. Some extensions from beyond 1 (a). Some useful data.
Level 1	4-1	Limited range of descriptors. Text repeated but with gaps. Dominantly economic.

1 (c) Assess the view that the physical geography of Bolivia poses more obstacles than opportunities for its development. (12)

- Development is clear focus and not explicitly economic growth
- Higher band reachable by decent assessment - 'maybe but' or
- Recognition that 'its' is a problem word
- Might also see that obstacles can become opportunities
- List approach suggest Obs > Ops

Obstacles	Why a problem?
Isolation and inaccessibility	Makes import/exports more expensive Cultural contact more problematic
Lack of a coastline	As above but added question of dependency on political relationship with Chile
Much of the country at high altitude	Climate/thin air both limit carrying capacity - see pop density figs
Or tropical lowlands	Access through mountains or through other countries to east
Climate and pedological constraints at both extremes	Problem of exploiting tropical soils/ thin, cold soils of altiplano

Slopes an issue in intermediate areas	Soil erosion issues might arise. Inhibits internal integration of country- road building difficult
Climatic uncertainty -El Nino	Difficult to plan. Makes fragile rural economy more vulnerable
Tectonic activity	As above

Opportunities	Why an opportunity
Scenery	Tourist potential
Diversity of landscapes	As above - skiing to eco-tourism in forests
Rainforest as a resource in itself	Medicines, new species etc
Natural Resources	From silver, tin through to oil and gas boosting 'economy. Might also be interpreted as 'obstacle' (Resource Curse Theory).

Level 3	12-9	Very full range of both obs and ops. Good extensions from as part of assessment. Data is supportive and set into context. Development explicit
Level 2	8-5	Sound range of obs and ops. Some extensions from these. Tends to assert by statement rather than assess Some useful data. Development implicit
Level 1	4-1	Limited range of obs and ops. Some simple statements of problems.

1 (d) Critically examine the view that foreign intervention has always had a negative impact upon the country and its peoples. (14)

- Impacts are multi-faceted. Might be environmental, economic, demographic, cultural, social and political which of course, overlap.
- Negative is complex - in what sense and for who?
- Country - might be environment but also peoples - note plural
- Foreign can go back to conquistadores and up to and including US today
- Intervention might be economic and/or military
- The 'negative impact' for Bolivians is almost entirely determined by two ideas:
 1. The social status of the group concerned. The elite class may very well have benefited today as they have in past (many sources in Item 3 and 4)
 2. An overview of development especially the battle between the neo-conservatives and the rest
- Thus a 'critical examination' will recognise that any answer is dependent on focusing clearly on both
 1. What the impacts are; why these might be in conflict e.g the negative impact on the environment of putting in a pipeline will be positive for those who profit from natural gas

2. How they 'fall' unevenly on the population and the country
- Items 3 and 4 provide the bulk of the information. Clear contradiction in 4 (a) about attitudes to 'foreigners'

Level 3	14-11	Excellent range of impacts across a range. Convincing links with different types of foreign intervention. Good application of knowledge and understanding. Sees that there will be different winners and losers i.e sees peoples and has e.g's of positive impacts
Level 2	10-6	Good range of impacts. Sound links with foreign intervention. Negativity asserted with some supportive evidence. Some applied knowledge and understanding.
Level 1	5-1	Largely descriptive. Little recognition of variety. Assertion but not assessment.

SECTION B

2. Assess the view that hazardous events have more short-term than long-term impacts on populations (25)

- The right answer is 'well, it all depends on what one means by short-term and long-term'
- ...and what one means by 'impacts which could be demographic, economic, social, cultural and political'
- Also depends on scale of hazard: meteor impact - super-volcano as opposed to landslide
- Hazardous events are likely to be 'natural' but title doesn't restrict
- Death and injury tend to be short term in MEDCs and insurance losses, adjustments to planning, monitoring and research tend to be long term
- Longer term secondary impacts are very significant in poorer remote regions
- Allow any conclusion that is meaningfully supported

Level 5	25-20 marks	A full account. Wide range of hazards addressed. Variety of impacts. Recognises and can illustrate complexity of issues. Proper assessment and comes to a view.
Level 4	19-15 marks	A good account that covers a number of hazards. Impacts go beyond death and destruction. Assessment is partial but can qualify beyond simplified statements.
Level 3	14-10 marks	A sound account that covers at least two types of hazard. Short term/long term stated but not addressed. Asserts rather than argues a view.
Level 2	9-5 marks	Focus on title wavers. Some hazards described and impacts outlined. Locational evidence sketchy.
Level 1	4-1 marks	Topic not really understood. Perhaps a description of one hazard. Location indistinct.

3. Examine the view that the environmental impact of changes in land use are almost always negative. (25)

- Impacts might be on the atmosphere, biosphere, hydrosphere or lithosphere but..
- ...need to be tied to land-use change to be effective hence 'changes in land use in Uzbekistan led to a shrinking of the Aral Sea and subsequent changes in the local water cycle'
- Answer is certainly 'no' if one allows 'English countryside' 'Paris skyline' and 'Alton Towers'?
- Negative for whom? Some will benefit economically, some will lose. Expect best answers to recognise different groups.
- Negative can be defined on various levels, economic, moral, social etc.
- I=PAT might be raised
- Examination requires description of impacts, explanation of effects and comment on negative/positive

Level 5	25-20 marks	A full account. Wide range of land-use changes addressed. Variety of effects, both negative and positive. Recognises and can illustrate complexity of issues (winners and losers). Proper assessment and comes to a view. Excellent local detail at a number of scales
Level 4	19-15 marks	A good account that covers a number of land-use changes. Effects go beyond tale of woe. Assessment is partial but can qualify beyond simplified statements. Locational evidence is good.
Level 3	14-10 marks	A sound account that covers at least two types of land-use change. Negative stated but not qualified. Asserts rather than argues a view.
Level 2	9-5 marks	Focus on title wavers. Some changes described and effects outlined. Locational evidence sketchy.
Level 1	4-1 marks	Topic not really understood. Perhaps a description of one land-use change. Location indistinct.

4. Examine a variety of methods used in the management of either urban areas or ecosystems. (25)

- Management should involve an authority, governmental or not, drawing up a plan
- Methods will depend on chosen case-studies
- Be flexible over urban areas and ecosystems
- Likely to be Docklands, rainforest dominated
- Variety should mean more than two!
- Examination should involve description of the methods (not the areas or ecosystems), an explanation of how they operate and a comment about the success/limitations of the methods used.

Level 5	25-20 marks	A full account. Wide range of management methods addressed. Variety of effects, both direct and indirect. Recognises and can illustrate complexity of issues (management not always easy/predictable). Proper examination. Excellent local detail at a number of scales
Level 4	19-15 marks	A good account that covers a number of management schemes. Effectiveness stated. Examination is partial but can qualify beyond simplified statements. Locational evidence is good.
Level 3	14-10 marks	A sound account that covers at least two examples of management schemes. Largely descriptive so explanation is partial. Locational detail is unrefined
Level 2	9-5 marks	Focus on title wavers. Some changes/policies described and effects outlined. Locational evidence sketchy. 'Management' not really seen
Level 1	4-1 marks	Topic not really understood. Perhaps a limited description of one scheme. Location indistinct.

5. Explain the importance of data collection and government planning in the provision of services for a changing population (25)

- Lots to bite on here. Why do govts. need so much more data.
- Complexity of modern economic management - changing population implies movement/growth
- Provision of services will likely include schools/hospitals/infrastructure
- Migration issues likely to feature
- Some will squeeze in 'one-child policy' which can work if stress on importance of census information rather than policy itself
- Terrorism might also feature
- 'Explaining the importance' should focus on 'changing population' in the best answers. Thus focus on change.

Level 5	25-20 marks	A full account. Wide range of changes addressed. Variety of needs, economic, political. Recognises and can illustrate complexity of issues (winners and losers). Proper explanation and comes to a view. Excellent detail at a number of scales
Level 4	19-15 marks	A good account that covers a number of changes in population. Range of services addressed. Data collection methods described. Explanation is partial but can qualify beyond simplified statements. Evidence is good.
Level 3	14-10 marks	A sound account that covers at least two reasons for data collection. More than one service explicitly addressed. 'Importance' stated but not qualified. Evidence is patchy..
Level 2	9-5 marks	Focus on title wavers. Some methods described and a reason outlined, albeit broadly. Locational evidence sketchy.
Level 1	4-1 marks	Topic not really understood. Perhaps a description of one policy. Location indistinct.