



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
January 2011**

Geography

Assessment Unit AS 2

assessing

Human Geography

[AG121]

FRIDAY 21 JANUARY, AFTERNOON

MARK SCHEME

General Descriptions for Marking Criteria

Knowledge and Understanding	Skills	Quality of Written Communication	Level
<p>The candidate will show a wide-ranging and accurate knowledge and a clear understanding of the concepts/ ideas relevant to the question. All or most of the knowledge and understanding that can be expected is given.</p>	<p>The candidate will display a high level of ability through insightful analysis and interpretation of the resource material with little or no gaps, errors or misapprehensions. All that is significant is extracted from the resource material.</p>	<p>The candidate will express complex subject matter using an appropriate form and style of writing. Material included in the answers will be relevant and clearly organised. It will involve the use of specialist vocabulary and be written legibly and with few, if any, errors in spelling, punctuation and grammar.</p>	3
<p>The candidate will display an accurate to good knowledge and understanding of many of the relevant concepts/ ideas. Much of the body of knowledge that can be expected is given.</p>	<p>The candidate will display evidence of the ability to analyse and interpret the resource material but gaps, errors or misapprehensions may be in evidence.</p>	<p>The candidate will express ideas using an appropriate form and style of writing. Material included will be relevant and organised but arguments may stray from the main point. Some specialist terms will be used and there may be occasional errors in spelling, punctuation and grammar. Legibility is satisfactory.</p>	2
<p>The candidate will display some accurate knowledge and understanding but alongside errors and significant gaps. The relevance of the information to the question may be tenuous.</p>	<p>The candidate will be able to show only limited ability to analyse and interpret the resource material and gaps, errors or misapprehensions may be clearly evidenced.</p>	<p>The candidate will have a form and style of writing which is not fluent. Only relatively simple ideas can be dealt with competently. Material included may have dubious relevance. There will be noticeable errors in spelling, punctuation and grammar. Writing may be illegible in places.</p>	1

Section A

1 (a)

Age Group	% Female
0 – 4	11.7
5 – 9	12.8
10 – 14	10.8

(i) Award 1 mark for each correct calculation
 $3 \times [1]$ [3]

(ii) Award 1 mark for each accurately plotted bar for the % calculated in (a)(i) in the population pyramid $3 \times [1]$ [3]

(iii) A dependency ratio is directly linked to the age structure of the population, as displayed for Guyana. It is the relationship between the economically active sector (generally taken to be those between 15 and 64 years) and the economically inactive sector (generally taken to be those under 15 years and those older than 64 years). The higher the dependency ratio, the higher the proportion of dependent population. The age structure will allow demographers to determine if high dependency ratios are a result of a large proportion of children or elderly people.

Award [3] for an accurate and coherent answer which displays a sound understanding of dependency ratios and the importance of age structure data. Direct resource reference is included with the quotation of age categories and specialist terminology is employed.

Award [2] or [1] for a more general answer which may lack depth, specialist terminology or specific resource reference. [3]

(b) (i) Question 5 has overlapping categories. [1]

(ii) The Likert scale is a common question style and a number of strengths/weaknesses are worthy of credit if a valid/logical explanation is developed.

Potential **strengths** may include:

- As this question style presents an “attitude continuum” it provides an insight into the intensity/strength of the respondent’s opinion. It provides perception based information.
- Compared to open ended questions, this scale allows for the compilation of data and the analysis of results
- As discrete choices are outlined, it allows for quantification and the data can be graphically presented, statistically analysed and scientifically tested.

Potential **limitations/weaknesses** may include:

- All statements are pre-determined and therefore they provide no scope for visitors to express their individual views on the impact of tourism (unlike open ended questions).
- All statements relate to negative consequences of tourism and thus may introduce bias into the survey.
- Visitors may find the discrete response categories too constrictive as one response may not be appropriate for the entire Ambleside area.

Strength – award up to [2] if explanation is fully developed.

Weaknesses – award up to [2] if explanation is fully developed.

[4]

- (iii) Candidates need to select and thoroughly justify **one** sampling method. They may opt for a random, stratified, systematic or pragmatic approach. Award [1] for correctly identifying the sampling method discussed. Advantages may include some, or all of the following.

Random

- The procedure is totally objective and should thus be unbiased
- If the sample size is sufficiently large, the data should be representative of the total population (reflecting the normal distribution)
- Random numbers are easily generated for pre-fieldwork planning.

Systematic

- This method is relatively simple, easy to employ and allows for well-organised data collection in the field
- It affords the researcher a degree of control over the data selection process

Stratified

- Conclusions are likely to be more valid when geographical sub-groups have been represented
- The method allows for flexibility as random, or systematic sampling can be used to select the data within the proportional sub-groups

Pragmatic

- Although limited advantages exist, it may be necessary to deviate from more rigorous sampling methods for practical reasons such as risk avoidance.
- If the study objectives are adhered to, a pragmatic approach should yield data which can be processed and subsequently it may be possible to make reasoned judgements or estimations.

Award [3]–[4] for a detailed answer which explains fully valid strengths or advantages of their selected sampling method. There must be some linkage made to the actual survey conducted.

Award [1]–[2] for a less detailed explanation of the sampling method chosen. There may be little/no reference to the actual survey conducted. [4]

- (iv) Candidates need to focus on factors which require consideration when the finalised questionnaire is to be administered. Obviously no credit can be given for questionnaire design, pilot testing or sampling. The interviewer needs to consider how, when or where the respondents are chosen if the data collected is to be reliable or representative. Possible factors may include the time of the day, the day of the week, seasonality, the prevailing weather conditions etc.

Award [3] for the selection of a valid factor which is fully explained in the context of the fieldwork survey.

Award [1] or [2] if a plausible factor is proposed but the explanation is more general and lacking in depth. [3]

- (v) (1) Flow chart/flow line map [1]

(2) – Grasmere = 170 (accept 160–180)
 – Windermere = 270 (accept 260–280) 2 × [1] [2]

- (vi) The resources provide evidence of both the pressures facing Ambleside as well as the benefits and opportunities created in the village as a result of tourism. A good answer should include recognition of both the positive and negative impacts of tourism from the photographic evidence presented. The negative impacts could include the dramatic influx of tourists deduced from Resource 2D, potential overcrowding, trampling of vegetation, ecosystem disturbance etc. The numerous tourist services and businesses e.g. transport, accommodation, catering, retail etc. provide evidence of the positive economic benefits (which obviously create local jobs and generate local revenue). Management is thus essential to address the conflict of interests which can arise between the various interest groups, e.g. residents, tourists, conservationists, business owners etc.

Level 3 ([5]–[6])

Thorough use of resource evidence from **both** Resources. Answer is well written and displays a sound understanding of the conflict of interests and the need for management.

Level 2 ([3]–[4])

One resource may be omitted completely. There may be some understanding of the conflict of interests and the need for management.

Level 1 ([1]–[2])

Very limited use of resource evidence with little or no understanding of the need for management. The answer may be poorly structured with a low level of written communication. [6]

Section A

30

Section B

- 2 (a) (i) In 1962 the annual rate of population increase was very high at 0.9%. Until 1976 this gradually decreased reaching -0.1% . There was then a small increase in 1980 to 0.1% . From this point there was then a sudden drop to -0.1% in 1982. From this point there has then been a gradual increase. In 2004 it had risen to 0.55. Candidates do not need to discuss the small increase in 1980. They may only refer to a gradual decrease followed by the gradual increase. This is acceptable. Figures needed for [3]. [3]
- (ii) In 1991–1998 natural change contributed more significantly to population change in the UK during this period. However, from 1998 migration has contributed more to change of population in the UK. Also from 2001 the contribution of natural change has begun to increase slightly. [3] No figures, maximum [2]. [3]
- (b) Candidates need to answer the question using a national case study. This can be either a LEDC or MEDC. There should be identifiable periods of time and a clear understanding of how the structure in each period changed. They do not need to offer an explanation of the structure in each period just a description.

Level 3 ([5]–[6])

Candidates can describe using place and figures how the population structure of their case study has changed over time. They have clear time periods.

Level 2 ([3]–[4])

Still a good answer but the depth of detail may be less. Dates and figures may be limited with some inaccuracies. A detailed discussion of birth rates and death rates over time can be awarded level 2.

Level 1 ([1]–[2])

A poor answer. There is limited understanding of the question set and quality of language is poor. [6]

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3 (a) (i) 1970

[1]

(ii) The percentage of people living in metropolitan areas has increased over time. Rising from 28.4% in 1910 to 80.3% in 2000. During this time the percentage of people living in the suburbs has increased from 7.1% to 50%. The number of people living in central cities rose during 1930–1960 but has since been gradually decreasing. Since this time more people are living in the suburbs and less in the central cities. [1] mark for each of the three trends and [1] for use of figures. [4]

(iii) The urban process is suburbanisation. [1] Also accept urbanisation as shown by increasing total population in metropolitan areas. [1]

(b) Candidates need to describe the social and economic deprivation in their case study. Those who leave one out will be limited to [3]. They need to have specific place information with figures. They should be able to describe the levels of deprivation using a range of indicators and mentioning place names.

Level 3 ([5]–[6])

Candidate has used a range of social and economic indicators with figures to describe the deprivation in their case study. They have mentioned specific place names.

Level 2 ([3]–[4])

Still a good answer but the depth of detail may be less. Figures may be limited with some inaccuracies or they may have omitted either social or economic completely. Place names may be absent.

Level 1 ([1]–[2])

A poor answer. There is limited understanding of the question set and quality of language is poor. [6]

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- 4 (a) The resource shows that the countries with a high fertility rate have a low human development index and those with a low fertility rate have a high human development index. Candidates then need to offer an explanation for this pattern. Most will discuss the fact that in more developed countries children are seen more as an economic burden and family size is reduced in place of more material goods. With the highest human development index score the fertility rate has started to increase again.

Level 3 ([5]–[6])

Candidate has fully described and explained the pattern. A clear understanding of the relationship is evident. If no figures used, maximum [5].

Level 2 ([3]–[4])

An answer that describes the position with little explanation will be restricted to this level.

Level 1 ([1]–[2])

A poor answer showing no/little understanding of the resource, or a purely descriptive answer. [6]

- (b) Colonialism is the direct control of one country over another. There are a range of negative effects they **may** discuss, examples include – the establishment of monoculture, the closure of manufacturing industries and the slave trade. Candidates may discuss a range of ideas briefly or two in detail. Those who only describe one negative effect (but well) will be limited to [4].

Level 3 ([5]–[6])

A clear definition has been given and candidate clearly understands the negative impact of colonialism.

Level 2 ([3]–[4])

Less detail than above but still a good answer.

Level 1 ([1]–[2])

Candidate lacks a sound understanding of colonialism. Candidates who discuss positive impacts will be limited to this level. [6]

Section B

12

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Section C

- 5 The pattern of population distribution needs to be described and then explained in terms of the available physical and human resources. Look for a detailed description that shows variations in population density throughout the country and a sound explanation that reveals a clear understanding of the relationship that exists between population distribution and resources. This is a case study question so we need to see reference to specific places and figures. Both physical and human resources must be addressed but there does not need to be a balance.

Level 3 ([9]–[12])

There is detailed and thorough description of population distribution with specific reference to figures and places. A clear picture is given of the resources in their chosen case study. There is a sound understanding of the relationship between population distribution and the resources. Both physical and human resources are discussed.

Level 2 ([5]–[8])

Candidate provides a general but accurate description and explanation but there is less factual detail and depth throughout or one aspect is only dealt with in a superficial manner.

Level 1 ([1]–[4])

Candidate provides a limited answer which may focus on description only. The answer is lacking in detail and depth on all aspects or there may be incorrect information. [12]

12

- 6 The syllabus highlights population change and service provision as the main issues faced in remote rural environments so candidates will focus on these. Remote rural areas are affected by out migration especially by the young and economically active age groups. This leaves behind an elderly population structure. With falling population numbers and an increasing ageing population some services are no longer viable e.g. primary schools close, post offices close, public transport services are reduced or withdrawn in some cases. Consequently the area becomes even more isolated which leads to even more out-migration and the area goes into a downward spiral of neglect. Candidates have to identify and describe two problems and they must discuss them with reference to place for illustration.

Level 3 ([9]–[12])

A detailed answer that has given at least two full issues faced in remote rural environments and has connected these to place for illustration. Quality of language is good.

Level 2 ([5]–[8])

Still a good answer but the depth of knowledge is less and the place for illustration may be missing.

Level 1 ([1]–[4])

A poor answer that shows little understanding of the issues faced in remote rural environments.

7 The candidates are required to use specific measures of development to discuss the problems in defining development. They should be able to at least discuss two measures and relate this to the above. Those students who merely describe indicators of development should be limited to maximum 6.

Level 3 ([9]–[12])

The candidate has clearly outlined at least two indicators of development and has related this to the measurement of development. They have a good understanding of the problems of defining development and the quality of communication is good.

Level 2 ([5]–[8])

A less detailed answer that may simply describe a range of indicators with only a vague reference to the problems of defining development.

Level 1 ([1]–[4])

A poor answer with inaccuracies and lacking focus on the question set.

[12]	12
Section C	24
Total	90