



*Rewarding Learning*

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

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## **Geography**

**Assessment Unit AS 2**

*assessing*

**Module 2: Themes in Human Geography**

**[AG121]**

**FRIDAY 17 JUNE, MORNING**

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**MARK  
SCHEME**

## MARK SCHEMES

### Foreword

#### Introduction

Mark Schemes are published to assist teachers and students in their preparation for examinations. Through the mark schemes teachers and students will be able to see what examiners are looking for in response to questions and exactly where the marks have been awarded. The publishing of the mark schemes may help to show that examiners are not concerned about finding out what a student does not know but rather with rewarding students for what they do know.

#### The Purpose of Mark Schemes

Examination papers are set and revised by teams of examiners and revisers appointed by the Council. The teams of examiners and revisers include experienced teachers who are familiar with the level and standards expected of 16 and 18-year-old students in schools and colleges. The job of the examiners is to set the questions and the mark schemes; and the job of the revisers is to review the questions and mark schemes commenting on a large range of issues about which they must be satisfied before the question papers and mark schemes are finalised.

The questions and mark schemes are developed in association with each other so that the issues of differentiation and positive achievement can be addressed right from the start. Mark schemes therefore are regarded as a part of an integral process which begins with the setting of questions and ends with the marking of the examination.

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all markers are following exactly the same instructions and making the same judgements in so far as this is possible. Before marking begins a standardising meeting is held where all the markers are briefed using the mark scheme and samples of the students' work in the form of scripts. Consideration is also given at this stage to any comments on the operational papers received from teachers and their organisations. During this meeting, and up to and including the end of the marking, there is provision for amendments to be made to the mark scheme. What is published represents this final form of the mark scheme.

It is important to recognise that in some cases there may well be other correct responses which are equally acceptable to those published: the mark scheme can only cover those responses which emerged in the examination. There may also be instances where certain judgements may have to be left to the experience of the examiner, for example, where there is no absolute correct response – all teachers will be familiar with making such judgements.

The Council hopes that the mark schemes will be viewed and used in a constructive way as a further support to the teaching and learning processes.

## Introductory Remarks

The assessment objectives (AOs) for this specification are listed below. Students must

AO1 demonstrate knowledge and understanding of the content, concepts and processes;

AO2 analyse, interpret and evaluate geographical information, issues and viewpoints and apply understanding in unfamiliar contexts;

AO3 select and use a variety of methods, skills and techniques (including the use of new technologies) to investigate questions and issues, reach conclusions and communicate findings.

## General Instructions for Markers

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all markers are following exactly the same instructions and making the same judgements so far as this is possible. Markers must apply the mark scheme in a consistent manner and to the standard agreed at the standardising meeting.

It is important to recognise that in some cases there may be other correct responses that are equally acceptable to those included in this mark scheme. There may be instances where certain judgements have to be left to the experience of the examiner, for example, where there is no absolute, correct answer.

Markers are advised that there is no correlation between length and quality of response. Candidates may provide a very concise answer that fully addresses the requirements of the question and is therefore worthy of full or almost full marks. Alternatively, a candidate may provide a very long answer which also addresses the requirements of the question and is equally worthy of full or almost full marks. It is important, therefore, not to be influenced by the length of the candidate's response but rather by the extent to which the requirements of the mark scheme have been met.

Some candidates may present answers in writing that are difficult to read. Markers should take time to establish what points are being expressed before deciding on a mark allocation. However, candidates should present answers which are legible and markers should not spend a disproportionate amount of time trying to decipher writing that is illegible.

## Levels of Response

For questions with an allocation of six or more marks, three levels of response will be provided to help guide the marking process. General descriptions of the criteria governing levels of response in mark schemes are set out on the next page. When deciding about the level of a response, a "best fit" approach should be taken. It will not be necessary for a response to meet the requirements of all the criteria within any given level for that level to be awarded. For example, a Level 3 response does not require all of the possible knowledge and understanding which might be realistically expected from an AS or AL candidate to be present in the answer.

Having decided what the level is, it is then important that a mark from within the range for that level, which accurately reflects the value of the candidate's answer, is awarded.

General Descriptions for Marking Criteria

Knowledge and Understanding	Skills	Quality of Written Communication	
<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) (i) Breakdown of marks as follows:

- **Plotting values [5]**

1–3 values correctly plotted [1]

4–5 values correctly plotted [2]

6–7 values correctly plotted [3]

8–9 values correctly plotted [4]

10 values correctly plotted [5]

- **Completion of lines** for Birth Rate and Death Rate using style outlined in key [1] [6]

(ii) Natural Increase (accurate graph shading and completion of key) [1]  
Natural Decrease (accurate graph shading and completion of key) [1] Both areas of decrease needed. [2]

(iii) 1970 [1]

(iv) International immigration [1] and out-migration [1]  
Maximum [1] mark for simple recognition of migration data [2]

(b) (i) A quadrat is a frame of any size or shape which allows a geographer to obtain a vegetation sample from an area where it is quite impossible to study the “total population”. They allow for quantitative data collection of vegetation density/frequency/cover from within the unit area framed. They can have practical advantages as they are portable and can be used as part of a variety of sampling methods.

Award [3] for a well developed explanation of the usefulness of quadrats for vegetation studies.

Award [1] or [2] for an answer with valid, but less well developed, reasoning.

Award [1] for simply describing a quadrat. [3]

(ii) Different vegetation types, or plant communities, require different quadrat sizes to ensure representative coverage of the total population. There are many characteristics of vegetation which can influence the consideration of sample size. Taller, more dense, stratified and abundant vegetation such as woodlands, require larger quadrat sizes compared to wetlands or heathlands. Sparse, or thinly scattered, vegetation such as lichens, require smaller quadrats for more accurate and reliable data collection.

Award [3] for detailed valid answer with relevant supportive resource material.

Award [1] or [2] for a less detailed answer with little/no resource evidence.

No reference to Resource 1C maximum [1] [3]

- (iii) Pragmatic sampling is often rejected as it has many recognised limitations. As the selection of the sample is controlled by the researcher it lacks objectivity as it is generated in a non-random way. It is open to bias, distortion and subjectivity and therefore statistical reliability is compromised.

Award up to [2] for a valid, well-developed limitation of pragmatic sampling. [2]

(c) (i)

	d	d <sup>2</sup>
Algeria	0	0
Mozambique	1	1

[1] for accuracy of **both** d and d<sup>2</sup> for Algeria  
 [1] for accuracy of **both** d and d<sup>2</sup> for Mozambique  
 [1] for getting either both d or both d<sup>2</sup> correct [2]

- (ii) Breakdown – Calculation [2]  
 Interpretation [3]

**Calculation**

$$R_s = 1 - \frac{6 \times 84.5}{15^3 - 15} \quad [1]$$

$$= 1 - 0.151$$

$$= 0.849 \text{ or } 0.85 \quad [1]$$

**Interpretation**

- General recognition of significance [1]
- Correct significance level (with degrees of freedom = 13) at 99% or 99.9% [1]
- Positive correlation (the HDI increases with increased urbanisation) [1]

NB: Interpretation marks can be awarded, if valid, for an incorrectly calculated R<sub>s</sub> value [5]

- (iii) The Human Development Index is a composite measure of development which is calculated by combining life expectancy, educational attainment and income data. It is thus a measure of **social** and **economic** development.
- Candidates should recognise that urbanisation is linked to industrialisation and thus the growth of the secondary, tertiary or quaternary sectors of the economy will increase employment opportunities and therefore personal incomes.
  - In terms of social development, increased levels of urbanisation, generally, promote the development of medical and educational services as well as improved housing – all of which could contribute towards improved education and life expectancy.

Award **([3]–[4])** for a well expressed answer with well developed geographical interpretation for the statistical outcome. Reasoning proposes logical factors for **both** social and economic aspects of the HDI in relation to urbanisation.

Award **([1]–[2])** for a more simplistic geographical explanation which may fail to address **both** social and economic aspects of the HDI in relation to levels of urbanisation. [4]

**Section A**

30

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**Section B**

- 2 (a) The main sources of population data are: the census – a ten year survey of the population asking a range of social and economic questions; vital registration – the compulsory registration of all births, deaths and marriages. There is no requirement to distinguish between the sources only a description is needed. [1] for correctly naming each source and [1] for each description. [4]
- (b) (i) The population structure of the White population has changed from a very pyramidal shape in 1900 to a more column shape in 2000. In 1900 it had a wide base indicating a high birth rate and narrowing sides with a narrow peak indicating that there were low numbers in the older age groups. By the year 2000 the base had narrowed and the peak of the pyramid had expanded. This indicates a lower birth and death rate. The pyramid had become more “bullet” shaped. Max [3] marks if no figures used. Reference to structure needed, max [3] if not seen. Max [3] if focused on only one element of structure. [4]
- (ii) Any valid difference is acceptable. Mark on the basis that the difference can be clearly seen on the resource. Most will identify that in 1900 the Asian and Pacific Islander population had a significantly larger number of people in the economically active age groups. For example the 35-39 year olds accounted for 15% of the population of the Asian and Pacific Islander but only 4% for the White population. Figures needed for [4]. They need to offer a valid explanation for their chosen difference. If they are discussing the difference in 1900 in the percentage of economically active they should explain this point with reference to migration. [2] for describe: [2] for explain [4]
- 3 (a) Candidates need to refer to the resources given. Clearly it can be seen that the cost of these apartments are not affordable to the local population, costing over £100,000. These apartments are not for the local people. As we can see in the photographs this has created conflict with the local people in the area. They clearly feel that their needs are being ignored so that the developers of such apartments can make more profit. They believe that affordable housing should be provided for local people not expensive “yuppy” apartments. [3] Positive effects include living close to the city centre, employment in the building of the apartments etc. [3] 2 x [3] [6]
- (b) Candidates need to describe TWO effects of counterurbanisation on the rural/urban fringe. Effects on the rural area include: increased pressure on services and schools; increased house prices; increased commuter traffic and loss of village character. Candidates who do not refer to place are limited to Level 2 maximum.

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**Level 3: ([5]–[6])**

A good answer that has fully developed two effects of counter urbanisation with closer reference to place.

**Level 2: ([3]–[4])**

A candidate that describes the effects of counter urbanisation without reference to place will be limited to this level. Details on effects may also be less. Unbalanced answers are included at this level.

**Level 1: ([1]–[2])**

Poor answer lacking depth of knowledge. Only one effect may be seen. [6]

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4 (a) (i) There are clear differences in the locations of people living on 200 dollars a day and those living on one dollar a day. The greatest concentrations of people living on over 200 dollars a day are in North America and Europe. North America having 8% of their population living on over 200 dollars a day. Africa, Asia and South America all have very small numbers of people living on 200 dollars a day. However, the concentrations of people living on one dollar a day are lowest in North America and Europe whilst in Africa and Asia the number of people living on one dollar is very high. In Southern Asia there are 450 million people living on one dollar a day. Maximum [3] if there are no figures. [4]

(ii) Most candidates will discuss GDP or GNP. For their chosen measure they need to have a clear description, more than merely naming it [2] and an evaluation [2]. Candidates who use a social measure will not be credited.

Positive affects include:

- development of services;
- rebuilding after natural disaster;
- improve infrastructure.

Negative affects include:

- debt;
- tied aid;
- dependency.

Candidates need to do more than simply “describe” an affect of aid. For [4] they need to explain how this can affect development: [2] for description; [2] for explanation. [4]

(b) Candidates asked to look at positive *or* negative effect, those that do both shall have both marked and the better mark awarded. No reference to place needed for full marks. [4]

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**Section B**

**36**

## Section C

- 5 Candidates may discuss either a MEDC or LEDC. The question asks for changing structure over **space** so distribution or changing structure over time is Level 1. They should be able to describe at least two specific areas in their country where the population structure is different and offer explanations for this pattern. Places needed to be mentioned. They must have specific factual and detailed information on their chosen case study.

**Level 3: ([9]–[12])**

The candidate has an appropriate case study with detailed place information. They are able to fully describe the variations in population structure and offer a range of reasons for the pattern identified.

**Level 2: ([5]–[8])**

Still a good answer but the depth of knowledge may be less than above. Variations in population structure may be described but place and figures may be limited. The explanation may also be weaker.

**Level 1: ([1]–[4])**

A poor answer that lacks good understanding of the question set. Candidates that discuss population structure over time or population distribution will be limited to this level.

[12]

12

- 6 Students need to use a case study from a LEDC to answer this question. They need to discuss the issues created by rapid urbanisation with specifics related to their case study, rather than a general description with a place tagged on. The specification highlights informal settlements, service provision and economic activity so most will focus on these issues. Only one issue, mark in levels out of 6 (Level 3: ([5]–[6]); Level 2: ([3]–[4]); Level 1: ([1]–[2])).

**Level 3: ([9]–[12])**

A good detailed answer that has a clear understanding of the issues created by rapid urbanisation and has specific case study information to illustrate their issues.

**Level 2: ([5]–[8])**

The candidate has a good understanding of the issues created by urbanisation but their case study information may be lacking detail.

**Level 1: ([1]–[4])**

A poor answer that shows little understanding of the issues involved. There may be inaccuracies and the quality of communication will be poor. Candidates may have no case study.

[12]

12

7 Any relevant national case study is acceptable. Candidates will need to describe and explain the regional contrasts in development that exist in their national case study. As ever, the requirements of a case study must be met – i.e. detail about a real place. The regional variations have to be explained, again with specific detail on places.

**Level 3 ([9]–[12])**

Contrasts in the level of development will be described effectively and accurately using precise numerical and place information. The explanation of the variations will be specific and detailed, physical and human factors will be discussed. Quality of written communication is of a high standard.

**Level 2 ([5]–[8])**

Candidate provides a general but accurate answer but there is less factual detail and depth throughout or one aspect is only dealt with in a superficial manner. The answer may be limited to a description of regional variations in their chosen case study.

**Level 1 ([1]–[4])**

Candidate provides a limited answer which is lacking in detail and depth on all aspects or there may be incorrect information. Reference to case study material may be limited, inaccurate or omitted altogether. [12]

**Section C**

**Total**

12

**24**

**90**