



*Rewarding Learning*

**ADVANCED SUBSIDIARY (AS)  
General Certificate of Education  
2013**

---

## **Geography**

**Assessment Unit AS 2**

*assessing*

**Human Geography**

**[AG121]**

**FRIDAY 14 JUNE, MORNING**

---

# **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 is 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 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**

<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Quality of Written Communication</b>	
<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) 5, 25, -13, 169  
All four correct [2] Two or three correct [1] [2]
- (ii)  $t_s = 1 - \frac{6 \times 1183}{16^3 - 16}$  [2]  
 $1 - \frac{7098}{4096 - 16} = 1 - \frac{7098}{4080}$  [1]  
 $= 1 - 1.7397$   
 $= -0.74$  [1]
- Comment: This is significant [1] at the 99% level [1]. [6]
- (iii) As GDP increases more people move from the rural areas to the urban areas. They move in search of better employment opportunities and services. This reduces the percentage of the population living in the rural areas. Rural to urban migration occurs. Any statistical reasons should not be credited. [4]
- (b) (i) The mode is 4.3. [1]
- (ii) The mode is the value in a data set which occurs most frequently. However, in this data set the mode is an extreme value and not a true reflection of the data. It does not take into consideration the spread of values within the data set. [2]
- (iii) The mean is 13.77.  
Accept 13.7 – 13.8 [1]  
The advantage could include: it is easy and simple to calculate: it is more accurate than other measures of central tendency because all the values are considered in the equation [2]. [3]
- (iv) Candidates can choose two approaches:  
 1. At one site select and justify the sampling of pebbles at that site.  
 2. Select and justify the choice of sites along a transect.  
 If a group of students want to investigate the pattern of changing bedload size along a river, they would need a selection of pebbles from different sites along the profile. They would therefore not be able to use random sampling (except for the selection of pebbles) as this could lead to clustering. They could use systematic sampling, stopping at predetermined regularly spaced sites along the path of the river. Pragmatic sampling could be adopted so that only sites with safe access would be selected. Only one sampling technique needs to be explained. [3]

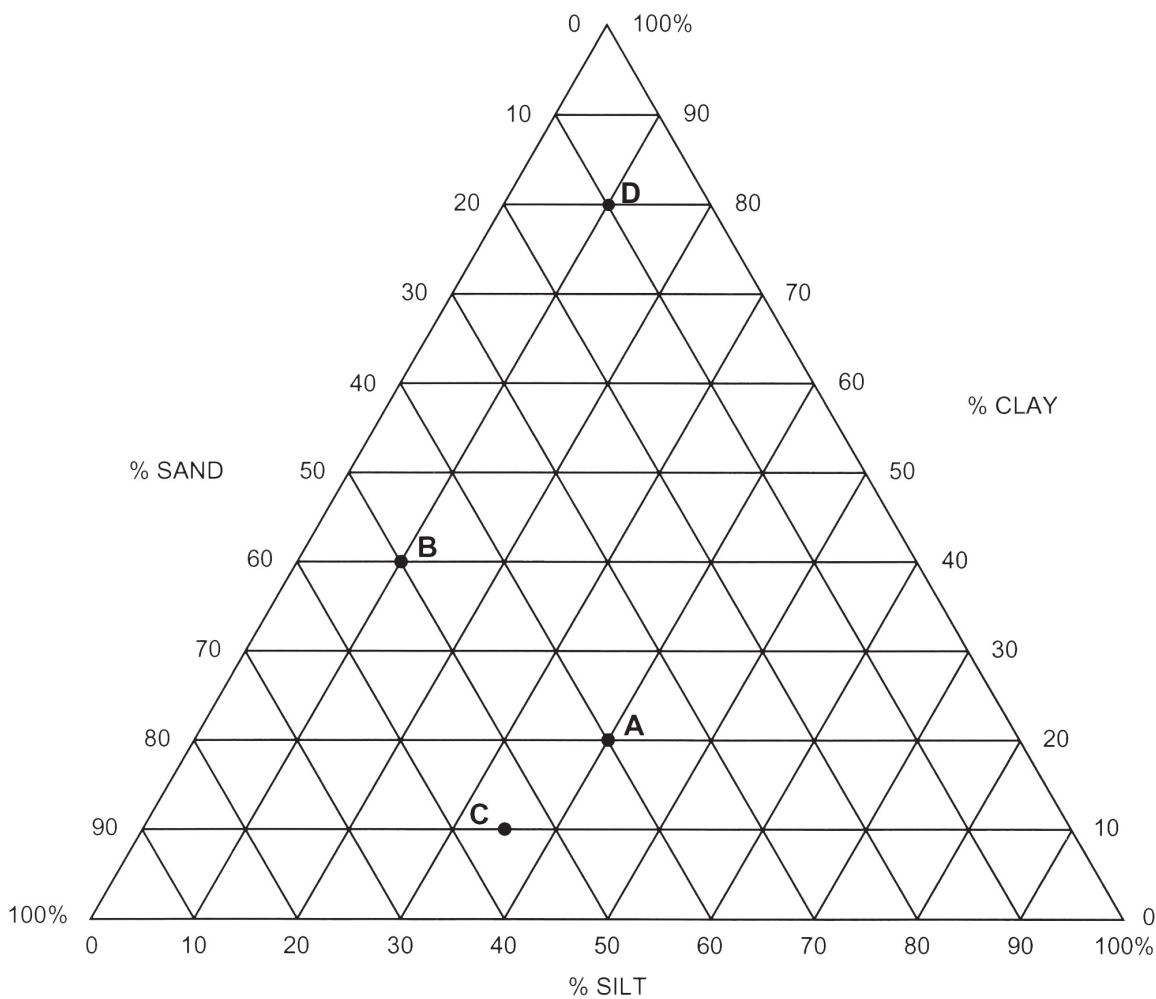
(c) (i)

	A: LOAM	B: SANDY CLAY	C: LOAMY SAND	D: CLAY
% SAND	40	50	55	10
% SILT	40	10	35	10
% CLAY	20	40	10	80

1–2 correct [1]  
 3–4 correct [2]  
 5 correct [3]  
 6 correct [4]

[4]

(ii)



[1] per correct axis

[3]

(iii) Triangular graphs are very appropriate when there are three sets of data that need to be displayed and the cumulative total of the three sets is 100%. They are effective to display data when three component variables, in this case sand, silt and clay, collectively comprise a total of 100%. If percentage is not mentioned, maximum [1].

[2]

30

Section A

30



Section B

2 (a) The birth rate is the number of births per year per thousand of the population while death rate is the number of deaths per year per thousand of the population. The dynamics of these two variables can cause a population to increase or decrease. If the birth rate is higher than the death rate then the population will experience natural increase. If the death rate is higher then a natural decrease will occur. Both natural increase and decrease are needed for [2]. [2]

- (b) (i) There is a range of differences that the students may comment upon. Any valid observation should be credited accordingly. Students will probably focus on:
- The population structure of France has a higher number of young dependants aged 10 and under. This is shown in the wider base of the population pyramid.
  - In the economically active age groups France appears to have fewer numbers than other European countries.
  - In the age groups 60–70 France also has fewer numbers of people than other European countries.

Figures need to be quoted from the graph to gain full marks. No figures then maximum [3]. Be aware of candidates who simply outline differences in the shape of the pyramid with no reference to structure; maximum [2].

[2] for each difference, (2 × [2]) [4]

- (ii) There is a range of problems that the students may discuss. Examples include:  
ECONOMIC: provision of pensions for the increased number of elderly, reduced taxes from the falling number of economically active, increased burden on the economically active, stagnation in the housing market, increased costs of caring for people who are infirm and incapable of looking after themselves, a division in the elderly over those surviving on state pensions and those surviving on private pensions.  
SOCIAL: increased manufacturing of elderly products, reduced numbers available to work in the army or National Health Service so reduced quality of service.  
POLITICAL: growing debate over issues such as euthanasia.  
Any two valid problems are acceptable.  
(2 × [3]) [6]

12

- 3 (a) (i) Urbanisation or reurbanisation [1]
- (ii) Counterurbanisation (accept suburbanisation) [1]
- (iii) The question focuses on the rural area so those candidates that discuss the urban area will not be credited. They may discuss:
- Increased population numbers putting pressure on services, for example schools
  - Loss of village character
  - Increased commuter traffic in the rural area
  - Conflict between the new arrivals and the original village inhabitants
  - Loss of farmland
- This is not a definitive list. Mark effects on their own merit.  
(2 × [2]) [4]

- (b) The specification lists: economic activity, service provision and the growth of informal settlements as the main issues of rapid urbanisation in LEDCs.
- Economic activity: migrants arrive in the city with few of the necessary skills required for the limited number of jobs available and are very often unsuccessful in finding employment. The demand for jobs outstrips the supply. The lack of formal sector jobs has driven many into eking out an existence in the informal sector.
  - Service provision: the large number of people moving into the cities puts added demands on essential services such as clean water, sewage, waste disposal, health care, education and transport.
  - Growth of informal settlements: many of the migrants end up living in shanty towns with limited access to the most basic requirements of life – shelter, clean water etc. These settlements are built using whatever materials are available – corrugated iron, timber etc. The people living in these settlements have no legal rights. It is the absolute increase in the numbers of people living in such settlements that poses the greatest challenge to urban authorities.

If more than one issue is discussed award the higher/highest mark only.

**Level 3 ([5]–[6])**

A well answered question and the candidate fully understands one issue of rapid urbanisation with reference to a case study with specific detail.

**Level 2 ([3]–[4])**

A less detailed answer showing poorer understanding of the issues of urbanisation. Those lacking reference to a case study are limited to this level.

**Level 1 ([1]–[2])**

A poorly answered question showing little understanding of the issues of urbanisation. Candidates using a MEDC case study will be here. [6]



- 4 (a) (i) The production of a Starbucks coffee is international. The paper sources for the cups come from mostly Northern Europe and Canada. The sources for the coffee bean are in Central and South America, East Africa and South East Asia. The sources of sugar are in South America and Australia. The production of a final cup of Starbucks coffee relies on products from a wide area.  
 If one left out, maximum [3]  
 If two left out, maximum [2] [4]
- (ii) Globalisation (accept neo-colonialism and trade). [1]
- (iii) Starbucks company: they will experience huge increases in profits with the greater number of customers: with sourcing their products globally they will be able to produce their product at a cheaper rate; control of market price; tax avoidance.  
  
 Country: they will have more employment opportunities, providing increased spending power: access to a new product. Loss of possible tax income, exploitation of producers.  
 (2 × [2]) [4]
- (b) They are required to study two composite measures but only one is needed. They need to fully describe this composite measure naming all the indicators used accurately and evaluate this measure. Those who simply describe their measure should be limited to maximum [2].  
 Identification [1]; description [1]; evaluation [1] [3]

12

**Section B**

**36**

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 a 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. Candidates who only discuss physical or human factors are limited to this level.

**Level 1 ([1]–[4])**

Candidate provides a limited answer which may focus on description only (explanation is missing). The answer is lacking in detail and depth on all aspects or there may be incorrect information.

[12]

12

- 6 The issues facing inner city areas identified in the specification are: social and economic deprivation, re-urbanisation and gentrification. Pupils do not need to address all aspects but at least two issues are needed.

If discussing economic and social deprivation they need to be able to describe the levels of deprivation using a selection of social and economic indicators. Vague comments are not acceptable for Level 3. They need to produce place names and figures for Level 3. In relation to gentrification and/or re-urbanisation the same applies. They need to have a clear understanding of the process of gentrification and/or re-urbanisation and they need to be able to produce case study specifics in relation to these processes. Place names are needed for Level 3 rather than a general discussion of this process in MEDCs. If only one issue is discussed, maximum Level 2.

**Level 3 ([9]–[12])**

A detailed and well written answer that fully discusses at least two issues in MEDC inner cities. They discuss their issues competently in relation to a case study. They have been able to illustrate their answer with place names and, where appropriate, figures.

**Level 2 ([5]–[8])**

This is still a good answer but the depth will be less. The candidate may lack figures and case study details.

**Level 1 ([1]–[4])**

A poor answer that shows a very limited understanding of the issues in inner city MEDCs. There may be serious errors and the quality of communication might be poor.

[12]

12

7 Colonialism is where one country takes political control over another, usually as part of empire building. Colonialism had a negative impact on the economy of the colonies and hence their development. The colonies were seen largely as providers of raw materials to the western powers who then produced the higher value manufactured goods. Due to the fact that there was limited processing of the raw materials in the colonies themselves, no industry developed. After independence, the colonies had not only lost many of their raw materials but there was also no industrialisation. Students may also discuss the introduction of monoculture and the associated problems. Colonialism left many colonies with economic stability. There were some positive influences on the development of colonies. Many cities were provided with the necessary infrastructure to carry out the export of goods. Social issues from slavery to the training of administrators can also be discussed.

Most colonial territories have gained political independence from their former rulers. However, many are still dominated economically by MEDCs. This political independence with economic control from outside is referred to as neo-colonialism or dependency. With reference to the impact of neo-colonialism on development, students may discuss a number of areas: the problems with debt (cause and impact), the trade pattern from LEDC to MEDC in relation to raw materials and manufactured goods. It is important that students describe how these processes have affected development rather than describing them only. Appropriate case study material is welcome but is not required.

No definitions, maximum Level 2. One process left out entirely, Level 1. If presented as two stand-alone processes mark as (2 × [6]); [2] for definition; [4] for discussion.

**Level 3 ([9]–[12])**

A detailed and well written answer that shows a clear understanding of the two processes and has effectively illustrated how these processes can affect development. Quality of language is of a high standard.

**Level 2 ([5]–[8])**

This is still a good answer but the depth will be less. The candidate may effectively describe the two processes but their understanding of the effect on development may be less. Unbalanced answers which are otherwise good can be placed here.

**Level 1 ([1]–[4])**

A poor answer that shows a very limited understanding of the issues or makes no attempt to relate the effects on development to the processes. [12]

**Section C**

**Total**

12

24

90