



ADVANCED SUBSIDIARY (AS)
General Certificate of Education
January 2011

Centre Number

71

Candidate Number

Geography

Assessment Unit AS 2

assessing

Human Geography

[AG121]



FRIDAY 21 JANUARY, AFTERNOON

TIME

1 hour 30 minutes.

INSTRUCTIONS TO CANDIDATES

Write your Centre Number and Candidate Number in the spaces provided at the top of this page.

Section A: candidates must answer this section.

Section B: answer **all three** questions in this section.

Section C: answer **any two** questions from this section.

You should write your answers in the spaces provided in this question paper.

INFORMATION FOR CANDIDATES

The total mark for this paper is 90.

Quality of written communication will be assessed in **all** questions.

Figures in brackets printed down the right-hand side of pages indicate the marks awarded to each question or part question.

For Examiner's
use only

Question Number	Marks
1	
2	
3	
4	
5	
6	
7	

Total
Marks

Section A

Answer this section

- 1 (a) Study **Resource 1A**, a table showing the age distribution of the population of Guyana and **Resource 1B** on page 3, a partially completed population pyramid to illustrate the data.

Resource 1A

Age (Years)	Male Population	Percentage Male	Female Population	Percentage Female
0–4	45994	12.1	44315	
5–9	49883	13.2	48215	
10–14	41859	11.1	40841	
15–19	34018	9.0	33896	9.0
20–24	32406	8.6	32962	8.7
25–29	30702	8.1	31293	8.3
30–34	29538	7.8	29264	7.7
35–39	26848	7.1	26667	7.1
40–44	23700	6.3	23479	6.2
45–49	18231	4.8	18114	4.8
50–54	14429	3.8	14140	3.7
55–59	9120	2.4	9279	2.5
60–64	7303	1.9	7924	2.1
65–69	5662	1.5	6254	1.7
70–74	4027	1.1	4642	1.2
75–79	2548	0.7	2988	0.8
80+	2333	0.6	3476	0.9
	378,601	100	377,749	100

© Bureau of Statistics, Guyana

- (i) Complete the table, **Resource 1A**, by calculating the percentages of the missing female age groups.

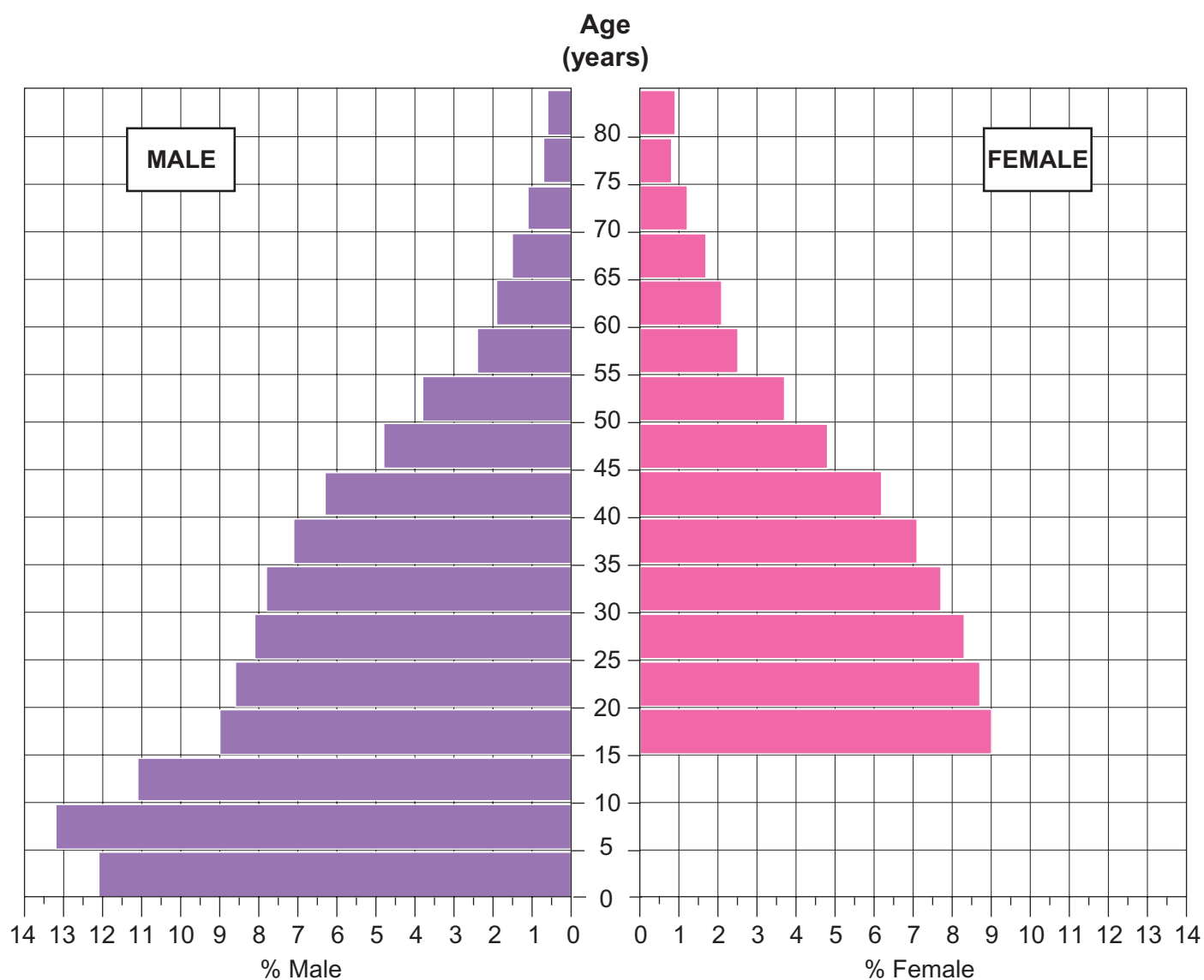
[3]

- (ii) Complete the population pyramid, **Resource 1B**, by accurately plotting the percentages for these age groups.

[3]

Examiner Only	
Marks	Remark

Resource 1B



(iii) How are population pyramids, such as that for Guyana, useful in understanding dependency ratios?

[3]

Examiner Only	
Marks	Remark

Resource 1C

1. Have you visited Ambleside before?

Yes

☐

No

☐

2. How long do you intend to stay?

< 1 day

☐

1 day

☐Several
days☐

1 week

☐> 1
week☐

3. How did you hear about Ambleside?

Advert/Flyer

☐

Friend

☐Already
knew☐

TV/Radio

☐

Internet

☐

Other

☐

4. Where have you travelled from to visit Ambleside?

5. How far have you travelled today to get here?

<5 km

☐

20–30 km

☐

5–20 km

☐

> 30 km

☐

6. How did you travel here today?

Car

☐

Foot

☐

Bicycle

☐

Other

☐

Bus/Coach

☐

Train

☐

Motorbike

☐

7. What are your reasons for your visit here today (tick all that apply)?

Sightseeing

☐Walking/
Hiking☐Dog
Walking☐Visiting
Friends☐Picnicking/
Eating☐

Work

☐Education/
Scientific☐Leisure/
Recreation☐

Other

☐

8. Have you visited/do you intend visiting any of the following nearby attractions?

Dove
(Wordsworth)
Cottage
Lake
Windermere☐Galava
Roman
Fort
Bridge
House☐Stockghyll
Force
Waterfall
Jenkan
Crag☐Armitt
Museum☐

Other

☐

9. Please read the following statements below on the impact of tourism, and tick where appropriate

There is too much traffic congestion in Ambleside

Overcrowding has a negative impact on Ambleside

Crime/Vandalism is evident in the area

Litter has a negative visual impact

Environmental disturbance/damage is evident

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- (iii) Select **one** sampling method and explain why it would be appropriate in this study.

[4]

- (iv) Having piloted the questionnaire, explain any **one** factor, apart from sampling, which needs to be considered when carrying out the survey to ensure reliable data collection.

[3]

- (v) Study **Resource 1D** on page 7, which illustrates secondary data mapped by the student to show the number of buses visiting Ambleside per week in Summer 2009.

- (1) What type of mapping technique is shown in **Resource 1D**?

[1]

- (2) How many buses per week, in Summer 2009, came to Ambleside from:

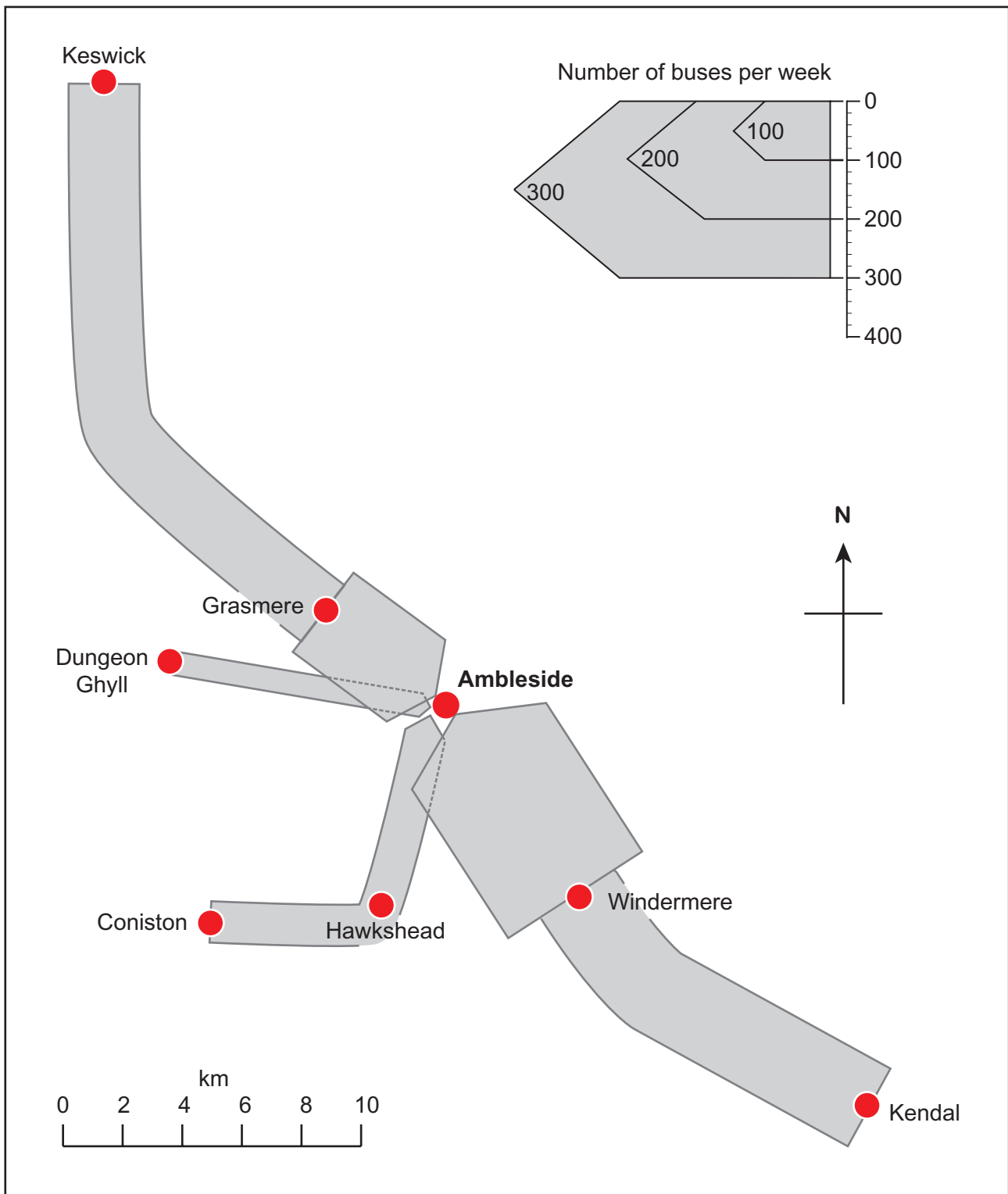
☐ Grasmere _____

☐ Windermere _____

[2]

Examiner Only	
Marks	Remark

Resource 1D



Source: Principal Examiner

Resource 1E



Source: Principal Examiner

[e]

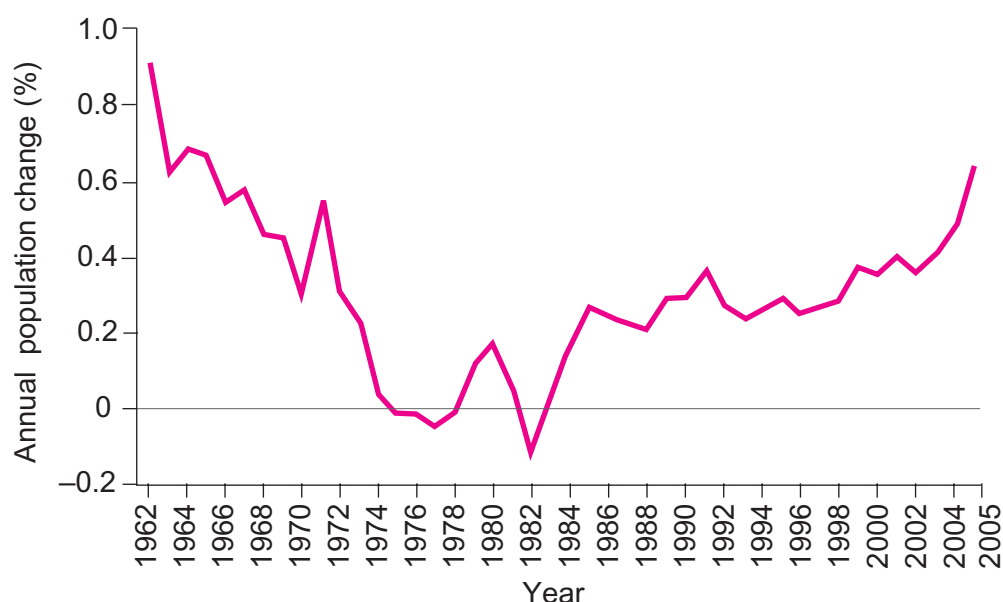
Examiner Only	
Marks	Remark

Section B

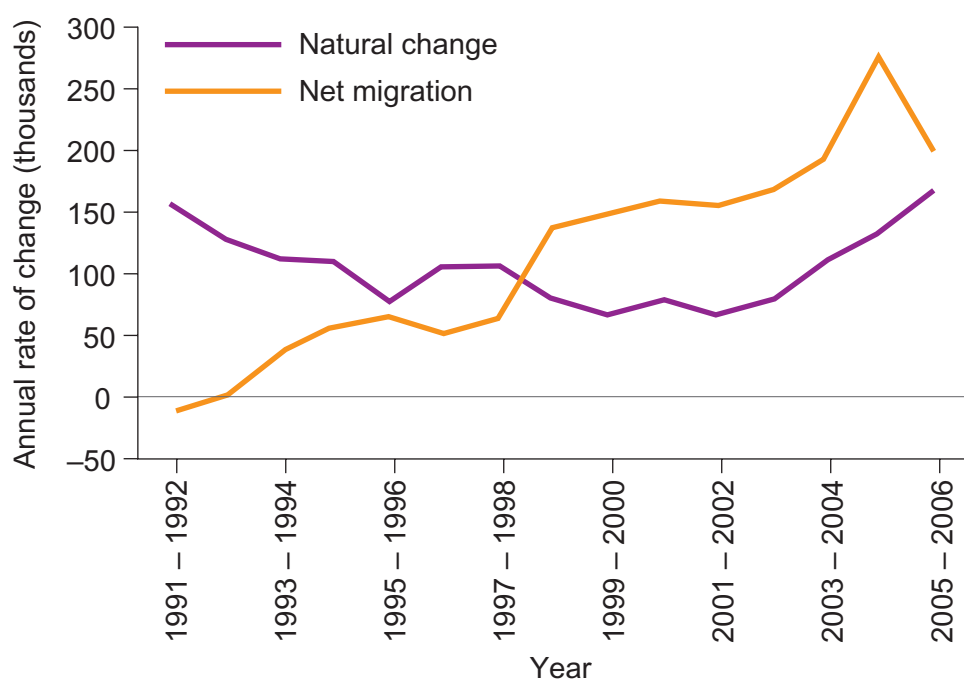
Answer **all three** questions in this section.

- 2 Study **Resource 2A** which shows the annual rate of population change in the United Kingdom between 1962 and 2005 and **Resource 2B** which shows the rate of natural change and migration change in the UK between 1991 and 2006.

Resource 2A



Resource 2B



[3]

- (ii) Using **Resource 2B**, compare the contribution of natural change with that of migration change to population change in the UK between 1991 and 2006.

[3]

Examiner Only	
Marks	Remark

BLANK PAGE
(Questions continue overleaf)

A stacked bar chart illustrating the percentage of the total US population living in central cities and suburbs from 1910 to 2000. The y-axis represents the percentage of the total US population, ranging from 0 to 100 in increments of 10. The x-axis represents the year, with labels every 10 years from 1910 to 2000. The legend indicates that blue bars represent 'Central cities' and green bars represent 'Suburbs'. A bracket groups these two categories under the label 'Metropolitan areas'. The total height of the bars increases over time, starting at approximately 29% in 1910 and reaching about 82% by 2000. The 'Central cities' portion (blue) starts at about 21% in 1910 and gradually decreases to around 31% by 2000. The 'Suburbs' portion (green) starts at about 8% in 1910 and grows steadily to about 51% by 2000.

Year	Central cities (%)	Suburbs (%)	Total (%)
1910	21	8	29
1920	26	8	34
1930	31	14	45
1940	33	15	48
1950	33	24	57
1960	33	31	64
1970	32	38	70
1980	31	45	76
1990	32	47	79
2000	31	51	82

© US Census Bureau, Decennial Census of Population, 1910-2000

- (i) In which year did the suburban population first exceed the central city population?

[1]

6418

Describe and explain the relationship shown in **Resource 4** between total fertility rate and the Human Development Index.

[e]

Examiner Only	
Marks	Remark

[illegible]

Question
Number

Number your answers clearly

[illegible]

Question
Number

Number your answers clearly

[illegible]

[illegible]

[illegible]

[illegible]

Question
Number

Number your answers clearly

[illegible]

Question Number	Question	Answer
1	What is the main purpose of the study?	To investigate the effect of the new curriculum on the learning outcomes of the students.
2	What are the research objectives?	To determine the level of student achievement, to identify the factors affecting student achievement, and to compare the learning outcomes of the students who were taught by the new curriculum with those who were taught by the old curriculum.
3	What is the research hypothesis?	The learning outcomes of the students who were taught by the new curriculum will be significantly higher than those of the students who were taught by the old curriculum.
4	What is the research design?	Quasi-experimental design.
5	What is the sample size?	100 students.
6	What is the data collection method?	Test scores.
7	What is the data analysis method?	T-test.
8	What are the findings of the study?	The learning outcomes of the students who were taught by the new curriculum were significantly higher than those of the students who were taught by the old curriculum.
9	What are the conclusions of the study?	The new curriculum has a positive effect on the learning outcomes of the students.
10	What are the recommendations of the study?	The new curriculum should be implemented in all schools.

Number your answers clearly

[illegible]

Number your answers clearly

Question
Number

[illegible]

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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THIS IS THE END OF THE QUESTION PAPER

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