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Rewarding Learning

ADVANCED SUBSIDIARY (AS)
General Certificate of Education
January 2014

Geography

Assessment Unit AS 2
assessing
Human Geography

[AG121]

MONDAY 20 JANUARY, AFTERNOON

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

Knowledge and Understanding	Skills	Quality of Written Communication	Level
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.	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.	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.	3
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.	The candidate will display evidence of the ability to analyse and interpret the resource material but gaps, errors or misapprehensions may be in evidence.	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.	2
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.	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.	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.	1

Section A

1 **(a)** **(i)** 4
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1.2 km (accept 1.0–1.4) [3]

(ii) Rn $= 2 \times 0.98 \sqrt{\dfrac{30}{125}}$ [1]
$= 1.96 \sqrt{0.24}$ [1]
$= 1.96 \times 0.49$ [1]
$= 0.96$ [1] (Accept 0.95–0.97) [4]

This shows a random distribution [1]

In relation to the hypothesis we would then reject the hypothesis that "parks and playing fields within the city of Belfast exhibit a significantly regular distribution". [1]

(b) A larger area will lower the Rn value [1] and exaggerate the extent of clustering [1]. Conversely, the inclusion of a smaller area will increase the Rn value and exaggerate the extent of regularity. [1] The size of the total area is critical to the statistical outcome.
They do not have to answer this question in relation to this study. [3]

(c) **(i)** Flow line map or other valid answer. [1]

(ii) From 16–17% [1]

(iii) [1] for each correctly drawn flow line. East Midlands line width is 1.5 cm (accept 1.4–1.5 cm); West Midlands line width 0.5 cm (accept 0.4–0.5 cm) [2]

(iv) Problem:
Peak visitors to Castleton occur in the summer months. Peak visitors arrive in June and July. This influx will cause many management issues for the area, overcrowding and traffic, pressure on services such as parking.
Solution:
There is a range of solutions the candidates may discuss here.
Examples include:
• Restricting recreational activities to certain areas and limiting numbers
• Providing more litter bins
• Erecting educational information boards on the impact of tourism/ recreational activities
• Providing more car parks
• Restricting recreational activities to certain times of the year.
• Limiting tourist numbers at peak times
Accept other valid answers such as lack of visitors in winter months.
Mark as [2] for the problem identified, [2] for the solution and [1] for a figure. [5]
No reference to the Resource, maximum [3]

(d) (i) 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 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 predetermined and therefore they provide no scope for visitors to express their individual views on the impact (unlike open-ended questions). No scope for adding additional information on personal opinions
- Visitors may find the discrete response categories too constrictive as one response may not be appropriate for the entire area

Strength – award up to [2] for full explanation of one strength.
Weaknesses – award up to [2] if explanation is fully developed. [4]

(ii) Question 5 has overlapping categories.
Question 6 has no option for "other". This would be needed to include activities that are not listed.
Question 2 a "weekend" option is not offered.
Accept a second – different – weakness for Question 7
Accept any valid answer. [1]

(iii) The appropriate sampling technique would be random. This would mean that any person has equal chance of being selected. The procedure is totally objective and should thus be unbiased. This method is more likely to be representative of the total population reflecting the normal distribution. They may offer stratified, explaining that they need a good sample of males, females or different age groups to get a broad view of opinions. This is acceptable if they acknowledge the questionnaire would have to be adjusted for full marks. Students may also justify systematic sampling. Students who do not relate their answer to the study identified should be limited to maximum [2]. Students who only describe a sampling method without explaining why it is appropriate should be limited to [2]. Mark on the validity of their reasoning. [4]

Section A | **30**

| AVAILABLE MARKS |

Section B

2 **(a)** The number of countries in the youth dependent category has considerably reduced from 1970 to 2025. In 1970 it was 98 countries but by 2025 this is projected to fall to 39. Conversely the number of countries in aged dependent category has risen sharply. No figures quoted, maximum [2]. [3]

(b) The increased number of elderly has a range of economic and social implications that may be discussed. Examples include:
- Health care provision is funded through the contributions of those still in employment. As that sector of the population is getting smaller and they have to fund the health care of a growing elderly population, it is easy to see that the health service will not be able to cope. 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
- All pensioners are entitled to a state pension. It is clear that as the percentage of pensioners grows state pension funds are stretched and for those who depend on it solely for an income there is considerable hardship
- Increased manufacturing of "grey" products
- Stagnation in the housing market

This is not a definitive list, mark other implications on individual merit. The question asks for one social and one economic implication so both should be present.
2 × [3] [6]

(c) Candidates need to answer this question in relation to a named country and one human resource. Those who do not, maximum [2]. They need to explain how the stated human resource affected distribution. They should offer specific case study details rather than vague comments. Physical resource only, no reward. [3]

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3 **(a)** This question asks for resource use so this must be evident. Those that fail to use the resources entirely, Level 1. There is a range of ideas they may discuss; examples include:
Economic: Large numbers of people employed in the informal sector, large unemployment rates, poor infrastructure.
Social: Poor educational attainment, lack of services, e.g. sewage disposal or waste disposal, overcrowding, unsafe housing. The shop in the photograph also appears to be heavily protected; this may indicate higher crime rates.
One resource missed entirely, maximum Level 2.

Level 3 ([5]–[6])
A good detailed answer that makes clear reference to the Resources. They have a clear outline of the conditions experienced in informal settlements.

Level 2 ([3]–[4])
A good answer with less detail. Students who describe one condition in a lot of detail would be limited to this level.

Level 1 ([1]–[2])
A poor answer that has inaccuracies. [6]

(b) There are two elements to this question. Firstly they need to define counterurbanisation [2]. Secondly, they need to describe two effects of this process on the rural–urban fringe [4].
Place reference is needed for full marks. No place reference, maximum [3] out of the [4].
Do not credit answers describing the impact on the city.
Possible effects may include:
- Loss of farmland
- Pressure on services and facilities.
- Increased house prices and locals being forced out of the housing market
- Loss of character of villages/towns in the rural–urban fringe
- Increased conflict between newcomers and original residents [6]

AVAILABLE MARKS

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				AVAILABLE MARKS

4 (a) (i) The lowest life expectancies are in Scotland, being 74.6 for men and 79.6 for women. The highest life expectancies are in the Southwest, with 78.5 for men and 82.7 for women. Wales and Scotland have much lower life expectancies than England. Maximum [2] if no figures are given. [3]

(ii) The question asks for an economic measure, so do not credit social or composite measures. They need to identify their measure [1] and they need to evaluate their measure [2]. They need to clearly demonstrate an understanding of how effective their named measure is at measuring development.
Example measures include:
- GDP p.c.
- GNP p.c.
- Car ownership
- Employment structure
- % GDP spent on education [3]

(b) Colonialism is the direct rule of a country and its people by another country [2]. There is a range of negative effects which they may discuss; examples include – the establishment of monoculture, the closure of manufacturing industries and the slave trade. The question asks for effects so those who only offer one should get maximum [2] out of the [4]. The candidates may answer by offering a list of less well developed negative effects or by more fully describing only two. Either approach can gain full marks. [6]   12

Section B   36

Section C

5 The main sources of population data are vital registration and the census. Vital registration is the ongoing collection of births, deaths and marriage. National census is the collection of population data usually every ten years. It involves the completion of a questionnaire by each household. There are problems collecting population data in both MEDCs and LEDCs but they are greater in LEDCs. LEDC problems include: insufficient funding for training, language difficulties, religious and gender divides, etc. MEDC problems include: insufficient mapping to cover all houses, misreporting age, etc. There needs to be some comparison made rather than a list of problems.

Level 3 ([9]–[12])
The candidate clearly distinguishes between vital registration and the national census. They are able to offer at least two valid problems of collecting such data. They have fully answered all the elements of the question: identified, described and explained the problems in both MEDCs and LEDCs. A comparison has been made.

Level 2 ([5]–[8])
A less full answer. The problems may be vague or limited or the sources of data less well described. One element of the question has been less fully developed. Candidates who only focus on MEDC or LEDC would not get higher than this level.

Level 1 ([1]–[4])
A poor answer that has inaccuracies and limited depth of knowledge. Candidate demonstrates little knowledge of population data and its collection. Terminology might be poor.   [12]   12

6 The syllabus highlights population change and service provision as the main issues faced in remote rural environments so candidates should focus on these. Remote rural areas are affected by outmigration 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 outmigration and the area goes into a downward spiral of neglect. Candidates have to identify and describe at least two problems and they must discuss them with reference to place for illustration for Level 3.

If only one issue is discussed, mark in levels out of [6]
(Level 3 [5]–[6]; Level 2 [3]–[4]; Level 1 [1]–[2])

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.   [12]   12

	AVAILABLE MARKS

7 Firstly, this answer needs to be addressed using a national case study so candidates need to do so with case study specifics of figures and place names. General answers will not gain Level 3. Secondly, they only need to discuss two of the issues listed. Candidates who attempt to answer all should have all marked and the better two awarded. Be wary of answers that simply define or outline the processes they have chosen. Also, candidates need to show that contribution can be positive or negative.

Contributions may include:

Globalisation: greater accessibility to world trade markets, increased employment opportunities, greater variety of products for consumers, closure of small businesses, the environmental impact etc.

Aid: increased investment for development projects and industrial growth, increased dependency on foreign money, increased debt, much aid is wasted or inappropriately spent etc.

Trade: reliance on primary goods for export, the effect of trade blocs, the effect of trade tariffs etc.

Debt: inability to repay loans, lack of national product for investment within the country etc.

Candidates should be able to explain the effect of the points listed above in relation to their national case study of a LEDC.

If only one issue is discussed, 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 answered both issues in relation to a national case study. They have case study specifics and have outlined the effect of the points they have made on their national case study.

Level 2 ([5]–[8])
Still a good answer but the depth may be less. Candidates who produce one good discussion and one poor discussion with inaccuracies will be limited to this level.

Level 1 ([1]–[4])
A poor answer lacking sound understanding of the issue listed. There may be a lot of inaccuracies and inconsistencies. Candidates with no case study will be limited to this level.   [12]

	12
Section C	**24**
Total	**90**