Rewarding Learning

ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2014

Geography

Assessment Unit AS 2

assessing

Human Geography

[AG121]

THURSDAY 12 JUNE, MORNING

MARK SCHEME

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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

AVAILABLE MARKS

1 **(a)** **(i)** –5
25
36 [3]

(ii)

$$Rs = 1 - \frac{6 \times 2287.5}{8000 - 20} = 1 - \frac{13\,725\ [1]}{7980\ \ [1]}$$

Rs = 1 – 1.72 [1]
Rs = –0.72 (–0.719) [1] [4]

It is significant [1] at the 99% level [1] and 18 degrees of freedom.
Allow 99.9% [2]

(iii) As people become more educated they become more aware of the causes of infant mortality and how to limit the spread of infectious diseases. Consequently this education will lower the number of children dying. Mark each answer on individual merit. If focus of answer is GDP not education, award maximum [2]. [4]

(b) **(i)** Choropleth technique [1]

(ii) UK – dark
Italy – dark
Portugal – dark
Romania – diagonal lines
4 correctly completed [2]
2–3 correctly completed [1]
0–1 correctly completed [0] [2]

(iii) The countries in Western Europe appear to have higher GDP figures. For example, UK is over \$20 000 and France is also over \$20 000. However, as you move towards Eastern Europe the GDP figures begin to get lower. For example, Romania has a GDP of \$5 000 to \$9999. Northern Europe also has higher GDP figures. The lowest European GDP figures are in the south east of Europe. If no figures are given from the resource, [3] maximum. [4]

(iv) Limitations include:
- Oversimplification will have occurred. They represent an area or region as having a uniform value range and therefore fail to represent possible intraregional variations
- Such maps often provide striking contrasts at regional boundary zones, which can be unrealistic

([2] × 2) [4]

	AVAILABLE MARKS
(c) There is no mark for naming a sampling technique. The marks are for the justification of their choices. **Investigating age distribution of shoppers:** This could be collected by using systematic sampling. They need to agree to collect answers from an agreed interval every second or third person. This limits the chance of bias occurring. They may also justify random sampling here if they refer to random number tables. Mark on individual merit. [3] **Investigating the change in pebble size:** A number of sampling techniques could be used here. The candidate needs to name their technique and offer a valid justification. (1) Stratified sampling could be used because sub-groups need to be represented in the data. This would ensure that they collect samples from the top, middle and lower sections of the river. This method ensures proportional representation of each of the sub-groups in relation to the total population. (2) Systematic sampling: Equally special intervals along the length of the river would ensure that all parts of the river are covered and collected. (3) Some may offer pragmatic sampling saying that due to safety they had to go to the bank when it is safe to do so and when access is available. Mark as [3] × 2 No mark for naming a sampling technique. [6]	30
Section A	**30**

Section B

AVAILABLE MARKS

2 **(a)** National census is a survey completed by every household every ten years. It collects a wide range of data. However, vital registration is an ongoing process collecting data on every birth, death and marriage. [2]

(b) **(i)** Changes include:

- The base of the pyramid has considerably narrowed. This indicates that there will be many fewer young dependants. The total population aged 0–4 in 1990 was 6.5 million, by 2050 this will have fallen to 4 million
- The numbers of people aged 80 plus has dramatically increased. Especially for females. The total population aged 80-plus in 1990 was 3 million. By 2050 this will be over 12 million. The number of elderly dependants will have dramatically increased

These are the two changes most students will discuss but the list is not definitive, mark on individual merit. They must quote figures from the resource. If no figures, maximum [3]. Mark as [2] × 2. They must make reference to the population structures, i.e. aged dependent/youth dependent or similar, not merely the shape of the pyramids. If no structure referenced, maximum [1] × 2. No explanation is needed, so do not award marks for doing this. [4]

(ii) The question requires one social and one economic implication, so mark as [3] × 2. The image shows that a typical Japanese family only has one child, two parents and also a grandparent. This reflects the reduced number of young dependants and the increasing number of elderly dependants. This situation has many social and economic implications for the countries experiencing it. Candidates can give one social and one economic impact of only the increasing number of elderly or the decreased number of young dependants or one from each.
Do not credit marks for two social or two economic.
Some examples include:
Economic: 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. Also, 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.
Social: Reduced numbers available to work in the army or National Health Service so reduced quality of service. With a falling birth rate and an aging population, some MEDCs will fall below replacement level; in other words their population will decrease. There could be a growing debate over issues such as euthanasia.
This list is not definitive. Mark on individual merit. [6] 12

AVAILABLE MARKS

3 **(a)** **(i)** All the regions within Île de France except the Paris region show a population increase. For example, Essonne rose from approximately 500 000 in 1962 to 1.2 million in 2007. The total population of the Paris region has, however, fallen from 2.8 million to 2.1 million in 1990 and 2.2 million in 2007. If no figures are quoted, maximum [3]. [4]

(ii) The urban process in Paris is counterurbanisation. [1]

(iii) **Consequence for Paris:** The reduced population numbers will mean less rates will be paid in this area so less money available for investment, pupil numbers will be reduced and schools may be forced to close. Other services may be withdrawn as demand is reduced, increased abandoned buildings as people move out. [2]
Consequences for the surrounding regions: The increased population numbers will put pressure on services and facilities, the increased demand for housing will force house prices to rise, this may mean that locals cannot afford housing in their area, tensions may rise between locals and newcomers. Greenfield sites may be built on, leading to a loss of agricultural land. [2]
This is not a definitive list; mark any valid points made on individual merit. Mark as [2] × 2. [4]

(b) Many remote rural areas have experienced social and economic decline due to falling employment levels and outmigration. Regional development agencies aim to deliver economic regeneration by improving the social support and job opportunities available. [3] 12

			AVAILABLE MARKS
4	(a)	It is clear from the resource that the USA exports more to Kenya than it imports from them. For example, in 2011 they exported $470 million to Kenya but imported $380 million from Kenya. This means that they have a trade surplus with Kenya and are earning more money than they are spending. This will be good for the development of the USA but not for Kenya as they have a trade deficit, spending more than they are selling. They will have less money for development and thus will not develop as fast. It is also clear that the gap between the two countries is narrowing over time. **Level 3 ([5]–[6])** Candidate has clearly understood the trade relationship between the two countries, fully recognising how this has affected the development of both countries. They have used appropriate trade terminology and quoted figures. **Level 2 ([3]–[4])** A good answer, but one element of the question may be missing, for example, the effect on development of the two countries or trade terminology is missing. **Level 1 ([1]–[2])** Answer has limitations or inaccuracies and lacks clear understanding of the issues discussed. [6]	
	(b)	Any composite indicator is acceptable. Most will name Human Development Index or Physical Quality of Life Index [1]. They need to describe their measure accurately and name the correct development indicators used [2]. Students who simply name a development indicator and not a composite index should be awarded no marks. [3]	
	(c)	Candidates can select any Aid type. [1] for one correctly named category of Aid. [2] for the negative effect. Possible answers will include: dependency, debt, tied aid etc. [3]	12
		Section B	**36**

Section C

AVAILABLE MARKS

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 is lacking in detail and depth on all aspects or there may be incorrect information. [12] 12

AVAILABLE MARKS

6 Rapid urbanisation has been one of the most pressing issues facing practically all LEDCs in the latter half of the twentieth century and there is little sign that the problems are diminishing. The main issues the students will discuss will be: economic activity, service provision and the growth of informal settlements.

- 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 and education
- 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

Level 3 ([9]–[12])
There is a very detailed discussion on two issues of rapid urbanisation in LEDCs, or a less detailed discussion of three.
They have discussed their issues with reference to place with factual and specific case study details.

Level 2 ([5]–[8])
Candidate provides a general but accurate description of the issues. Their reference to place may be poor or lacking depth. Candidates who only discuss one issue but have done so well will be limited to this level.

Level 1 ([1]–[4])
A very limited answer that demonstrates only vague understanding of the issues being experienced. There is a lack of relevant information provided. [12] 12

	AVAILABLE MARKS
7 There are two main elements to this question: the causes of debt and its impact on the development of LEDCs.	

Causes for the debt burden may include:
- Many LEDCs borrowed heavily from the 1960s onward in an attempt to develop industrialisation. At this stage the MEDCs and the World Bank were willing to lend at relatively low interest rates. The loans were used to finance capital-intensive projects such as power stations, often using western technology and expertise. In the 1970s, partly due to the downturn in the global economy, these interest rates were increased
- The increase in the price of oil had a further serious impact on many LEDCs. Many LEDCs were heavily dependent on imported oil, and some were forced to borrow still more to maintain their levels of progress
- Trade problems also affected the LEDCs. In the west the cost of manufactured products increased but the price of primary goods or commodities fell. As LEDCs exported mostly commodities and imported manufactured goods, their balance of trade deteriorated pushing them further into debt
- In some cases the loans were spent unwisely on large capital schemes and the LEDCs did not have an adequate trained workforce to make these schemes operational

Candidates need to address both causes and impact but a balance is not needed. They do not need to introduce place for illustration so do not expect this.

Level 3 ([9]–[12])
A good answer that clearly understands and explains the causes of debt and its impact on development of LEDCs. Quality of language is good.

Level 2 ([5]–[8])
Still a good answer but one of the elements to the question may be weaker or poorly attempted. The depth of knowledge will be less.

Level 1 ([1]–[4])
Candidates that have omitted either causes or impact completely will be limited to this level. The understanding is poor and there may be inaccuracies. The quality of communication will be poor. [12] 12

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