



ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2015

Geography
Assessment Unit AS 2
assessing
Human Geography
[AG121]
FRIDAY 19 JUNE, 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
<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		AVAILABLE MARKS
1 (a) (i) 15, 21	[2]	
(ii) $d = 0.123$ [1]		
$Rn = 2 \times 0.123 \sqrt{31 \div 7.5}$ [1]		
$Rn = 0.246 \sqrt{4.133}$ [1]		
$Rn = 0.246 \times 2.033$ [1]		
$Rn = 0.500$ [1] Accept 0.48–0.52	[5]	
Type of distribution = Clustered	[1]	
Comment in relation to the hypothesis: the hypothesis is rejected. The distribution of hotels is not regular, they are clustered.	[1]	
(iii) A large number of the hotels appear to be clustered around the old harbour in the centre of La Rochelle. There is also a castle in this area and this would all suggest that there are a larger number of tourist facilities in this harbour area so hotels would be attracted to this location. The hotels also appear to be clustered in an area where many of the main roads meet. This accessibility would also be attractive to hotels. More than one reason needed for [3] No clear use of resource, maximum [2]	[3]	
(b) (i) There are six bars to be drawn on the graph. Mark as follows: 6 correct [4] 4–5 correct [3] 3 correct [2] 1–2 correct [1] Take [1] off if shading is incorrect or ruler not used.	[4]	
(ii) The countries with the higher GDP per capita figures have the higher percentage internet usage. Figures need to be included for full marks. Max [1] if no figures are quoted from the resource or no units used.	[2]	
(iii) The data set may be too small for Spearman's rank calculation to be reliable. Some of the data may be unreliable and recorded in places where it is difficult to collect accurate data. (2 × [2])	[4]	
(c) There are a range of ideas the candidates could state. For example, weather forecasting, urban planning, river management, studying the rates of deforestation or urban growth. This list is not definitive. Mark each on their individual credibility.	[2]	
(d) • The course of the river Harwood Beck [2] • The confluence of the river Harwood and Tees [1] • One triangulation pillar (this should have the height also labelled) [1] • The secondary road (do not award those who have drawn the lower class roads) [1] • One other man-made/human feature (picnic site, public house, any building) [1] Award mark for each feature only if labelled.	[6]	30
	30	

Section B**AVAILABLE MARKS**

2 (a) The percentage of people in the 0–14 age group has decreased from 1964 to 2010. It has fallen from 40% to 18%. The percentage of people in the 60 plus has increased. The age group 15–59 has also seen increases. Max [2] if no figures. At least two trends for [3]

[3]

(b) Dependency ratios with a very high aged dependency ratio have many effects:

Negative effects:

- Growing health care demands: Health care provision is funded through the tax 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.
- Effects on 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.

Positive effects:

Candidates may discuss the growing number of pensioners with savings and higher levels of disposable monthly income to spend in the economy: or the increasing number of elderly who could be employed and used to ease the burdens on the economic active.

Candidate needs to have one positive and one negative economic implication.

If two positive or two negative effects given mark both and award the higher mark.

This is not a (2 × [2]) answer; for full marks negative and positive need to be included but need not be balanced.

If negative or positive left out completely, maximum [3]

If social reasons are offered, make sure the candidate makes an economic connection.

[4]

(c) There is a wide range of problems that the candidates may discuss for problems with data collection in LEDCs. Examples include:

- Financial problems: there is a lack of money to finance the collection of the data and to also process any information collected.
- Size of area to be surveyed: Many LEDC countries cover vast areas of land and this creates problems in ensuring that all areas, especially remote rural areas, are covered.
- Gender: there are some LEDCs where men are not allowed to interview women. This creates problems in accurate collection of data.
- Religious differences: many LEDC countries have a significant number of religious groups and very often conflict exists between these groups. It is very difficult to ensure that there are enumerators from all religious divisions to reduce possible conflict situations.

Minimum of two problems needed for full marks.

If only one problem, maximum [3]

Candidate could answer with a list or look at two in detail.

This list is not definitive, merely example, and candidates can produce other problems. Mark on their individual merit.

[5]

12

3 (a) (i) There is a clear pattern of social and economic deprivation in Leeds. Socially the wards with the highest percentage of no cars are all in the inner wards, so too are the wards with the highest number of cases per 10 000 of respiratory diseases. Economically, it is clear that these inner wards also have higher percentage of male and female unemployment. The inner wards appear to have higher levels of deprivation. If no figures quoted, maximum [2]. For [3] all three resources are needed. [3]

(ii) This answer requires case study material. They need to explain the economic and social pattern of deprivation using indicators and place names and offer valid reasons to explain this pattern. Candidates who only describe a pattern of deprivation should be limited to Level 1. Answers at inappropriate scale confine to Level 1.

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MARKS

Level 3 ([5]–[6])

Candidate has used a range of both social and economic indicators to explain the deprivation in their case study. They have mentioned specific place names and present detail and have good geographical terminology.

Level 2 ([3]–[4])

Still a good answer but the depth of detail may be less. There may be some inaccuracies or they may have omitted either social or economic completely. Place names may be absent.

Level 1 ([1]–[2])

A poor answer. There is limited understanding of the question set and quality of language is poor or candidates who only describe the pattern and offer no explanation will be limited to this level. [6]

(b) The syllabus highlights population change and service provision as the main issues faced in remote rural environments so candidates will focus on these. Remote rural areas are affected by out migration 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 out migration and the area goes into a downward spiral of neglect. Candidates have to describe only **one** problem. No reference to place, maximum [2]. [3]

12

4 (a) (i) It is clear from the resource that there has been an increase in the number of countries with a high human development index value. In particular, American countries and Russia. The continent of Africa has also seen improvements in its Human Development Index values from predominantly low values to medium-to-high values. South East Asia has also seen increases in the human index development values. Globally more countries are scoring higher values and the development gap has narrowed. If a candidate looks only at one area or has no global pattern limit to [1]. [3]

(ii) It is most likely that the second composite indicator the candidates will have learnt will be the Physical Quality of Life Index, PQLI. They need to be able to describe and evaluate this indicator so mark as $(2 \times [2])$. It measures literacy, infant mortality rate and life expectancy. They must be able to name all three indicators for [2]. They need to then offer a comment evaluating this measure. For PQLI it is likely that most will discuss the limitations of only using social measures. They may offer other evaluation points, this is just an example. Mark each on individual merit. Similarly they may not use the PQLI, this is fine too. Any wholly economic or social measures are not composite and score [0]. [4]

(b) Globalisation can be defined as a process in which national economies are becoming more and more integrated into a single global economy. Actions and decisions taken in one part of the world have knock-on effects in other parts. Within the process of globalisation there are winners and losers. [2]

The effects of globalisation include:

- Candidates may discuss the effects of transnational companies (positive).
- In social and cultural terms, globalisation is causing a movement towards a global society and a global culture. People across the globe share the same musical tastes, television programmes, films and also ideas. Some argue this gives people more choice [3].
- No statement of the effects on development, maximum [2] [5]

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MARKS

12

Section B

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Section C

5 Candidates need to answer the question using a national case study. This can be either a LEDC or MEDC. They must have a clear case study with details and depth of knowledge. There should be identifiable periods of time and a clear understanding of how the structure in each period changed. Each time period should have a clear description of the population structure at that time and offer a valid reason for it.

Candidates who merely describe the population structure changing over time with no explanation should be marked suboptimally at maximum [6].

Candidates who focus on changes over space or distribution will only achieve Level 1.

Level 3 ([9]–[12])

Candidate has an appropriate case study with details and depth of knowledge. They can describe using place and figures how the population structure of their case study has changed over time. They offer valid reasons for the changes outlined and there are clear identifiable periods of time.

Level 2 ([5]–[8])

Still a good answer but the depth of detail may be less. Dates and figures may be limited with some inaccuracies.

Level 1 ([1]–[4])

A poor answer. There is limited understanding of the question set and quality of language is poor. Answers without a case study or with an inappropriate case study are here.

[12]

12

AVAILABLE
MARKS

6 CHOICE (a): The candidates need to have named a specific regional development agency working in a remote rural area and outline how this agency has tried to deliver economic regeneration. They need to have all the depth associated with a case study, producing place names and figures. Better candidates will offer some discussion on how successful this agency has been, but this is not necessary for Level 3.

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Level 3 ([9]–[12])

A good answer that has named a regional development agency working in a remote rural area. They have clearly identified how this agency aimed to bring economic regeneration. They have produced case study specifics and the quality of communication is good.

Level 2 ([5]–[8])

Still a good answer but the depth of knowledge on either the workings of the regional development agency or the case study is less.

Level 1 ([1]–[4])

A poor answer that lacks key elements of the question and depth of knowledge is very poor. Quality of communication is poor or limited. Candidates with no case study or an inappropriate case study will be limited to this level.

CHOICE (b): The candidate needs to name a protected area and outline with case study specifics how this area has been managed. They need to outline how this management has catered for the needs of conservation, recreation and tourism within their protected area. Place details and, where appropriate, figures are expected for Level 3.

Level 3 ([9]–[12])

A good answer that has named a protected area. They have clearly identified how this area has been managed for conservation, recreation and tourism and have discussed all three. They have produced case study specifics and the quality of communication is good.

Level 2 ([5]–[8])

Still a good answer but the depth of knowledge may be less. Candidates who do not discuss one of the management issues (recreation, tourism or conservation) will be limited to this level. Candidates with a less detailed case study will be limited to this level.

Level 1 ([1]–[4])

A poor answer that lacks key elements of the question and depth of knowledge is very poor. Quality of communication is poor or limited. Candidates with no case study or inappropriate case study will be limited to this level.

[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. Their description should include examples of social or economic development indicators that show a clear difference in the level of development within their 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.

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Level 3 ([9]–[12])

Contrasts in the level of development will be described effectively and accurately using precise numerical and place information. Development indicators have been described. 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, inappropriate or omitted altogether.

[12]

12

Section C

24

Total

90