

GEOGRAPHY

The Assessment of Quality of Written Communication at AS

Opportunities for assessment of quality of written communication are found within each of the Assessment Objectives and thus within all questions that demand continuous prose that are marked out of ten.

For each of the ten mark questions in G1 and G2, the following criteria for quality of written communication should be applied to the levels of assessment.

Mark Band Criteria for the Assessment of Quality of Written Communication for 10 mark questions at AS.

Level 1	<ul style="list-style-type: none"> • Information is randomly organised and lacks clarity. • Statements are brief and bald and the language is simplistic with limited use of geographical vocabulary. • Spelling, punctuation and grammar are weak with errors that may be intrusive.
Level 2	<ul style="list-style-type: none"> • Information is relatively clear but points and arguments are not always direct or logically developed. • The use of geographical vocabulary is variable and prose style may lack precision or accuracy. • There are some errors of spelling, punctuation and grammar that may make the meaning unclear.
Level 3	<ul style="list-style-type: none"> • Information is organised clearly and coherently and arguments are logically developed and tightly structured. • Candidate writes in continuous prose using relevant and accurate geographical vocabulary. • There are relatively few errors of spelling, punctuation and grammar.

Assessment Objectives Grid for G2

	Knowledge and Understanding	Application	Skills	Total	Key Question
Question 1					
(a)		2	3	5	1.1
(b)	8	2		10	1.2
(c)	7	3		10	1.6
	15	7	3	25	
Question 2					
(a)		2	3	5	2.4
(b)	8	2		10	2.2
(c)	7	3		10	2.6
	15	7	3	25	
Question 3					
(a)			7	7	
(b)	4	4		8	
(c)	2		8	10	
	6	4	15	25	
	36	18	21		
	(48%)	(24%)	(28%)		

G2 – CHANGING HUMAN ENVIRONMENTS

Q.1 (a) Use information from Figure 1 to describe the projected changes. [5]

There are a variety of points which could be made. Some suggestions appear below, but are not exhaustive. Award marks for other valid points but do not double credit the same trend.

- An overall increase in population.
- China loses its first place to India.
- USA and Indonesia remain in third and fourth places respectively.
- Brazil falls from fifth to eighth place.
- Pakistan takes Brazil's place of fifth.
- Nigeria moves up two places to sixth.
- Russia and Japan fall out of the top ten.
- Congo and Philippines appear on the list for the first time.

Allow 4 marks for basic description of **change**.

Additional marks for any valid calculations and/or proportions. Units must be accurate but figures can be rounded. Credit appropriate categorisation with exemplification.

No reasons or a critique of the data are required and no credit should be awarded for such.

(b) Explain variations in fertility rates between countries at two different stages of the demographic transition. [10]

A definition of total fertility rate would be a good start so that confusion with birth rates is avoided.

The average number of children a woman has throughout her childbearing years, 15 to 49.

A selection of statistics representing two case studies would also be a valuable inclusion.

The average world wide TFR is 2.6: the average for developed countries is 1.87 and for developing countries, 4.6.

Stage 2: e.g. Niger 7.4; Angola 6.6.

Stage 3: Brazil 2.0; India 2.7.

Stage 4: UK 1.9; Canada 1.6.

Stage 5: Germany 1.3; Romania 1.3.

Reasons for a relatively high TFR in Stage 2:

- Children are needed to help on the farm.
- Children are needed as a pension.
- Children are needed as a health care service.
- More children are needed to replace those who die young (high infant mortality e.g. Mali 110).
- Contraception is not widely available.
- Contraception is not culturally accepted.
- The lack of education regarding family planning (high school fees).

Stage 3 countries would have lower TFR due to the following developments:

- The establishment of medical centres with health checks and vaccinations against malaria and diarrhoea reducing infant mortality.
- Contraceptive advice is available at health centres.
- Education is more affordable with fewer children in the family.

e.g. Total population of India is 1.2 billion. In Kerala, fertility has dropped from 7 to 3 due to:

- sterilisation of women
- health care.
- contraceptive advice
- education on family planning
- high (90%) literacy rate amongst women
- education gives women confidence to take control of their own lives
- economic changes bring stability to society such as a minimum wage, owning property, the establishment of trade unions to argue for workers' rights.

Stages 4 and 5 countries have low TFRs, some factors encouraging this are:

- The baby boomers (1946-1954) have just reached pension age: by 2021 20% of the population of the UK will be pensioners. Pensioners tend not to have many babies.
- Infant mortality is low, (UK 4.6), so not many dead babies need replacing.
- The introduction of the pill and other efficient contraceptives since the 1960s have enabled choices about babies to be made.
- Many women have chosen to follow a career, delay marriage and delay a family so giving less time to produce many babies.
- People can choose a more materialistic lifestyle instead of babies.
- The encouragement of pronatal policies, e.g. France.

(Figures from www.prb.org data sheet 2009.)

Level 3 8-10 marks	Developed knowledge and detailed understanding of influences on fertility rates in two stages of the demographic transition. Good development of examples.
Level 2 4-7 marks	Some knowledge and understanding of fertility rate variation perhaps using birth rates instead of fertility rates. Examples are evident and enhance the explanation.
Level 1 0-3 marks	Superficial knowledge and understanding of fertility variation. Little use of examples.

(c) Outline policies to tackle the demographic challenge of high mortality rates. [10]

High mortality rates could be defined statistically using one or more case studies.

High mortality rates could be associated with:

- Countries in Stages 2 and 3 of the demographic transition such as Sierra Leone [20/1000] and Central African Republic [19/1000] are poor and have low health care levels.
- Countries suffering the ravages of AIDS: Lesotho [23], Swaziland [15].
- Countries at war: Afghanistan [18].
- Some candidates may consider that mortality rates in stage 5 of the demographic transition may be worthy of a 'high' classification as this is when mortality rates begin to increase: such as UK [9], Germany [10], Italy [10], and Japan [9].
- Eastern European countries have relatively high death rates such as Ukraine [16], Russia [15], Bulgaria [14].

(All figures derived from www.prb.org data sheet 2009.)

Policies to tackle high mortality rate would focus on:

- better general health care
- specific health care policies associated with HIV/AIDS
- improving economic structures such as more employment and pension schemes
- providing more care for the elderly
 - education providing advice on healthy lifestyle choices regarding smoking drinking, safe sex, eating and exercise
- encouraging higher birth rates to redress the dependency ratio issue.

The policies will vary dependent upon which case studies are chosen.

Level 3 8-10 marks	Developed knowledge and detailed understanding of specific population policies to reduce mortality rates. Good development of example(s).
Level 2 4-7 marks	Some knowledge and understanding of mortality rate reduction policies with perhaps only one policy adequately outlined. Example(s) are evident and enhance the outline.
Level 1 0-3 marks	Superficial knowledge and understanding of mortality rate reduction policies. Perhaps concentrating on the causes of high death rates. Little use of example(s).

Q.2 (a) Use information from Figure 2 to describe the issues facing retailing in the CBD. [5]

The particular issue of recession facing CBDs was not with us when the specification was written, but it fits into 2.4, the *issues* being faced in the CBD. No extra taught knowledge is required to interpret this resource.

There are three articles and two photographs. The photographs in this case simply add a visual element to the resource and full marks may be achieved without specific reference to the photographs.

Credit elaboration of the resource.

Suggested issues:

- An empty space in the high street, perhaps one of many, makes the high street less attractive and discourages trade in the vicinity.
- An empty store could be occupied by cheap, down market retailers paying a cheap rent.
- Lowering the quality of what the retailing experience can offer.
- 'Pop-up' shops may appear temporarily giving a transitory feel to the CBD.
- Shop workers who lost their jobs will have less money to spend and will spend less time in the CBD buying their lunch and frequenting other shops at lunchtime
- Severe economic consequences.

Accept any other reasonable interpretation of 'issues'.
Do not credit extended explanation.

(b) Outline the factors that may lead to reurbanisation. [10]

Reurbanisation is the movement of people back from rural areas into urban areas. The destination is usually a redeveloped, and/or gentrified, and/or regenerated inner city area, but doesn't have to be.

The factors leading to reurbanisation may be split between push and pull.

Push

The 1970s was the decade that counterurbanisation greatly developed. The children of the counterurbanisers have issues with living in villages, hence push factors ensue. Remote rural villages also have push factors.

- The lack of economic opportunities in rural areas.
- The lack of social, leisure and recreation facilities for the younger element.
- The lack of environmental stimulation and villages becoming 'suburbanised.'
- The lack of environmental stimulation and villages becoming 'suburbanised'.

Pull

- The regeneration and/or gentrification and/or redevelopment of the inner areas of urban areas both inner city and CBD leading to increased employment opportunity.

Accept any factor leading to increasing population within an urban area that has previously declined, e.g. immigration, studentification.

Good examples of where re-urbanisation has occurred, and the reasons for it, would be expected for a Level 3 answer.

Level 3 8-10 marks	Developed knowledge and detailed understanding of push and/or pull reasons for reurbanisation. Good development of example(s).
Level 2 4-7 marks	Some knowledge and understanding of reasons, but a relatively narrow or shallow interpretation with perhaps only push or pull factors considered. Example(s) are evident to enhance the answer.
Level 1 0-3 marks	Superficial knowledge and understanding of any reasons. Little use of example(s).

(c) Describe and explain how rural settlements are changing. [10]

Perception, availability of cheap personal transport and a greater disposable income are contributory pull factors, with urban noise, dirt, pollution and expense, being push factors.

Some rural settlements are changing by *growing in population as* urbanites with their urban lifestyles and perceptions move into a different cultural set up. Changes may be demographic, environmental, social/cultural, political, and/or economic.

Demographic

- The structure of the village population changes with a younger age range.
- Local schools change in their number of pupils.

Environmental

- Noise disturbance from extra traffic and partying from the newcomers.
- The built environment changes as urban estate-like regimented housing styles infiltrate the more traditional rural architecture.
- Commuting will cause more traffic with associated congestion and atmospheric pollution.

Social / cultural / political

- There will be conflicts about future village development.
- Language issues may arise in certain parts of the UK.

Economic

- The local economy changes with either more or less retail outlets.
- Village services such as the post office and bus services may change.
- Recreation and leisure providers will benefit.

Some villages may be *declining in population* as:

- Second home buyers reduce the permanent population causing a decline in local services, resentment and an older permanent population.
- The lack of economic opportunities in rural areas.
- The lack of social, leisure and recreation facilities for the younger element.

Case studies to exemplify some of the above suggestions are expected.

Level 3 8-10 marks	Developed knowledge and detailed understanding of how rural settlements are changing. Good development of example(s).
Level 2 4-7 marks	Some knowledge and understanding of how rural settlements are changing. Example(s) are evident and enhance the explanation.
Level 1 0-3 marks	Superficial knowledge and understanding of how rural settlements are changing. Little use of example(s).

Q.3 (a) Use Figure 3 to describe the environmental quality of the student district shown. [7]

Photograph A shows several estate agents' letting boards. Such a great number blight the street and can be regarded as an eye-sore, particularly as their colour is a striking red.

Plenty of cars are parked on the street: there could be many old, polluting and noisy cars belonging to students.

Traditional, long-established residents may have difficulty finding a parking space as often several students' cars may belong to one property in multiple occupation.

Bins have been left out on the pavement; an eye-sore and a trip hazard. Some councils fine people for this behaviour.

Photograph B shows a Chinese takeaway in the middle of a residential street. A terraced house has been converted for the purpose. Such a location will cause disruption to any local permanent residents as often late night opening will mean noise disturbance along this street. More bins can be seen.

Photograph C shows rubbish strewn at the back of houses. Several bins indicate multiple occupation and little responsibility is indicated in keeping the area litter free.

Photograph D shows graffiti, always a problem in an area which attracts young people. Students may not be to blame, but local youngsters perceive the environment isn't perhaps very inviting and therefore is an appropriate place to practise their particular art form thus degrading the environment further.

Award positive statements.

Level 3 6-7 marks	Developed description linked overtly to the environmental impact as seen in all photographs with possible structuring and organisation of information.
Level 2 3-5 marks	Some description, but link with the environment is shallow and not all photographs have been addressed.
Level 1 0-2 marks	Superficial description with no, or very vague, references to the environment, with only one or two photographs used.

- (b) **Suggest one or more sources of information, other than photographs, that could be used to study a student district. Give reasons for your choice(s).** [8]

A wide variety of data sources is available including:

- Internet data: mapping, tabulated data, written information
- Google Earth and other GIS sources from the Internet
- A variety of primary or secondary data sources including questionnaires, structured interviews, settlement transects, land use maps, subjective surveys, counts of pedestrians, footfall, litter and traffic.

One or more sources are required with justifications as to the appropriateness and efficacy of the choice. Choice of source(s) may be justified in terms of accuracy, suitability of method, topicality. Candidates may refer relevantly to their own studies as a case study example which is perfectly acceptable, but not necessarily required.

Do not credit **elaborate** descriptions of method/practicality unless used as justification.

Level 3 7-8 marks	Developed knowledge of one or more sources of information. Detailed and developed understanding of the reasons for the choices. Good development of examples of sources of information. Credit breadth or depth.
Level 2 4-6 marks	Some knowledge of one or more sources of information. Some understanding of the reasons for the choices. Examples are evident and enhance the answer.
Level 1 0-3 marks	Superficial knowledge of one or more sources of information. Limited understanding of the reasons for the choices. Little use of examples.

- (c) **Outline the main conclusions of your own investigation into a changing human environment.** [10]

Marking will depend on the quality of response and must be adjusted to suit individual studies presented.

A statement of what the investigation set out to achieve would be expected with a detailed review of whether or not the initial hypothesis, question and/or issue had been realised.

Some candidates may incorporate an evaluation as part of their conclusion; this is acceptable.

Level 3 8-10 marks	Developed knowledge and detailed and developed understanding of the conclusion to the investigation. Good development using the context of the investigation.
Level 2 4-7 marks	Some knowledge of the conclusion to the investigation. Some development using the context of the investigation. Perhaps a good evaluation without conclusion.
Level 1 0-3 marks	Superficial knowledge of the conclusion to the investigation and/or a weak evaluation. Little use of the investigation. No natural or implied statement or question for investigation.

Assessment Objectives Grid - G3A

Question	AO1 Knowledge & Understanding	AO2 Application	AO3 Skills	Total
G3 A Themes 1-3	13 (extend geographical ideas, concepts & processes)	7 (evaluations & connections between aspects of Geography)	5 (reach conclusions & communicate findings)	25
G3 A Themes 4-6	13 (extend geographical ideas, concepts & processes)	7 (evaluations & connections between aspects of Geography)	5 (reach conclusions & communicate findings)	25
G3B (a) (b)	3 6 (geographical concepts)	3 3 (apply understanding and evaluation of techniques)	4 6 (use a range of skills & techniques)	10 15
	35 46%	20 27%	20 27%	75 (100%)

G3A

SECTION A: CONTEMPORARY THEMES IN GEOGRAPHY

Summary Descriptor	Marks out of 25	Criteria
Very good	21-25	<ul style="list-style-type: none"> • A response that demonstrates a high order of conceptual understanding and an appreciation of the holistic nature of geography within the context of the question. • Critical analysis, synthesis and assessment of the connections between the different elements of the subject. • Wide-ranging, thorough and accurate knowledge. • Detailed and possibly original exemplification. • Well-directed and well-annotated sketch maps/diagrams. • A well-structured, coherent and logical response. • Complex ideas expressed clearly with few, if any, errors in grammar, punctuation and spelling.
Good	16 – 20	<ul style="list-style-type: none"> • A confident grasp of relevant concepts and principles. • Sound analysis, synthesis and assessment of some of the connections between the different elements of the subject. • Good factual knowledge and understanding. • Appropriate exemplification. • Appropriate, basically accurate annotated sketch maps/diagrams. • The response is clear, coherent and appropriately structured. • The quality of English is consistently sound <p><u>At the lower end</u></p> <ul style="list-style-type: none"> • Arguments may not be fully developed • Some lack of balance • Minor flaws in logical ordering or linguistic expression • Diagrams not well-integrated
Average	11 - 15	<ul style="list-style-type: none"> • A reasonable grasp of relevant concepts and principles. • Arguments are partial with points limited in range, depth and development with only limited linkage. • A secure, straightforward base of knowledge and understanding. • Examples are superficial and may be variable. • Limited use of basic diagrams. • There may be some loss in coherence. • Language is correct but simplistic. <p><u>At the lower end</u></p> <ul style="list-style-type: none"> • An unfocused or potentially relevant response • Weaknesses in structure and expression
Marginal	6 - 10	<ul style="list-style-type: none"> • Some grasp of concepts and principles is evident, but there may be inaccuracies and misconceptions. • Arguments are weakly presented and most points are generalised or of partial relevance to the question with little or no linkage. • Some knowledge and understanding, but it is limited in scope. • There is limited use of examples. • Sketch maps/diagrams contain inaccuracies. • The response lacks fluency. • Expression may be poor and there are basic errors in the spelling of geographical terms. <p><u>At the lower end</u></p> <ul style="list-style-type: none"> • Understanding of the question is weak
Weak	1-5	<ul style="list-style-type: none"> • There is minimal understanding of subject material. • Organisation of material is poor and although occasional relevant points are made much is irrelevant. • The response demonstrates poor knowledge and understanding and contains errors. • Little use of examples or if evident they are irrelevant to the question. • The response may be incomplete or difficult to follow. • The answer is poorly written and contains basic errors in the spelling of geographical terms.