

### Assessment Objectives Grid for G2

	<b>AO1 Knowledge and Understanding</b>	<b>AO2 Application</b>	<b>AO3 Skills</b>	<b>Total</b>	<b>Key Question</b>
<b>Question 1</b>					
(a)	0	2	3	5	1.4
(b)	8	2	0	10	1.3
(c)	7	3	0	10	1.6
	15	7	3	25	
<b>Question 2</b>					
(a)	0	2	3	5	2.1
(b)	8	2	0	10	2.3
(c)	7	3	0	10	2.6
	15	7	3	25	
<b>Question 3</b>					
(a)	0	0	7	7	1.4/2.2
(b)	4	4	0	8	
(c)	2	0	8	10	
	6	4	15		
	36 (48%)	18 (24%)	21 (28%)	75 (100%)	

## GEOGRAPHY – G2

### CHANGING HUMAN ENVIRONMENTS

#### 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.

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

## GEOGRAPHY – G2

### CHANGING HUMAN ENVIRONMENTS

- Q.1 (a) Use *Figure 1* to describe the issues outlined in the newspaper article about migration. [5]**

Look for the following issues:

- rapid increase in the costs of benefits
- dealing with numbers awaiting deportation
- swamping of deportation system
- increased costs falling on the taxpayers.

Award one mark for issue and one mark for elaboration, with a further mark for a final issue or elaboration up to a maximum of 5. Maximum 2 marks for direct lift. Do not respond to candidates' individual views/perceptions of the issues.

Elaboration may include extended issues as to the type of costs involved, such as employment of staff in detention centres and at the UK Border Agency as well as the cost and time of lawyers and charities involved in asylum seeker work and possibility of biased reporting.

- (b) Outline *two* ways in which migration changes the population characteristics of an area. [10]**

This is an open question and there could be a number of approaches. Ways can be interpreted as the process of change and the characteristics of change. Population characteristics may include the following and reference to destination and / or source. Accept a range of scales from local to international.

#### **Demographic**

- Total **numbers** of people which may either increase or decrease which may lead to over- or under-population.
- The **gender** ratio: where a migration is dominated by either male (construction workers from India to Dubai) or females (Philippine females out-migrating to MEDCs).
- **Age structure**: such as retirement migration.

#### **Social structure**

- The unwelcoming attitudes of the host community when a non-indigenous group enters an area bringing different social customs and habits. Many examples exist involving, for example, Jews, Poles, Mexicans and Turks.
- Multicultural influences and social mixing between religions and races.

Any two distinct changes in demographic characteristics need to be explained with elaborative detail from migration case studies. A single migration or a multitude of migrations may be used.

Other aspects of migration characteristics, such as economic and environmental, should be credited fully if a connection with demographic change has been made. If no link with demographic change has been made then the mark limit is level 2.

<b>Level 3: 8–10 marks</b>	Developed knowledge and detailed understanding of ways in which population characteristics are changed by migration. Good development of examples.
<b>Level 2: 4–7 marks</b>	Some knowledge and understanding of ways in which population characteristics are changed by migration. Example(s) are evident and enhance the explanation.
<b>Level 1: 0–3 marks</b>	Basic knowledge and understanding of ways in which population characteristics are changed by migration. Little use of example(s).

**(c) Discuss policies to address the demographic challenge of high mortality rates. [10]**

The term high may be interpreted in several ways: really high, i.e. Zambia 20/1000 (2010) or relatively high in comparison with birth rates, i.e. Ukraine DR 15/ BR 11.

Currently countries in stages 2 and 3 of the demographic transition will have a variety of policies to reduce deaths mainly focusing on improving health, sanitation, education and social structure. Even health and safety issues perhaps associated with road traffic may feature.

Stage 5 countries will continue to prolong the lives of their citizens with medical advancement, but at the same time may encourage the demographics of the country to change by allowing younger workers into the country. Also countries, through various policies, to encourage procreation, will thus reduce the impact of an ever ageing population. In so doing the nation's overall death rate will reduce. Other policies might include making abortion illegal, regulation of birth control, family allowances, state support for mothers, restricting the roles of women.

AIDS is in the specification and candidates may focus on ways of reducing deaths from AIDS. Such a response can achieve full credit. An example of a case study of Swaziland is provided below.

- HIV surveillance was introduced in 1992, when 3.9% of pregnant people were HIV positive.
- Condom use promoted by free distribution.
- Screening of all donated blood.
- Improvements to health care for those living with HIV and particularly to aid prevention of mother to child transmission.
- Improvements to women's access to prevention services.
- Early diagnosis established by scaling up testing services. Swaziland has an increasing number of sites (40 plus) providing voluntary counselling and testing (VCT); by 2008 the government aimed to have 40% of adults aged 15 to 49 tested for HIV.
- Behaviour change encouraged by communication distributed through national media, in schools and in workplaces. Adverts on billboards, radio and the printed press with slogans such as, "Because tomorrow is mine" and "I want to finish my education. Sex can wait" have been set up.
- In 2001 King Mswati III reinstated a custom that banned all girls under 18 from sexual activity for five years, and required any man who has sex with a virgin to pay a cow to the girl's family. All girls were made to wear tassels to display their virginity.
- The government is providing free nationwide [antiretroviral treatment](#) (ARVs).

Statistics and case study knowledge would be expected for Level 3. The command word, discuss, is not an evaluation, and although the relative success of such policies may be mentioned, this is not a requirement for a Level 3 answer. Answers that lack links to mortality are likely to be self-penalising.

<b>Level 3: 8–10 marks</b>	Developed knowledge and detailed understanding of specific policies to tackle the demographic challenge of high mortality rates. Good development of example(s).
<b>Level 2: 4–7 marks</b>	Some knowledge and understanding of policies to tackle the demographic challenge of high mortality rates. Example(s) are evident and enhance the discussion.
<b>Level 1: 0–3 marks</b>	Basic knowledge and understanding of policies to tackle the demographic challenge of high mortality rates. Little use of example(s).

**Q.2 (a) Use *Figures 2a and 2b* to describe the settlement hierarchy in North Cambridgeshire. [5]**

The idea is to combine the two figures to classify the settlements into a hierarchy similar to the one suggested below.

If we match the classification triangle with reality we are **probably** looking at a 3 / 4 level hierarchy:

- large town: March, Wisbech
- small town: Chatteris, Whittlesey
- village: large – Doddington, small – Christchurch, Murrow, Newton
- hamlet: Fitton End, Ramsey Mereside, Stonea.

The village category could usefully be split into large and small villages as above, but this is not necessary to achieve full marks.

Allow up to 3 marks for information similar to that given in the bullets and a further 2 marks for developed information provided, such as understanding of hierarchy, population information and the service provision in a selection of settlements.

**(b) Describe and explain the regeneration of an area within an urban settlement. [10]**

This question consists of two elements – description and explanation and one may be treated in more depth than the other. Explanations can include policies of regeneration.

Any area: CBD / inner city / suburban examples are acceptable. Multiple examples of areas and settlements are equally valid.

**CBDs** have had to reinvent themselves to come to terms with many changes.

- **Economic**
  - People have more disposable income and a shopaholic society has developed.
  - CBDs have changed from suiting a society with needs to a society with wants.
- **Social**
  - Younger people are delaying settling down with a partner and family and are spending money on entertainment, so CBDs have responded by creating entertainment sectors with lots of bars, clubs, cafes etc.
- **Environment**
  - CBDs have improved their environment with pedestrianisation, flowers, trees and fountains as people expect a more pleasant shopping experience to suit their greater disposable income.
- **Out-of-town developments**
  - CBDs have had to compete vigorously with out-of-town developments.
- **Inner city redevelopments**
  - Re-urbanisation and studentification have provided a larger purchasing power within walking distance of the CBD.
- **Internet**
  - CBDs have to compete with internet shopping so have to encourage people with a much more pleasurable experience than clicking a mouse button!

**Inner cities** have been similarly regenerated for several reasons:

- **The decline of manufacturing industry** for reasons of competition from abroad and cheaper more accessible locations out of town thus leaving abandoned and derelict factories.
- **Decline of traditional dock areas** with associated industry due to larger bulk carriers and the trend away from manufacturing in the national economy.
- **Out migration of the younger dynamic sector** of the community leaving behind an older less skilled and employable community.
- **The influx of migrant communities** has encouraged much social and some structural changes in catering for a different ethnic community.
- **The process of re-urbanisation** where the demand for city living has expanded from dynamic young professionals.
- **The vast rise in student numbers** has encouraged inner city universities to expand their accommodation provision.

Although reasons have been segregated above into CBD and inner city, several reasons are linked.

**Suburban regeneration** schemes may include the renewal of old housing estates.

Expect explanation similar to that above with description and case study material. Those responses with no explanation should not go beyond Level 2.

<b>Level 3: 8–10</b>	Developed description of the regeneration of an area(s) within an urban settlement(s). Detailed knowledge and understanding of the reasons for the regeneration of an area(s) within an urban settlement(s). Good development of example(s).
<b>Level 2: 4–7 marks</b>	Some description of the regeneration of an area(s) within an urban settlement(s). Some knowledge and understanding of reasons for the regeneration of an area(s) within an urban settlement(s). Example(s) are evident to enhance the answer. Only addresses one element of the question
<b>Level 1: 0–3 marks</b>	Basic description of the regeneration of an area(s) within an urban settlement(s). Basic knowledge and understanding of reasons for the regeneration of an area(s) within an urban settlement(s). Little use of example(s).

**(c) Outline ways in which housing is changing in rural areas. [10]**

This is an open question and there could be a number of approaches. Ways can be interpreted as the process of change, the characteristics of change and residential demographics.

Answers can be approached through a variety of structures e.g.

- by distance from an urban area
- by size of settlement / residential unit / development
- social and demographic
- ownership characteristics
- quality of the built environment.

Suggestions

**Rural–urban fringe and rural settlements**

Housing in the rural–urban fringe and rural areas is changing as more of it is being built as a consequence of counter-urbanisation. Villages are being engulfed by modern housing estates to serve commuters. Such houses are usually different from the local established housing. Often new housing estates take no regard for traditional building styles and look very much the same as in the suburbs of towns; hence the term ‘suburbanised’ villages. More wealthy people can afford to purchase larger detached properties which may often be purpose built or undergo much renovation, again changing the style of a house from its traditional character (satellite dishes, different window styles). Barn conversions, planning restrictions, traveller communities and provision of social housing may also be included.

**Remote rural settlements**

Abandonment by locals is often occurring as they sell up at inflated prices to second homers: this also leads to the younger locals leaving as house prices become unaffordable. Much of the housing stock could be taken over by ‘outsiders’, ‘second homers’ who may spend a lot of money ‘beautifying’ their newly acquired property. Other homes may be left derelict in areas due to location or be in areas not so scenically attractive for tourism.

Support from examples/case study material and place detail will enhance the answer.

Credit breadth and / or depth; responses may cover some ways in greater detail than the others which is acceptable.

<b>Level 3: 8–10 marks</b>	Developed knowledge and detailed understanding of the ways in which housing is changing in rural areas. Good development of example(s).
<b>Level 2: 4–7 marks</b>	Some knowledge and understanding of the way(s) in which housing is changing in rural areas. Example(s) are evident and enhance the explanation. Only one way is covered.
<b>Level 1: 0–3 marks</b>	Basic knowledge and understanding of the way(s) in which housing is changing in rural areas. Little use of example(s).

**Q.3 (a) Use information from *Figure 3* to describe the predicted population structure of Russia in 2050. [7]**

Those that demonstrate some knowledge of the overall shape of the population structure pyramid supported facts and figures would achieve a Level 3 answer.

The overall shape could be described as convex; a regressive pyramid; there are more old people than children, i.e. ageing, top heavy structure.

There are a variety of points which could be made. Some suggestions appear below, but these are not exhaustive. Award marks for equally valid points.

- Below 30 each age range has less than 6 million and the gender ratio is relatively even with, for example, in the 0–4 year olds more boys (approx 2.6m) than girls (approx 2.4m).
- Gender Ratio appears very even up until 49, with for example, approximately 3.2m each at 45–49.
- Numbers begin to increase above thirty reaching a peak of 3.5m females and 3.7m males at 45.
- A reduction in numbers then occurs with a minimum of 2.8m females and 3.7m males at 50–54.
- A massive rise in numbers then occurs reaching a peak at 60–64 with 4.9m females and 4.2m males, a total of 9.1 million.
- By 75–79 females are very dominant: 1.7m males to 3.4m females: 1.8m more females: i.e. double.
- Females continue to dominate the older age ranges, for example 1.3m 90–94 year olds compared with 300,000 males.

<b>Level 3: 6–7 marks</b>	Developed description linked overtly to the population pyramid data by selective use of precise, relevant facts and figures.
<b>Level 2: 3–5 marks</b>	Some description, but the use of the population pyramid data is patchy and underdeveloped.
<b>Level 1: 0–2 marks</b>	Basic description with no, or very vague, references to the population pyramid data.



**(b) Describe *two* different ways of representing population data on maps.****[8]**

Ways can be interpreted as the process of construction of the maps and / or how the data depicts population characteristics on the maps.

The following are a selection of mapping techniques used to handle a wide variety of population data.

- Choropleth
- Dot
- Isoline
- Located symbols (bar charts, pictograms, pie graphs)
- Flow-line
- Topological
- Proportional symbols
- Digital

Population data could include migration statistics as well as total population, male, female, age, birth rate, death rate, ethnic composition, density, infant mortality, total fertility rate, movement.

Temporal and /or spatial mapping are both possibilities.

Credit breadth and / or depth; responses may cover one way in greater detail than the other which is acceptable. There must be some link to representation on maps to achieve more than Level 1.

<b>Level 3: 7–8 marks</b>	Detailed and developed description of two different ways of mapping population data. Good development of examples.
<b>Level 2: 4–6 marks</b>	Some description of two different ways of mapping population data; or lacks balance - detailed description of one way. Examples are evident and enhance the answer.
<b>Level 1: 0–3 marks</b>	Basic description of way(s) of mapping population data. Little use of examples.

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

***You should state clearly the question that you have investigated.***

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

From the WJEC document on stages in the enquiry process, conclusions are included in the 'conclusion and evaluation stage' as:

<b>5. Conclusion and Evaluation</b>
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- Summarise the conclusions you have been able to reach about each of your sub-questions. Your conclusions must be effective and acceptable, linking directly back to the questions.
- Evaluate the methods of data collection and sampling techniques used.
- Comment on the strengths and weaknesses of the study as a whole and the importance of obtaining accurate and reliable data.
- Suggest further research that could be carried out and/or questions to be answered.

Thus an outline 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, which is acceptable.

<b>Level 3: 8–10 marks</b>	Developed knowledge and detailed understanding of the conclusion to the investigation. Good development using the context of the investigation.
<b>Level 2: 4–7 marks</b>	Some knowledge of the conclusion to the investigation. Some development using the context of the investigation. Perhaps a good evaluation without conclusion.
<b>Level 1: 0–3 marks</b>	Basic knowledge of the conclusion to the investigation and/or a weak evaluation. Little use of the investigation.