Assessment Objectives Grid for Geography - G2

	Knowledge and Understanding	Application	Skills	Total	Key Question
Question 1					
(a)		**2**	**3**	**5**	**1.3/4**
(b)	**8**	**2**		**10**	**1.4**
(c)	**7**	**3**		**10**	**1.5**
	15	**7**	**3**	**25**	
Question 2					
(a)		**2**	**3**	**5**	**2.4**
(b)	**8**	**2**		**10**	**2.4**
(c)	**7**	**3**		**10**	**2.5**
	15	**7**	**3**	**25**	
Question 3					
(a)			**7**	**7**	
(b)	**4**	**4**		**8**	
(c)	**2**		**8**	**10**	
	6	**4**	**15**	**25**	
	36 **(48%)**	**18** **(24%)**	**21** **(28%)**		

Using the mark bands

The aim is to find the descriptor that conveys most accurately the level attained by the candidate, using the best-fit model. A best-fit approach means that marks should be awarded for a response that most fairly matches different aspects of the descriptor.

GCE GEOGRAPHY G2

CHANGING HUMAN ENVIRONMENTS

Q.1 (a) Use *Figure 1* to describe the percentages of ethnic groups in selected areas of the UK. [5]

Award (1 mark) for a descriptive point and (1 mark) for an illustrative confirmation of that point, up to 4 marks, with a further (1 mark) for an overview, impression statement or constructive use of figures. Award a maximum of (3 marks) for a description of just one area.

Suggestions
The following suggested comments are organised around London having the greatest variety of ethnic groups. Any valid alternative organisation is acceptable.

- The highest White British group is in Wales at 93% with the lowest being in London, 33.5% lower at 59.5%.
- Other ethnic groups represent the next largest group in London at 13.7% which is three times more than in South West England and nearly four times (3.7 times) more than in Wales.
- London has the largest proportion of Asian or Asian British at 13.2%, six times more than the South West and seven times more than Wales.
- London has the largest percentage, at 10.1%, of Black or Black British; this is 16/17 times more than Wales and 8 times more than the South West.
- Mixed ethnicity only represents 3.5% in London, the lowest proportion here, but this is still three and a half times that of Wales and three (2.7) times that of the South West.

Overview

The following are suggestions for an overview comment:

- London has the greatest diversity of ethnic groups whilst Wales has the greatest homogeneity.
- White British represents the largest ethnic group in all three areas.
- Diversity exists to some extent in all three areas.
- A similar rank order exists in all three areas.

(b) Outline some of the consequences for countries with developed economies of inflows of refugees and asylum seekers. [10]

The consequences can be local, regional and/or national. Answers need to focus on refugees and asylum seekers and some credit should be given to candidates who provide some definition / distinction between them. Answers which only focus on economic migrants should be restricted to Level 1.

Although an attempt has been made to segregate the consequences, there is a considerable amount of overlap and integration between points.

Possible consequences can include:

Economic
- Puts extra economic pressure on social services, social security, NHS, police and education.
- The authorities spend time, effort and resources on sorting out the genuine refugees and asylum seekers from false cases, such as economic migrants.
- Inflows of refugees and asylum seekers can maintain low living standards in already deprived areas.
- From a government economic viewpoint asylum seekers, once granted refugee status, can help the economy as wage rates can remain competitive.
- Many asylum seekers are "lost" in the processing system and find work which keeps wages down, but may be exploited and without a taxation contribution.

Social
- The issue of repatriation is often an emotional one in which human rights lawyers have become involved.
- Asylum seekers need to be located somewhere whilst their application for asylum is processed. This can lead to tensions between the local community who have an asylum centre in their area and the asylum seekers themselves.

Cultural
- Indigenous people may be upset by different habits of the refugees and asylum seekers
- Religious differences and respect for the law in the new homeland may be issues.
- Multicultural benefits of refugees may accrue, for example in food choice and entertainment located in specific areas (Notting Hill Carnival).

Demographic
- Asylum seekers once granted refugee status could apply to have many other members of their family similarly treated and thus increase population by in-migration.
- Where incomers such as refugees and asylum seeks have higher birth rates than the indigenous population this can cause resentment and extra pressure on the NHS and education.
- Refugees and asylum seekers could be good for the demographic makeup of a country which may be entering stage 5 of the DTM, so reduce old-age dependency.
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Level 3: 8-10 marks	Developed knowledge and understanding of some of the consequences of refugees / asylum seekers. Good development of example(s).
Level 2: 4-7 marks	Some knowledge and understanding of some of the consequences for countries with developed economies of inflows of refugees / asylum seekers. Example(s) enhance the explanation.
Level 1: 0-3 marks	Basic knowledge and understanding of some of the consequences for countries with developed economies of inflows of refugees / asylum seekers. Limited detail. Little use of example(s).

(c) Discuss the impacts of changing gender structures in the population of *one or more* countries. [10]

The question is on impacts and not causes of gender imbalance. An answer which focuses entirely on causes cannot achieve a Level 3. Some candidates may illustrate their account with population pyramid diagrams. Credit these if accurate and made relevant to the answer. Some credit, up to Level 1 may be given where candidates contextualise their answers with causal information as exemplified below.

Suggested impacts might include the following and give credit for any relevant example not mentioned below:

- Demographic change through time provides different gender ratios between age cohorts. Stage 5 of the demographic transition is where a different gender ratio is very prominent. In this stage there are far more old females than males. The impact on single female old age pensioners who outlive their partners is often isolation and loneliness as well as practical issues of mobility and health care.
- Countries which have government controlled birth policies, such as China, can skew the number of males to females. China's one child policy, introduced in 1979, has led to many younger males than females. The male to female ratio has increased from 1:1.06 to 1:1.19. There are many social impacts in that males find it difficult to find a marriage partner. This can lead to internal migration to large cities and economic stress in the job market and for city planners in attempting to accommodate a greater influx of migrants. Female babies have been reported to have been killed at birth or abandoned to orphanages. Over 90% of all urban children and over 60% of rural children have no brothers or sisters. The concern is that single-child families would produce self-centred "little emperors" and "empresses". The shortage of women may have increased mental health problems and socially disruptive behaviour among men and has left some men unable to marry and have a family. The scarcity of females has resulted in kidnapping and trafficking of women for marriage and increased numbers of commercial sex workers, with a potential resultant rise in human immunodeficiency virus infection and other sexually transmitted diseases. There are fears that these consequences could be a real threat to China's stability in the future. Political consequences are that the Chinese government has recognised some of the social and economic issues and is relaxing the harsh one child policy in the light of these issues particularly in rural areas.
- India has a similar issue where female babies are aborted, killed or abandoned; this is not so much a government policy but a Hindu religious preference for males in their family to perform economic, social and religious functions. Political decisions have been taken to address some of the excesses of this desire for male babies such as banning pregnant women from having scans to discover the sex of their child. This has led to a thriving economic industry in illicit private scanning.
- Migration causes gender imbalance; a good example is Dubai which has 77% male population out of 1.8 million. These are mainly construction workers as well as workers in the tourism sector. The social impact would be loneliness, depression and a more pressured search for a partner.
- The Philippines has an exodus of female workers so leaving an enhanced male dominated population with similar issues to those described above.

Level 3: 8-10 marks	Developed knowledge and understanding of the impacts of changing gender structures in one or more countries. Good development of example(s).
Level 2: 4-7 marks	Some knowledge and understanding of the impacts of changing gender structures in one or more countries. Example(s) are evident.
Level 1: 0-3 marks	Basic knowledge and understanding of the impacts of changing gender structures in one or more countries. Little use of example(s).

Q.2 (a) Use *Figure 2* to describe changes in the High Street from 1967 to 2013. **[5]**

Suggested changes:

- Local stores have mainly been replaced by national chain stores: e.g. Garman's Chemist has become Boots, Davidson Bakers has become Greggs and Joe's Café has become Costa Coffee.
- Some businesses in 2013 have maintained the same function but simply changed their name since 1967: e.g. Garman's to Boots chemist, Chelsea Girl to Dorothy Perkins women's clothing, Midland to HSBC Bank.
- Some businesses have changed: e.g. Ford's books has become SportsDirect and Henry's Antiques has become McDonald's restaurant.
- Items that didn't exist in 1967 have shops selling them in 2013: e.g. Apple and Carphone Warehouse.
- The charity shop Oxfam is present in the 2013 High Street replacing Boyle's butchers, and represents a different type of retailing not at all in evidence in the 1967 High Street.
- There is an extra bank in 2013; the Halifax Bank, which has replaced a supermarket and is located next to the existing Barclays Bank. This may indicate some clustering of this service.
- Women's clothing had three stores in 1967, but in 2013 only one, Dorothy Perkins, is specialised in women's clothing.
- Debenhams in 2013 occupies a smaller retailing site than did the Pearson's Department Store in 1967.
- In 2013 there are two full department stores whereas in 1967 there was only one as Woolworths was only a variety store.
- In both years there was only one variety store, but the name and location have changed. Woolworths in 1967 was on the south side of the High Street to the extreme east whereas in 2013 Poundland, is also on the south side of the High Street, but to the extreme west.

Any other reasonable suggestions can also be credited.

Award one mark for a descriptive point and one mark for an illustrative / quantitative confirmation of that point from Figure 2.

(b) Outline some of the issues faced in *one or more* CBDs. [10]

The specification lists the issues as follows:

- access
- pedestrianisation
- entertainment districts
- uniformity of retailing
- office districts
- transport
- maintaining / enhancing a vibrant retail experience in the face of competition from other retail locations away from the CBD and the internet.

Answers may take a lead from question 2(a) on the uniformity of retailing, this is acceptable. Answers will vary with the number of issues discussed and the variety of case studies used.

Answers must consider at least two issues to open up Level 3.

Note: there is a fine line between CBD changes and inner city changes. Often inner city changes have occurred which have extended the CBD into what was the inner city.

Level 3: 8-10 marks	Developed knowledge and understanding of at least two of the issues faced in one or more CBDs. Good development of example(s).
Level 2: 4-7 marks	Either, some knowledge and understanding of some of the issues faced in one or more CBDs. Or, one issue outlined in good detail. Example(s) are evident and enhance the explanation.
Level 1: 0-3 marks	Basic knowledge and understanding of some of the issues faced in one or more CBDs. Just one narrow issue outlined in generic terms. Little use of example(s).

(c) Evaluate the impacts of changes in the rural-urban fringe. [10]

Some changes that could be described, including the 'what' and 'where', in the rural-urban fringe include:

- Settlement change in physical size, shape and appearance.
- Demographic change in the nature of people living in fringe settlements.
- New suburban accretions eating into the fringe.
- Out-of-town developments in retailing, office parks, leisure and recreation (leisure centres, golf courses, cinemas).
- Improvement in communications: new motorway junctions and ring roads improving accessibility.
- Decline in agricultural land use.
- Diversification in farmland activity: paintballing, quad biking.

The question requires evaluation of the changes. This evaluation could note that these changes may be beneficial to certain members of society, but disadvantageous to others. For example:

- Older people, younger teens and those who cannot drive may find the new developments less accessible.
- Farmers could benefit economically or lose out socially.
- Excessive commuting causes delays and atmospheric pollution as country roads take on more traffic for which they were not designed.
- Conflicts may arise between the new incomers from urban areas and the local folk.
- Loss of wildlife habitat and natural environmental degradation.

Relevant inclusions will depend on the case study or studies used.

To achieve Level 3 the answer should contain some evaluation of changes.

Level 3: 8-10 marks	Developed knowledge and understanding of the impacts of changes in the rural-urban fringe. Some evaluation which may include both positive and negative aspects. Good development of example(s).
Level 2: 4-7 marks	Some knowledge and understanding of the impacts of changes in the rural-urban fringe. Only one change used. Unbalanced. Limited evaluation. Example(s) are evident.
Level 1: 0-3 marks	Basic knowledge and understanding of the impacts / changes in the rural-urban fringe. No attempt at evaluation, only description offered. Little use of example(s).

Q.3 (a) Use *Figure 3* to describe the results of the environmental quality survey. [7]

The following points about locations could be made and an overview comment, such as those below, will lift the answer into Level 3. Credit effective, constructive use of values.

Overview
- Location 1 has a generally poor environmental quality, but not as bad as location 3.
- Location 2 has the best environment.
- Location 3 has entirely negative results so has the poorest environmental quality.

Location 1
- Provides the worst environmental variable score of -5 for provision of open space.
- Has a highly negative score of -4 for graffiti.
- Has some good environmental aspects, however, namely condition of buildings, with a score of 2, condition of pavements also with a score of 2, and volume of traffic with a score of 1.

Location 2
- Received some, high positive scores with a maximum of 5 for both condition of buildings and provision of open space. Condition of pavements received 4, graffiti 3 and litter 2.
- Had only two negative scores out of the seven variables being noise at -3 and volume of traffic at -2. The two negatives could have been linked.

Location 3
- Has a total negative score of 18 out of 35.
- The worst environmental trait is noise, -4, followed by litter and condition of pavements at -3 each.
- Despite having all negative scores, it has a better score for open space, -2 than location 1 at -5.

Environmental characteristics
- Noise is the only characteristic not to vary between negative and positive, it is always negative.
- The least variable, most consistent, score between negative and positive was for volume of traffic which only varied by 3 points from -2 to 1.
- The most variable environmental characteristic was the provision of open space with a full range of 10 points from -5 to 5.

Level 3: 6-7 marks	Developed description of the results of the environmental quality survey. An integrated account using environmental variable scores constructively as well as locations and environmental variables. An overview is evident.
Level 2: 3-5 marks	Some description of the results of the environmental quality survey. Environmental variable scores are quoted and integrated within the description. Limited overview.
Level 1: 0-2 marks	Basic generalised description of the results of the environmental quality survey. Narrow use of data derived from the resource.

(b) Outline the advantages and disadvantages of *one* method of sampling used when studying a human environment. [8]

Candidates may describe sampling techniques from the point of view of their own fieldwork experience, or they may provide generic descriptions and information with short exemplars. Answers may take their lead from the sampled locations in Figure 3. Answers which solely focus on physical environment sampling exemplars are restricted to Level 1.

Answers may display several approaches and advantages and disadvantages could include:

Advantages

- Generic advantages of the concept of sampling.
- Justification of one sampling method being more advantageous than another for a particular purpose.
- Relating the experience of the practical advantages of a sampling technique, e.g. within a questionnaire survey.

Disadvantages

- Generic ideas on the concept of sampling only a limited proportion of the total statistical population in order to make sure that this proportion is a representative sample.
- Using an inappropriate sampling technique for a particular purpose will have inherent disadvantages. For example, generating a random point sample on the map of an area in order to locate points at which to sample traffic. Many redundant random points would be located away from roads, so a systematic or pragmatic sample along roads would be more advantageous. Thus this is a disadvantage of the random sampling technique in this instance.
- Issues with the collection of sampling data such as a systematic street questionnaire when the designated participant refuses to comply.

What follows is a range of information from which answers may draw.

What is sampling?

- Sampling is a ‘short-cut' method for investigating a whole population.
- Data is gathered on a small part of the whole ‘parent population' or ‘sampling frame' and used to inform what the whole picture is like.

Why sample?

- In reality there is simply not enough time, energy, money, labour, equipment or access to suitable sites to measure every single ‘item' or site within the ‘parent population' or whole ‘sampling frame'. Therefore an appropriate sampling strategy is adopted to obtain a representative, and statistically valid, sample of the whole.

Sampling considerations

- Larger sample sizes are more accurate representations of the whole.
- The sample size chosen is a balance between obtaining a statistically valid representation, and the time, energy, money, labour, equipment and access available.
- A sampling strategy made with the minimum of bias is the most statistically valid.
- Most approaches assume that the parent population has a 'normal distribution' where most items or individuals clustered close to the mean, with few extremes.

Sampling techniques

There are four main types of sampling strategy: 1. Random 2. Systematic 3. Stratified 4. Pragmatic	Within these types, there are three methods. (a) Point (b) Line (c) Area

Random Sampling

- Least biased of all sampling techniques: there is no subjectivity - each member of the total population has an equal chance of being selected.
- Can be obtained using random number tables.
- Microsoft Excel has a function to produce random numbers.

Systematic Sampling

- Samples are chosen in an orderly or regular way.
- They are evenly / regularly distributed in a spatial context, e.g. every 2 metres along a transect line.
- They can be at equal / regular intervals in a temporal context, e.g. every half hour or at set times of the day.
- They can be regularly 'numbered', e.g. every 10th house or person.

Stratified sampling

- This method is used when the parent population or sampling frame is made up of sub-sets of known size. These sub-sets make up different proportions of the total, and therefore sampling should be stratified to ensure that results are proportional and representative of the whole.

Pragmatic sampling

- Sensible readjustments must be made if, for whatever reason, one of the above three methods fails to suit. For example, a predetermined sampling site has access problems so a pragmatic alternative is sought.

Level 3: 7-8 marks	Detailed and developed outline of the advantages and disadvantages of one method of sampling in a human environment. Good development of real fieldwork and/or generic example(s).
Level 2: 4-6 marks	Some knowledge and understanding of the advantages and disadvantages of one method of sampling in a human environment. Reality and/or generic elaboration is sketchy.
Level 1: 0-3 marks	Basic knowledge and understanding of the advantages and/or disadvantages of one method of sampling in a human environment. Little use of examples.

(c) Outline ways in which you presented data in your investigation into a changing human environment. [10]

You should state clearly the question that you have investigated.

The range of possible presentation techniques can be found in the specification on page 16.

Two or more ways of presenting data should be described and demonstrated in context, with the specific study stated.
Marking will depend on the quality of response and must be adjusted to suit individual studies presented.

Level 3: 8-10 marks	Developed knowledge of at least two ways of data presentation display. Detailed and developed understanding of at least two ways of data presentation display. Good development using the context of the investigation.
Level 2: 4-7 marks	Some knowledge and understanding of two ways of data presentation, or one way thoroughly completed. Some development using the context of the investigation.
Level 1: 0-3 marks	Basic knowledge and understanding of at least one way of data presentation display. Little use of the investigation.