

## GEOGRAPHY - G2

### CHANGING HUMAN ENVIRONMENTS

- Q.1 (a) Use information from Figure 1 to describe the global pattern of total fertility rates. (1.2) [5]**

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

- The lowest rates of approximately 1 are in Eastern Europe.
- Russia has very low rates approaching 1.
- Western and Northern Europe have rates around 2.
- Central America and NW South America have rates of 3 to 4 as do a couple of countries in North Africa and also India.
- Africa and the Middle East have the highest rates of 5, 6 and 7.
- Generally it is the poorest countries which have the highest rate.

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

Up to 5 marks for a logical pattern.

Max 4 if continent / country names and/or orientation numerical exemplifications are not specific.

- (b) Outline policies to tackle the demographic challenge of high birth rates. (1.6) [10]**

e.g. Kenya (Birth Rate 40/1000), Tanzania (38/1000). [2008]

Policies to reduce the birth rates along with the progressive increase in health and educational initiatives. The most famous anti-natal policy is that of China which since 1979 has had the one child policy. Other countries also have birth reduction policies (Kenya, India). Answers do not have to apply to the whole country.

A suggested case study example:

In Kerala (SW India) fertility has dropped from 7 to 3.

- 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.

General statements about providing education, food and jobs for a growing population need to be connected with a specific policy to tackle the children issue in order to be highly relevant.

Alternative ideas to birth rate policies such as governments encouraging TNCs to establish to provide work for the expanding labour force deserve credit.

Level 3: 8-10 marks	Developed knowledge and detailed understanding of specific policies to manage birth rates. Good development of examples.
Level 2: 4-7 marks	Some knowledge and understanding of policies to manage birth rates with perhaps only one policy adequately outlined. Examples are evident and enhance the outline. Max if answer dominated by outcomes.
Level 1: 0-3 marks	Superficial knowledge and understanding of policies to manage birth rates. Little use of examples.

**(c) Contrast the characteristics of two different types of migration.** (1.3) [10]

- Voluntary versus forced.
- Permanent versus temporary.
- Reasons: economic v social v environmental v political.
- Numbers involved v distance.

Lots of contrasting types of migration exist. Accept approaches that contrast two identified migrations.

A minimum of two migrations is necessary for a contrast to be valid.

Level 3 8-10 marks	Developed knowledge and detailed understanding of two contrasting migrations. Good development of examples
Level 2: 4-7 marks	Some knowledge and understanding of two contrasting migrations. The migrations could be inappropriate as contrasting ones. Examples are evident and enhance the contrast. Max level for two distinct accounts without explicit contrast.
Level 1: 0-3 marks	Superficial knowledge and understanding of contrasting migrations. Little use of examples.

**Q.2 (a) Use Figure 2 to describe the variety of land uses and their locations.****(2.5) [5]**

There are many possibilities. Suggestions could include:

- A commuter dormitory village to the NW.
- A reservoir in the NW.
- A motorway junction, centre West.
- Main road / motorway / one from E to W the other from SE to NW.
- Agricultural land to the north of the E-W motorway
- Trees at the motorway intersection.
- A golf course SE of the motorway intersection.
- Trees following a river snaking from NE to SW.
- Dominated by suburban housing estates either side of the SE–NW motorway.
- Industrial estate/shopping centre between the river and the E-W motorway to the E.
- Flat regular agricultural fields in SE corner.

Up to 5 marks for distinguishing different land uses with their locations.

Max 3 if no use of orientation and/or scale.

Max 4 if vague use of orientation and/or scale.

Allow reference to land uses, e.g. motorway for relative location.

**(b) Explain why the rural-urban fringe is changing.****(2.2) [10]**

Pull factors to the fringe:

Cheaper land, so bigger houses are affordable (NOT CHEAPER HOUSES).

Advancements in physical communications, i.e. motorway construction and outer ring roads making the fringe more accessible.

The increase in personal mobility, i.e. more cars.

Tele-communications, mobiles, fax and broadband allow businesses to locate in more remote locations so more jobs are available in the fringe.

Tele-communications in the fringe also allows people to work effectively from home, hence encouraging more people to move into the fringe.

More disposable income has enabled people to purchase relatively expensive rural housing.

The perception of a low crime rate, low levels of noise and other atmospheric and land and water pollution.

The perception of schools which are full of bright, obedient children.

The perception of road traffic which is less frequent.

Often such perceptions, although pull factors, turn out to be just that... perceptions!

Push factors from urban areas:

Noisy, smelly, polluted, derelict areas, particularly in some inner city locations.

Fear of crime and vandalism.

Graffiti prone areas where drugs and prostitution may upset the local community.

An influx of a different cultural group into the neighbourhood.

The closure of businesses, hence the loss of a job, so a new start is required.

Other related reasons:

Businesses (retail, warehouse/distribution, cinemas, and golf courses) now occupy fringe positions; thus fringe residents no longer have to visit the town centre for such services, hence encouraging a snowball effect.

Park and ride car parks are established in the fringe encouraging more fringe occupation.

Answers would usefully incorporate one or more specific case studies of fringe development as exemplification. Accept reference to Green Belt if linked to explanation of change.

The question is **why**, the process of change, and not **how**, a description of change. Descriptions only can reach Level 2.

<p>Level 3: 8-10 marks</p>	<p>Developed knowledge and detailed understanding of the factors that may lead to why the rural-urban fringe is changing. Good development of example(s).</p>
<p>Level 2: 4-7 marks</p>	<p>Some knowledge and understanding of the factors that may lead to why the rural-urban fringe is changing. Pure description of changes. Example(s) may be evident and enhance the outline.</p>
<p>Level 1: 0-3 marks</p>	<p>Superficial knowledge and understanding of the factors that may lead to why the rural-urban fringe is changing. Little or no use of example(s).</p>

(c) **Explain why it is important to maintain a vibrant and exciting retailing experience within the CBD.** (2.4) [10]

Answers should show an understanding of the necessity of maintaining / enhancing a vibrant retailing experience in the face of competition from other retail locations away from the CBD and from the Internet.

Reasons could include:

- reduction of crime
- economic welfare of the whole city
- competition from other cities / centres
- maintaining tourism attractions
- enhancement of shopping experience
- linking retail to other services
- environmental improvement
- attracting employment
- encouraging the twenty-four hour city

Any combination of the above ideas for at least one CBD.

Level 3: 8-10 marks	Developed knowledge and detailed understanding of why it is important for a CBD to maintain its attraction to shoppers. Good development of examples.
Level 2: 4-7 marks	Some knowledge and understanding of why it is important for a CBD to maintain its attraction to shoppers. Examples are evident and enhance the explanation of CBD change. May be dominated by <b>how</b> the CBD has changed.
Level 1: 0-3 marks	Superficial knowledge and understanding of CBD change.

**Q.3 Figure 3 shows secondary data collected as part of an investigation into rural change.**

**(a) Use Figure 3 to describe the projected changes in rural population in the UK by 2028. [7]**

The difference between 2003 and 2028 in the children, adult and old categories for both males and females.

Illustrations of points should be made with figures taken from the data:

- Demographically the population is becoming older with a predominance of old females: approximately 3.8% of the population at age 60-64.
- There is a dent in the pyramid in the 20-29 age range. This dent appears to be exacerbated by 2028. There are predicted to be only approximately 2.1% females and 2.4% males by 2028.
- Below 60 there will be a decrease in population in every age group and above 60 there will be an increase.
- The 35-39 age groups for both genders appear to have the largest decrease of approximately 0.8% for both males and females.
- The percentage of 0-4 year olds is low and will shrink further.

Any other valid points.

Demographically the population will age, become older-female dominated with a dearth of 20 - 29 year olds, both male and female, but with slightly more males.

Level 3: 6-7 Marks	Developed description of the predicted population changes incorporating a wide range of specific population data.
Level 2: 3-5 marks	Some description of the predicted population changes. Some quantification.
Level 1: 0-2 marks	Superficial description with vague references to the population pyramids. Max if change is not addressed.

**(b) Outline and justify two additional pieces of information or data needed for an investigation into rural change. [8]**

Suggestions:

- Land use survey of the rural environment to ascertain the service provision and house style, house type and newer land uses.
- Environmental quality survey to ascertain the state of the local environment as this can influence the social aspects of the area regarding dereliction and graffiti for example.
- Photographs to give a visual impression of the environment.
- Structured interviews with individuals such as the manager of the post office, the local church leader.
- Questionnaire to gain information on e.g. shopping patterns.

Secondary research information is also valid.

- Census data to quantify change in population totals.
- Social and economic statistics can also be gleaned from the census.
- Records from the local council on council tax charges and second homes in the area.
- Maps and aerial photographs from, for example, multimap.com and Google Earth to locate the study.
- Local transport timetables for accessibility information.

Each suggestion should be justified in the context of the investigation on rural change.

Level 3: 7-8 marks	Developed knowledge of two pieces of additional information or data. Detailed and developed understanding of the justification for the additional pieces of information or data.
Level 2: 4-6 marks	Some knowledge of the additional information or data. Some understanding of the justification for the additional information or data.
Level 1: 0-3 marks	Superficial knowledge of additional information and understanding of the justification for the additional information or data.

**(c) Summarise how you planned 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.

- An expectation would be a discussion of the need to devise a question, a hypothesis (positive or negative) or investigate an issue.
- Discussion of where, when and how might include the construction of recording sheets and a discussion on sampling. The discussion should be about planning, not describing what actually happened.
- A risk assessment may involve identifying specific risks, judging the outcome if the risk factor actually materialised and assessing the probability of the risk factor occurring.
- A research investigation would not require the elements involved in primary fieldwork collection, but a variety of pre-planning ideas would be expected. These would include discussion of the initial aim, hypothesis and objectives and a variety of specific secondary data resources would have to be thought through before commencement of the study.

Level 3: 8-10 Marks	Developed knowledge and detailed and developed understanding of the investigation planning process. Good development using the context of the investigation.
Level 2: 4-7 marks	Some knowledge of the investigation planning process Some development using the context of the investigation.
Level 1: 0-3 marks	Superficial knowledge of the investigation planning process. Little use of the investigation. Max if narrative account of the enquiry.