Geography - G2

	Knowledge and Understanding	Application	Skills	Total	Key Question
Question 1					
(a)		2	3	**5**	1.3
(b)	8	2		**10**	1.3
(c)	7	3		**10**	1.6
	15	**7**	**3**	**25**	
Question 2					
(a)		2	3	**5**	2.1
(b)	8	2		**10**	2.6
(c)	7	3		**10**	2.2
	15	**7**	**3**	**25**	
Question 3					
(a)			7	**7**	2.4
(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.

GEOGRAPHY G2

CHANGING HUMAN ENVIRONMENTS

Q.1　(a)　**Describe the variations in remittances received by the countries shown in *Figure 1*.**

[5]

Some suggested responses are given below but credit other, equally valid alternatives. Responses must relate to remittance values.

- Southern Africa has the highest and lowest remittance contributions to GDP. Lesotho, surrounded by South Africa, has remittances which contribute the most to its GDP at 22.5% in 2005. The smallest GDP contribution in Africa is South Africa at only 0.2% of GDP.
- West Africa is strongly represented in remittances with three countries, including Senegal, with the second highest remittances representing 7.6% of GDP.
- Four of the top 10 recipient countries are grouped together and located in central East Africa: Uganda, Sudan, Kenya and Ethiopia. GDP remittance values range from only 1.2% (Ethiopia) to 5.5% (Uganda).

Award one mark for each statement of variation and further marks for location and figures; award a maximum of 3 marks for direct lifting.

(b)　**Outline *two* impacts of migration into a country or region.　[10]**

The question looks for two impacts and can be either two impacts of migration into a country or region or two case studies. Candidates may interpret the impacts as being on the source **or** receiving country/region.　Some may focus more on one than the other which is acceptable.　Note the impacts of migration are varied and will often be determined by the type of migration. These types are noted below.

Voluntary - Retirement to a more pleasant climate (UK to south Spain); to find employment (north Wales to Liverpool); to avoid taxation (UK to Monaco).

Forced - Refugees and asylum seekers: reasons include famine/war (Afghanistan, Ethiopia and Sudan); environmental (Soufriere Hills volcano, Montserrat); slum clearance in UK inner cities.

Migrations can be permanent (UK to Australia) or temporary (second homes). Circulation, i.e. movement on a daily basis, (commuting, shopping) is acceptable.　Migrations can be internal (from the north east USA to the "sunshine" southern states) or external (Eastern Europeans to Western Europe).

Responses may include the following suggested impacts but credit valid alternatives.

Environmental
● Land degradation in refugee areas of the Sahel.
● Pollution in informal settlements.

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

Social structure
● The unwelcoming attitudes of the host community when a non-indigenous group settles in an area bringing different social customs and habits. Many examples exist involving, for example, Jews, Poles, Mexicans and Turks.

Politics
● Political initiatives, laws and agreements to manage migration movements.

Economic
• Employment opportunities.
• Wage levels.
• Government assistance.

To gain a Level 3 there must be an ability to link impacts to country or region.

Level 3 **8–10 marks**	Developed knowledge and detailed understanding of two impacts of migration. Balance between the two impacts. Good development of example(s).
Level 2 **4–7 marks**	Some knowledge and understanding of impacts of migration. **Or** lacks balance between the impacts. Examples are evident.
Level 1 **0–3 marks**	Basic knowledge and understanding of impacts of migration. Little use of examples.

(c) **Discuss some of the issues associated with ageing populations.** **[10]**

Some suggested responses are given below. Credit breadth and/or depth.

- Concentrations in specific regions putting a strain on services.
- Not enough vigorous, innovative and willing young workers to pay taxes to look after the old, so the economy will stagnate.
- Industries catering for the youth market will decline.
- Immigration of different ethnic groups may cause social tension.
- Social consequences within the family regarding care for the elderly.
- Provision of suitable accommodation – care homes, warden assisted properties etc.
- Candidates may consider that attempting to address an ageing population is an issue in its own right and may outline some attempted solutions to the initial issues.
- Government incentives to encourage births (e.g. extending both maternity and paternity leave).
- Encouraging immigration.
- Increasing industrial productivity.
- Raising the retirement age.
- Increasing taxes to pay for pensions and health care of the old.

Equally valid are other issues which candidates may identify such as:

- Less crime.
- Fewer road deaths.
- Smaller class sizes.
- Spending the money saved on education on health care services.
- Less pressure on the environment to cope with a rising population, so fewer houses need to be built.
- Older workers have a wealth of experience and knowledge which is valuable (e.g. B&Q employing older workers).

Level 3 **8–10 marks**	Developed knowledge and detailed understanding of the issues of ageing populations. Good development of example(s).
Level 2 **4–7 marks**	Some knowledge and understanding of the issues of ageing populations. Example(s) are evident.
Level 1 **0–3 marks**	Basic knowledge and understanding of the issues of ageing populations. Little use of example(s).

Q.2 **(a)** **Use *Figure 2* to describe how rural settlements may be perceived.** **[5]**

This question involves two elements – use of Figure 2 and perceptions of rural settlements.

Some suggested descriptions from Figure 2:

- The photograph shows an isolated, nucleated rural settlement surrounded by fields used for mixed farming. There is a farm to the top left of the photograph.
- The scene is very picturesque, idyllic, "chocolate box".
- The village appears to be sited in a valley and may have a stream flowing through it providing an enhanced scenic quality.
- The houses appear to be constructed of traditional local stone giving a cottage-style feel to the architecture.
- This is a very small village with a limited population and there appears to be a lack of services visible such as a church, shops or school in this very rural location.

Some suggested perceptions (perception is in the eye of the beholder!):

- The traditional rural settlement perception is that there is a good community spirit and a close knit community where people are very sociable and meet regularly in a socially cohesive and amicable way to enjoy village functions.
- There is less crime in general and less vandalism in particular.
- It is peaceful, tranquil, and quiet.
- There is little if any type of pollution.
- Any schools in the vicinity provide good education.
- Houses and gardens are large and people living here are, on average, wealthier.

The opposite perception of a dull and boring place where commuters are out of the village all day and most of the houses are second homes can also be given full credit.

Award a maximum of 3 marks for statement about perceptions of rural settlements; also a maximum of 3 marks for statements that could be derived from photographic evidence.

(b) **Outline *two* ways in which rural settlements are changing.** **[10]**

The question asks about the **nature** of changes and not the process of change.

The question is specifically about **settlement** change not rural change in general.

Settlements located closer to the rural–urban fringe are changing in the following ways and candidates may include some of these:

Demographic: The structure of the village population will change with a younger age range.
Local schools will also change in their number of pupils.

Environmental: The built environment: housing, retail parks, warehouse and distribution centres and manufacturing industry have been built on the edge of urban areas. These developments often pay no regard to the traditional architectural quality of the existing rural environment. There might be noise disturbance from extra traffic and partying from the newcomers.

Communication: Motorway junctions and outer ring roads have encouraged more vehicles to travel in the fringe creating exhaust-gas and noise pollution.

Economic: Traditional shops and services in many villages have had to close as they cannot compete with the encroaching out-of-town facilities and the increasing car ownership of the new inhabitants.

Socio-political: Urbanites now form the majority of fringe dwellers and will demonstrate different values and attitudes from the traditional rural inhabitants. Urbanites may bring what might be seen as urban anti-social habits with them, with increasing crime and graffiti, and possible domination of local politics on Parish Councils. Here decisions could be made favouring the urbanites views, which may cause consternation to long-established rural dwellers: e.g. conflicts over noises from animals and farm machinery as the reality of country life takes over from the perception.

Settlements in more remote rural areas are undergoing changes, some of which candidates may include:

Demographic: A loss of the older local inhabitants as they sell their home at a vastly inflated price, often to second-home owning urban folk.
This also causes an exodus of the young as house prices become unaffordable.
Numbers of permanent residents decline as temporary residents at weekends and holidays increase.

Environmental: The newcomer weekenders do not respect the ways of the countryside and create noise and nuisance in the local area.
Inappropriate architectural changes may occur.

Communication: A small amount of traffic during the week becomes traffic jams at weekends and holidays.

Economic: Services close down: the post office, the bus, the village store; but some locals are provided with employment in renovating, decorating and gardening for the second-home owners. Leisure providers may benefit.

Social / cultural / political: There will be conflicts about future village development. Language issues may arise in certain parts of the UK.

Case studies to exemplify some of the above suggestions in either non-extreme rural and/or extreme rural are expected.

Answers may give the two ways from settlements near to the urban areas and/or remoter settlements; or they could take one settlement and outline two changes there in detail.

Level 3 8–10 marks	Developed knowledge and detailed understanding of two ways in which rural settlements are changing. Good development of example(s).
Level 2 4–7 marks	Some knowledge and understanding of two ways in which rural settlements are changing. May be an imbalance between the two ways. **Or**, one way developed in detail. Example(s) are evident.
Level 1 0–3 marks	Basic knowledge and understanding of ways in which rural settlements are changing. Little use of example(s).

(c)   **Explain why ghettos develop within some urban settlements.**   **[10]**

Three definitions of a ghetto follow:
- A ghetto is a "portion of a city in which members of a minority group live especially because of social, legal or economic pressure".

- A poor, densely populated city district occupied by a minority ethnic group linked together by economic hardship and social restrictions.

- Any segregated mode of living or working that results from bias or stereotyping.

These definitions encompass broad ideas and may be interpreted to include studentification and poor working-class white people on UK council estates as well as the richer enclaves of cities. So accept broad interpretations of a ghetto. 'Develop' may be interpreted as the original creation of a ghetto or as the continuing changes that occur within a ghetto.

The most commonly recognised ghetto would lie within the inner city of an urban area and be composed of a group of people segregated from the indigenous population by their unified religion, e.g. Jewish; colour, e.g. black; language, e.g. Polish. Often a lack of money is also regarded as identifying a low class group separated from the rest of a more wealthy society.

Suggestions

Voluntary ghettoisation

Demographic: Young people, such as students, choose to live in the inner city to be close to the city-centre-entertainment facilities and perhaps an inner city university.

Cultural/political: Although people have a theoretical free choice of where to live, many voluntarily choose to live close to other members of the same group to gain a homely feeling of belonging and a feeling of security and comfort in familiar surroundings.

- Feelings of isolation are reduced and provide a sense of community and security.
- An ethnic cluster is a defensive reaction related to fear of conflict with surrounding groups.
- Avoidance of outside contact so residents can support each other and establish their own shops, services and places of worship to serve their community's needs.
- Preservation of identity and promotion of cultural heritage. Groups with their own language, religion and a social organisation often have a strong wish to remain distinctive.
- The attack function as a group can plan and carry out activities which promote solidarity and help to ensure survival in a possibly hostile environment. These activities can be peaceful as in protests against racial discrimination.

Economic: Others may choose the inner city to avoid commuting to a job as a shop assistant in the city centre. Some may choose to live in the inner city as they cannot drive and the inner city is well served by buses feeding into, and out of the city centre and it may within walking distance.

Imposed ghettoisation

Cultural/political: Violence, harassment and threatening behaviour will prevent certain ethnic groups from living integrated with others. Serbs and Moslems in Bosnia for example; Catholics and Protestants in Belfast is another good example as is a non-white skin colour in areas of council housing estates in the UK and a non-black skin colour in the inner city area of Harlem, New York. Councils using points systems to allocate housing are another example.

Economic: Gatekeepers financially impose barriers to integration with money lending policies.

Intra– and extra–urban migrations are often implicit in moving different groups of people to their current ghetto location: so answers may relevantly include some of the following points:

- Filtering from the inner city to the suburbs and possible rural areas (counter-urbanisation) opens the way for migrants to enter the urban area from outside to take up vacated cheap property.
- Cross-settlement suburb to suburb movements.
- Re-urbanisation often begins in the rural areas and ends usually in a redeveloped inner city forming a wealthy enclave often surrounded by poorer areas (London Docklands): the inverse of the traditional idea of a ghetto, but acceptable.

Level 3 **8–10 marks**	Developed knowledge and detailed understanding of some of the reasons why ghettos develop in some urban settlements. Good development of example(s).
Level 2 **4–7 marks**	Some knowledge and understanding of some of the reasons why ghettos develop in some urban settlements. Example(s) are evident.
Level 1 **0–3 marks**	**Either** basic knowledge and understanding of some of the reasons why ghettos develop in some urban settlements **or** description of ghetto characteristics. Little use of example(s).

Q.3 **(a)** **Describe the regional variations in tourism for Wales shown in *Figure 3*.**
[7]

The table shows tourism statistics for four regions within Wales. There are 5 categories of statistics within the table:
- average spend
- length of stay
- total number of trips
- percentage information
- total spend.

To achieve higher marks i.e. Level 3 there should be an overview or a manipulation of the data, and examples are given below.

Suggested responses:

o   North Wales received more trips in 2008 than any other region at 3.18million, but it has the lowest average spend per trip at £157.

o   North Wales gains the greatest revenue from tourism at nearly £500millon which is double the income of both Mid and SW Wales.

o   SE Wales has the highest average spend per trip (£174) and per night (£57) with the smallest average length of stay at only 3.05 nights.

o   SE Wales has the highest one night (26%) stays of any region.

o   SW Wales is the region in which tourists spend the longest with 28% of stays being over 7 nights.

o   Mid Wales has the lowest number of visitors at 1.42 million, but visitors spend the second highest per trip (£170) and have very nearly the highest average stay of 4.01 nights.

Credit breadth and/or depth.

Level 3 **6–7 marks**	Developed description of a variety of variations linked to the data in the table incorporating selective use of relevant regions and figures.
Level 2 **3–5 marks**	Some description of variations linked to the data in the table incorporating some selective use of relevant regions and figures. Maximum level for direct lift of material.
Level 1 **0–2 marks**	Basic description with very vague references to the table and limited incorporation of statistics and/or regions from the table.

(b) **Describe** *two* **techniques that could be used to present the data in** *Figure 3*. **Justify your choices.** **[8]**

Mapping techniques

Selected statistics from the table could be converted into cartographical displays on a base map of the Welsh regions.
• Choropleth
• Dot
• Proportional symbols

Graphical techniques

Statistical manipulation could occur to display figures from the table in graphical and chart formats.
• Line graphs
• Bar charts
• Pie graphs
• Pictograms

Illustrations would be a welcome addition to any answer.

Statistical manipulation of the figures from the table is not a presentation technique on its own. Presenting the data in an alternative tabular format is not credit worthy.

Level 3 **7–8 marks**	Detailed and developed knowledge and understanding used to describe two techniques of presenting information. Accurate illustrations are present related to the data in Figure 3. Able to offer some justification of the techniques.
Level 2 **4–6 marks**	Some knowledge and understanding used to describe two techniques of presenting information. There may be an imbalance between the two techniques. Some illustrations may aid the answer.
Level 1 **0–3 marks**	Basic knowledge and understanding used to describe two techniques of presenting information. Any illustrations are imprecise and inaccurate.

(c) **Outline limitations in your investigation into a changing human environment and suggest ways of overcoming them.** **[10]**

You should state clearly the question that you have investigated.

The question involves two elements – limitations and ways of overcoming them. Marking will depend on the quality of response and must be adjusted to suit individual studies presented. A summary of limitations and how they may be overcome should be present. By recognising a limitation before commencing or during an investigation and then overcoming that limitation by replacing that activity with another is a very valid comment.

Credit highly any valuable, positive and geographically appropriate comments within the context of a valid geographical enquiry.

Credit with caution simplistic, self evident, generalised and vague comments (e.g. we need more data); i.e. to achieve Level 3, statements must be applied to their specific study.

Level 3 **8–10 marks**	Developed knowledge and detailed understanding of the limitations in an investigation and suggestions to overcome those limitations. Very good development using the context of the investigation.
Level 2 **4–7 marks**	**Either**, some knowledge and understanding of the limitations in an investigation and suggestions to overcome those limitations. Some development using the context of the investigation. **Or** some imbalance between limitations and suggestions to overcome them.
Level 1 **0–3 marks**	Basic knowledge and understanding of the limitations in an investigation and suggestions to overcome them. Basic development using the context of the investigation. Either limitations or suggestions to overcome them are present, not both.