

Assessment Objectives Grid for Geography - G2

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

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 global pattern of the percentage of women aged 15–49 with HIV. [5]**

Allow 1 mark for a comment about location with an extra mark for information from the resource to support that comment, up to a maximum of 5 marks.

Some suggested responses are given below:

- Sub-Saharan Africa has by far the greatest percentage of women with HIV (1 mark).
- The highest percentage, over 20% (1 mark), is in southern Africa (1 mark).
- The second highest (10 to 19.9%) (1 mark) is located further north, but still in southern Africa (1 mark).
- The third and fourth highest, from 2 to 9.9%, are located in west and east Africa (2 marks).
- Outside Africa (1 mark) the largest percentage of women with HIV is in Russia which has 1 to 1.9% of women with HIV (1 mark).
- The lowest are north Africa, North America, western South America, western Europe and Australasia which have less than 1% of women with HIV (2 marks).
- Most of South-East Asia also has less than 1% (2 marks).
- But some countries, such as China, have no data (2 marks).

Award a maximum of 3 marks for direct lifts and no global pattern e.g. Belize at 20+.

- (b) Outline some consequences of high mortality rates. [10]**

Consequences of high mortality rates include:

- The immediate effect of many deaths on society and economy.
- Action to reduce the high number of deaths.
- Action to redress the balance of the population structure by increasing the younger population.
- Accept consequences of specific mortality rates.
- Any other valid approach.

Some suggested responses are given below.

- (i) Consequences of a high death rate could be where high mortality rates are prevalent: Countries in stages 2 and 3 of the demographic transition, such as Sierra Leone [16/1000] and Central African Republic [16/1000].
- Maintaining a high birth rate to compensate for a relatively high death rate thus maintaining a population in danger of severe resource shortages.
 - Action by governments, NGOs and international aid agencies to help reduce death rates by investing in health structures to help reduce infant mortality; economic structures, such as employment opportunities, leading to greater personal wealth/security and hence well-being; social structures such as pension schemes so better health care could be afforded in later life; environmental structures such as improving sanitation would reduce deaths and education structures such as health and safety information including issues associated with road traffic.

- (ii) Consequences to countries suffering the ravages of HIV/AIDS, such as Lesotho [16], Swaziland [15] could be:
- Social trauma, as family members die young.
 - AIDS can be sex selective increasing the sex ratio differences. If too many men die the community loses an important social and economic stratum of society. Swaziland, for example, is attempting to deal with the issue of HIV/AIDS by maintaining an HIV surveillance programme, promoting condoms by free distribution, screening all donated blood, improving health care for those living with HIV particularly to aid prevention of mother to child transmission and improving women's access to prevention services.
- (iii) Consequences to countries at war: Afghanistan [16] could be:
- The misery and dislocation that war occasions.
 - Refugee creation (Syria to Jordan).
 - International pressure to either increase troop numbers, or reduce them.
- (iv) Consequences to Eastern European countries which have relatively high death rates such as Ukraine [15], Russia [14] and Bulgaria [15] could be:
- Government action to reduce the death rate by improving the health and well-being of society; by improving economic opportunities for employment and increasing pay; by addressing environmental issues such as industrial disease, pollution and injuries, which are major factors causing deaths; by addressing social issues of drug taking, smoking and alcohol consumption; by encouraging births with incentives such as "create a baby day" to redress the balance of high death rates.
- (v) 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 Germany [10], Italy [10] and Japan [10]. In stages 4/5, health care is much better, leading to longer life expectancies, but consequently, ironically, higher death rates. Consequences could be:
- 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, by various policies, (child benefit, paternity leave, child tax credit), to encourage procreation, thus reducing the impact of an ever ageing population. In so doing the nation's overall death rate will reduce.
 - Providing more care for the elderly.
 - Providing education advice on healthy lifestyle choices regarding smoking, drinking, safe sex, eating, exercise and driving standards.
 - Engaging in the debate about the right to die and euthanasia with more urgency.

(All figures derived from www.prb.org data sheet 2012).

Level 3 8–10 marks	Good knowledge and understanding of at least two consequences of high mortality rates. Good development of example(s).
Level 2 4–7 marks	Some knowledge and understanding of consequences of high mortality rates. Allow one consequence in detail. Example(s) are evident and enhance the outline.
Level 1 0–3 marks	Basic knowledge and understanding of consequences of high mortality rates. Brief consequence(s). Little use of example(s). Maximum level for causes of high mortality rates; some knowledge of mortality.

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

Note - WJEC's list of command words defines contrast as requiring only differences. Do not credit similarities.

Characteristics of migration may include some of the following:

- age selective
- sex selective
- race selective
- religion selective
- wealth selective
- involve few people or millions
- occur over a variety of distances (including "circulation" e.g. commuting)
- can be permanent or temporary
- can be national or international.

Any two types of migration at any scale can qualify as a correct answer with differences between them emphasised thus qualifying for higher credit. Some suggestions of types of migrations which could be used follow, but these suggestions do not preclude other valid examples.

- Voluntary (counter-urbanisation) and forced (refugees from Syria to Jordan).
- Permanent (retirement migration from the UK to Spain) and temporary (student accommodation and overseas employment, perhaps in the diplomatic service).
- Reasons for migrations provide contrasts: economic (Bulgarians to the UK); social (holidays); environmental (fleeing from a tectonic event such as the Soufriere volcano in Montserrat); political (civil wars occasioning many people movements such as the Arab Spring countries); demographic overpopulation leading to resources depletion (many examples in Africa).

Level 3 8–10 marks	Good knowledge and understanding of two types of migrations with contrasts between them emphasised. Good development of examples.
Level 2 4–7 marks	Some knowledge and understanding of two types of migrations. The migrations could be well described, but contrasts are undeveloped. Examples are evident and enhance the contrast.
Level 1 0–3 marks	Basic knowledge and understanding of two types of migrations. Little use of examples.

Q.2 (a) Use Figure 2 to describe changes in retail space in use in the UK. [5]

Award 1 mark for a statement and 1 mark for illustrative confirmation from the graph, up to a maximum of 5 marks.

Some suggested responses are given below:

Changes over time

- Out of town retailing growth declined fairly steadily, with a blip in 2006, from 6% growth in 2001 until no growth in 2009. Thus there was continuous, but declining growth until 2009. After 2009 it had a resurgence to 1% growth in 2010, but never demonstrated negative growth during the eleven years.
- Town centre retailing has been dominated by negative growth (decline) throughout the eleven years with the exception of a 0.5% increase in 2003 and a 1% increase in 2007.

Changes between the two graphs

- Throughout 2001 to 2011, out of town growth has in every year been higher.
- In 2011 town centre retailing staged a recovery, still a decline, but only of 2.5%, up from a decline of 4.5% the previous year whereas out of town retailing demonstrated a constant positive growth of 1% during the last two years of the graph.

Award a maximum of 3 marks for a direct lift from the graph.

(b) Outline the impacts of changes in the rural-urban fringe. [10]

A variety of approaches may be expected, all of which are valid.

- Answers that entirely focus on the impact of changes within the fringe.
- Answers that focus entirely on how fringe changes have had an impact elsewhere away from the fringe, in the CBD for example.
- Answers which combine the above two approaches in various proportions.

The question asks for **impacts** and a review of changes themselves would not be sufficient for Level 3.

Some suggested changes and impacts in the rural-urban fringe.

- Settlement change in physical size, shape and appearance impact on the environment as physical ecosystems change to human ones.
- Demographic change in numbers and the nature of people living in fringe settlements may impact by inducing tension between different groups; locals and newcomers, young and old.
- New suburban accretions eating into the fringe impact on the scenic quality and perceived attractiveness of a rural landscape.
- Out of town developments in retailing, office parks, leisure and recreation (leisure centres, golf courses, cinemas) impact by creating a busier environment with more journeys on narrow rural roads with safety issues and associated traffic congestion and vehicle pollution.

- Improvement in communications: new motorway junctions and ring roads improve accessibility but degrade the existing agricultural and/or forest environment.
- Decline in agricultural land use impacts by creating derelict and abandoned farms which some perceive as unsightly whilst other celebrate the newly colonising biodiversity which follows.
- Diversification in farmland activity: paintballing and quad biking impact by occasioning more noise and disturbance in the fringe area.

Some suggested changes in the rural-urban fringe having an impact on CBDs.

- Economic decline. As CBDs lost many retail, entertainment, shopping and office businesses to out of town developments a “dead heart” was recognised: empty shops, some dereliction, unkempt and untidy and a preponderance of charity shops.
- Redevelopment and/or reinvigoration of CBDs to stem or reverse the decline. Large, complete redevelopments of city centre retailing sites such as Birmingham’s newer Bullring, Bristol’s Cabot Centre and Cardiff’s St. David’s 2.
- Environmental improvements have been great with large expansions of traffic free areas, street repaving, fancy lighting, flowers, fountains, hanging baskets etc. Street entertainment is being provided to draw in custom. Park and ride schemes have been introduced and late night shopping.
- Apartments are often included in CBD redevelopment schemes which draw back residents to city centres and hence more and convenient custom for retailers.

Level 3 8–10 marks	Good knowledge and understanding of the impacts of changes in the rural-urban fringe within the fringe or elsewhere. Good development of example(s).
Level 2 4–7 marks	Some knowledge and understanding of the impacts of changes in the rural-urban fringe within the fringe or elsewhere. Example(s) are evident and enhance the explanation.
Level 1 0–3 marks	Basic knowledge and understanding of the impacts of changes in the rural-urban fringe, within the fringe or elsewhere. Little use of example(s).

(c) **Explain why different groups of people live in different areas within settlements.** [10]

Some suggested responses for urban settlements are given below.

Economic

- Filtering out from the inner city to the suburbs with increasing wealth.
- Gentrification and redevelopment attracts the more wealthy and single toward the centre.
- Student districts emerge due to the location of inner city universities and the enormous growth in student numbers.

Social

- Family life cycle: with single persons nearer the urban centre, families further out.
- The more wealthy and aspirational may be drawn to locate within the catchment area of what is perceived to be a suitable school.

Cultural

- Colour/race/ethnicity differences often occasion segregated living areas for social, religious and cultural security.

Political

- Planning decisions by national and local government, such as where infrastructure and housing types are located. The location of council housing for example.

Environmental

- People wishing to reduce their journey-to-work costs and time may wish to live nearer the inner city to be closer to business, shops and entertainment.
- Alternatively some people will prefer to live towards the rural-urban fringe to be closer to the countryside and fringe facilities.
- Land at higher altitudes may attract the wealthier.
- Low lying land has traditionally attracted the less wealthy.
- The prevailing wind may impact on land use.
- Scenic views, at the coast for example, may have a land use influence.

Answers incorporating 'social segregation' in rural settlements are acceptable.

Some suggested responses may include:

- 'Townie' newcomers v traditional rural folk.
- Wealth often conditions the type of dwelling and its location within a rural settlement. Newer housing accretions may be occupied by a variety of different types of people: second homers, council tenants, housing association tenants, exclusive private 'walled' estates.
- Communication routes can often pull settlements out along these routes with the more accessible route attracting better types of housing. The existence of a station can attract 'starter homes' for commuters.
- Valleys, hills and scenic views can all influence where different housing types may locate.
- Industrial villages may focus cheaper housing near the industry, mineral extraction, for example.

Do not credit migration solely between settlements.

Level 3 8–10 marks	Good knowledge and understanding of why different groups of people live in different areas within settlements. Good development of example(s).
Level 2 4–7 marks	Some knowledge and understanding of why different groups of people live in different areas within settlements. Example(s) are evident.
Level 1 0–3 marks	Basic knowledge and understanding of why different groups of people live in different areas within settlements. Little use of example(s).

Q.3 (a) Use *Figures 3a and 3b* to describe the advantages of interpreting land use from the aerial photograph rather than from the map. [7]

The aerial photograph shows far more land use detail than the map. The only real benefit of the map is that it names some features and picks out the water areas very well. There is no credit, however, for mentioning the advantages of the map. Answers only need to cover the advantages of aerial photographs, but some reference to the map is necessary in order to justify those advantages.

Some suggested responses are given below.

Advantages of using the aerial photograph rather than the map:

- Individual fields can be seen in the NE and East perhaps to enable recognition of either pasture or arable land. The map shows field boundaries, but with no indication of different land uses between fields.
- Land uses can easily be distinguished, such as housing in the NW, perhaps industrial buildings across the centre and a dock with an exit to the sea or river in the SW. There is car parking to the south of the dock, with circular storage tanks and a possible power station with cooling tower to the SE. Land uses cannot be so easily distinguished from the map.
- Individual street patterns can be established. In the residential areas there are more rectangular roads in the NW corner indicating perhaps an older development than the more curved and haphazard residential road pattern to the east of the rectangular pattern. It is far more difficult to distinguish individual streets on the map at this scale.
- Individual buildings can be seen, such as those to the north of the dock which could be warehouses.
- Individual buildings can be approximately sized by using the scale. The green roofed building to the south of the dock is approximately 450m long by 110m wide.
- Roads can be clearly distinguished and their importance can be seen by their width: a dual carriageway runs west to east in the middle of the photograph.

Level 3 6–7 marks	Good description of the advantages of using the aerial photograph rather than the map to interpret land use. Specific references to both the photograph and the map are evident.
Level 2 3–5 marks	Some description of the advantages of using the aerial photograph rather than the map to interpret land use. Generalised references to the photograph and/or map.
Level 1 0–2 marks	Basic description of the advantages of using the aerial photograph rather than the map to interpret land use. Little, if any reference to the resource.

- (b) **Outline how a questionnaire survey may be undertaken in an investigation within the area shown in Figure 3a.** [8]

“Candidates should have been introduced to questionnaires including the necessity to compose valid and meaningful questions that answer the question or research the issue. The importance of piloting questions and sampling frameworks should be studied.” (Specification page 16)

Candidates should assume that the questionnaire will be on a topic by which responses can be collected somewhere within the area of Figure 3a; for example, within the dock area, an industrial area, a housing estate or rural-urban fringe. Answers which fail to make any overt or implied connection with Figure 3a cannot achieve Level 3.

Some answers may include questionnaire examples conducted outside the area shown by Figure 3a, such as their own fieldwork investigation within a CBD; such a response cannot achieve a Level 3.

Answers may comprise some of the following elements.

- A valid question, hypothesis, statement or issue which forms the core reason for gaining the information.
- Risk assessment.
- A pilot survey to check on the validity of the questions.
- The number of respondents that are required for a valid statistical outcome.
- Bias avoidance
- Sampling frameworks.
- The age, sex and ethnicity of respondents (sampling).
- Questions should be written with alternative answers and tick-boxes for speed and ease of collection and subsequent analysis of data. Examples of questions would be a useful inclusion.
- Where, when and how to conduct the survey; face to face, door to door, by post?
- How the weather may impact on the results.
- How the time of day, day of the week and/or season may affect results.

Level 3 7–8 marks	Good knowledge and understanding used to outline how a questionnaire survey may be used in an investigation within the area shown in Figure 3a .
Level 2 4–6 marks	Some knowledge and understanding used to outline how a questionnaire survey may be used in an investigation within the area shown in Figure 3a . Good description of the generic questionnaire process. No overt or implied connection with Figure 3a . Provides a competent questionnaire example which is not represented in Figure 3a .
Level 1 0–3 marks	Basic knowledge and understanding used to outline how a questionnaire survey may be used in an investigation within the area shown in Figure 3a . Basic generic description of the questionnaire method. No overt or implied connection with Figure 3a . Provides a basic questionnaire example which is not represented in Figure 3a .

- (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.

An outline of what the investigation set out to achieve would be expected with a 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, as this is listed as part of stage 5 (conclusion and evaluation) in WJEC's document 'the Enquiry Approach which can be applied to G1, G2 and G3B' which can be found on the GCE Geography web page.

Level 3 8–10 marks	Good knowledge and understanding of the conclusions. Very good development using the context of the investigation.
Level 2 4–7 marks	Some knowledge and detailed understanding of the conclusions using the context of the investigation.
Level 1 0–3 marks	Basic knowledge and understanding of the conclusions. Basic development using generic and generalised responses.