

Geography – G2

	Knowledge and Understanding	Application	Skills	Total	Key Question
Question 1					
(a)	1	1	3	5	1.1
(b)	7	3		10	1.3
(c)	7	3		10	1.2
	15	7	3	25	
Question 2					
(a)	1	1	3	5	2.3
(b)	7	3		10	2.2
(c)	7	3		10	2.6
	15	7	3	25	
Question 3					
(a)	1	1	5	7	
(b)	2	1	5	8	
(c)	3	2	5	10	
	6	4	15	25	

Geography - G2

1. (a) **Use information from Figure 1 to describe the distribution of estimated deaths from AIDS.** **Theme 1.1 [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 number of deaths is Oceania.
- Sub-Saharan Africa has by far the largest number of deaths.
- North Africa contrasts strongly with Southern Africa.

Allow max 3 marks for simple list of information from the map. Answers must include data to support the description of distribution for maximum marks. Credit any valid attempt at proportions and/or percentages.

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

- (b) **Outline two impacts of out-migration on a country or region that exports its population.** **Theme 1.3 [10]**

The impacts can be local, regional and/or national and either within or combining economic, social and environmental.

Economic

- Skills shortages as the younger and dynamic people leave.
- Lack of workers to effectively develop the economy.
- Wage rates increase to keep and attract workers.
- Money flows back to the origin country/region from workers who have migrated.

Social

- Families separated: this leads to social and emotional issues.
- Lack of teachers and doctors cause a strain on the education and health services.

Environmental

- Abandoned villages and farmland cause dereliction.
- Hill slopes are no longer maintained by farmers so terraces collapse and mass movement of soil down-slope occurs.

Also, demographic impacts could be mentioned. These ought to be treated generously although they are not necessary to achieve Level 3.

Demographic

- An exporting country will often receive migrants back when much older having spent their productive life and paid taxes elsewhere and now requiring lots of medical care.
- Birth rates will fall.
- Lack of young adults in society, particularly males.

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

Level 3 8-10 marks	Impacts are clearly outlined using specific information.
Level 2 4-7 marks	Impacts are adequate, but with limited specific or good generic information.
Level 1 0-3 marks	Impacts are generalised with little depth or illustration.

(c) Explain how and why population changes naturally over time.
Theme 1.2 [10]

Answers may take a variety of approach.

- A review of the changes in birth rates and death rates in an area through time, essentially describing the stages in the demographic transition.
- One case study may be chosen with description and explanation of the demographic history and development of that country or region.
- A more generalised review of the demographic transition, with a selection of relevant data from several countries/regions.

The focus of the answer should be on population change not just on birth and death rates alone.

Stage 1 of the demographic transition (some regions are in stage one, but no country) is characterised by high birth and death rates.

Reasons for high birth rates

- Lack of health care so high infant mortality, so dying babies need to be replaced.
- Children act as an insurance against illness and old age of the parents.
- Children can work and add to the family income.
- Lack of family planning advice and guidance.
- Lack of contraceptive aids.
- Religious objection to contraceptive use.
- Cultural/religious traditions encourage large families.

Reasons for high death rates

- Poor medical resources, hence high infant mortality and disease.
- Lack of environmental control may lead to famine.
- War could break out over scarce resources/territorial disputes.

Stage 2

- Births continue at a high level for cultural, social and religious reasons.
- Death rates begin to fall due to health care improvements such as vaccinations, and social policy reforms such as on sewerage systems.

Stage 3

- Death rate continues to fall, now joined by a falling birth rate due to:
- Better health care.
- Better pensions.
- Use of contraception.
- Falling infant mortality.
- Good education on birth control.
- Women having careers.
- Later age of marriage.
- More materialistic society.
- Economic uncertainty (especially Eastern Europe).

Stage 4

Birth and death rates are still falling and birth rate comes close to death rate.

Stage 5

Birth rate steadies or falls slightly whilst death rate increases due to:

Life cycle

Medical technology can keep more people alive into their 70s, 80s and 90s so the number of older people increases, but then all these old people die together in their 70s, 80s and 90s. With so many old people dying, this leads to a relatively high death rate for a country.

Lifestyle

- Obesity caused by ill-advised diet choice and lack of exercise (heart attacks).
- Sedentary occupations, lack of exercise (heart attacks).
- Personal abuse: drugs, alcohol, smoking (cancer).
- Unprotected sex (STDs, AIDS).
- Suicides.
- Murders.
- Industrial accidents and road deaths.

World War II

The baby-boomers of the late 1940s to early 1950s are within the pensioner bulge predicted.

Migration is only relevant in how changes in the total numbers of people influence the numbers being born or dying.

Some candidates may illustrate their account with a diagram of the demographic transition and/or population pyramids. Credit these if accurate and relevant.

Data are available at www.prb.org

Level 3 8-10 marks	Uses good specific information to explain how and why birth and death rates change naturally to result in population change.
Level 2 4-7 marks	Demonstrates a range of points with some structure and use of examples, but imbalance between how and why population changes.
Level 1 0-3 marks	Demonstrates some aspects in general terms with little depth nor illustration.

- Q.2 (a) Use Figure 2 to suggest how this area has been regenerated.** Theme 2.3 [5]

Suggestions:

- Statues.
- Water feature.
- Square or piazza.
- Apartments with balconies.
- Modern glass fronted offices (perhaps).
- Alfresco eating and drinking.
- Trees.
- Colourful flags.
- Litter bins.

A simple list: Max 3 marks.

Features must relate to suggested regeneration and evidence of photographic interpretation is required which may involve relative locations and/or specific description of particular features.

- (b) Outline how migrations within an urban area may result in different groups of people living in different areas.** Theme 2.2 [10]

Suggestions:

Economic

- Filtering out from the inner city to the suburbs with increasing wealth.
- Gentrification and redevelopment attract 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: single person nearer the urban centre, families further out.
- Movement may be occasioned by school choice.

Cultural

- Colour/race/ethnicity induced migrations occur often to inner city areas for social, religious and cultural security.

Environmental

- People wishing to reduce their journey to work costs and time migrate towards the inner areas to be closer to business, shops and entertainment.
- Some people will migrate towards the fringe to be closer to the countryside and fringe facilities.

It is often difficult to segregate intra-urban from extra-urban movements so some credit may be given to migration into urban areas. However, the focus of the answer should be on people living and moving within urban areas.

Level 3 8-10 marks	Clear ideas based on good outlines of at least two located specific types of migration.
Level 2 4-7 marks	Migration type(s) outlined, but imbalance between migration type and groups of people/location.
Level 1 0-3 marks	Ideas are generalised with little depth or illustration.

(c) Outline why rural settlements are changing. Theme 2.6 [10]

Reasons for positive change:

Rural settlements are changing because rural areas are being invaded by urbanites (counterurbanisation) who in many places now vastly outnumber traditional rural dwellers whose livelihood is based in the countryside.

- Perception

The rural idyll: a chocolate box-top picture of the traditional rural pre-intensive farm-based economy often deludes people into moving out of a city environment and into a counterurbanised village, small town or isolated cottage.

Such perceptions include: less noise, less pollution, less traffic, less crime, friendlier people, better schools and healthier environment.

- Availability of cheap transport.
- Greater disposable income.
- Fringe developments being conveniently located for rural dwellers.
- Village expansion feeds on itself as it creates more facilities, such as a supermarket, which in turn, encourages more people to seek a rural residence.
- Teleworking.

Reasons for negative change

Some extreme rural areas are experiencing a decline in permanent population with signs of abandonment and neglect as businesses, schools and bus services close.

- Often second home owners are responsible.
- The rural agricultural economy has been through a hard time recently and this may also be a factor in negative change.

Positive and/or negative change is acceptable.

The question asks about the **process** of change and not the **nature** of change itself. Candidates who limit themselves to discussing solely the nature of change cannot achieve higher than Level 2. Suggestions of the nature of change follow, but are only valid up to the top of Level 2 if exclusively used.

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

- Noise disturbance from extra traffic and partying from the newcomers.
- The built environment will change as urban estate-like regimented housing styles infiltrate the more traditional rural architecture.
- Commuting will cause more traffic with associated congestion and atmospheric pollution.

Social / cultural / political

- There will be conflicts about future village development.
- Language issues may arise in certain parts of the UK.

Economic

- The local economy will change with either more or less retail outlets.
- Village services such as the post office and bus services may change.
- Recreation and leisure providers will benefit.

Level 3 8-10 marks	Wide ranging suggestions of the reasons for change based on very good descriptions with some reference to real located examples.
Level 2 4-7 marks	Suggestions are good, but case study material is sketchy.
Level 1 0-3 marks	Suggestions are generalised with little depth or illustration.

Q.3 Figure 3 shows the start of an investigation into retailing in Skelmersdale town centre.

(a) Use Figure 3 to describe the distribution of vacant outlets and large retail outlets. [7]

There follows an example of an answer that contains many of the elements of description that would make up a Level 3 response.

Vacant outlets

Vacant outlets have a degree of clustering. There are two vacant outlets next to each other, Units 1A and 3, in the south-west corner next to a large outlet, Iceland, and medium sized outlet, Superdrug. More vacant outlets are to be found to the north-east of the shopping centre; four in a row opposite the eastern entrance and facing a public space with stairs and escalators. A further vacant outlet is sited to the north of this open space, again next to a smaller entrance.

Large retail outlets

There are five large outlets one in the centre of the northern mall, one at each corner of the southern mall and two right in the heart of the shopping centre.

Good answers may include use of orientation and scale.

Level 3 6-7 marks	A thorough description of the distribution of the outlets to include location and relative position.
Level 2 3-5 marks	Some attempt to describe the distribution by relative position, but lacking in precision. Imbalanced description.
Level 1 0-2 marks	Limited information from the plan, little coherent attempt to locate adequately.

(b) Describe and justify two other methods of obtaining data to investigate retailing in the town centre shown in Figure 3. [8]

Suggestions:

Primary research

- Land use survey of the exterior environment.
- Environmental quality survey inside and out.
- Questionnaire of shoppers.
- Questionnaire of shop keepers.
- Accessibility survey for the disabled.
- Accessibility survey for shoppers, which transport mode is used and why?
- Survey of the local out-of-town fringe development(s) to compare and contrast facilities and attraction.
- Footfall.

Secondary research information is also valid.

Each suggestion should be justified in the context of the investigation. The way the data is to be collected could be given together with any limitations and possible health and safety issues.

The context of the investigation has been left open so that the candidate may choose any context which is deemed suitable.

If a questionnaire is suggested then candidates would be expected to include the following points:

Questionnaires should:

- have a pilot;
- avoid bias;
- consider a sampling strategy;
- have tick boxes wherever possible;
- consider where, when and how;
- consider what may affect the results: the weather, time of day, day of the week, season.

Candidates may attempt to construct a questionnaire as part of their answer which may prove a valuable inclusion.

Level 3 7-8 marks	Full appreciation and justification of two methods of obtaining appropriate data for this retailing study.
Level 2 4-6 marks	Reasonably confident about the necessary steps to justify two methods of obtaining data. Imbalance between the two methods. Adequate in parts, but incomplete procedures. If only one method max 6.
Level 1 0-3 marks	Sketchy response. Thin and missing several vital steps.

- (c) Outline the limitations in your own investigation into a changing human environment and how they may be overcome. [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.

A summary of any limitations and how they may be overcome should be present.

By recognising a limitation before commencement or during an investigation and then overcoming that limitation by replacing that activity with another is a very valid comment.

Level 3 8-10 marks	A full and comprehensive summary of more than one limitation and alternative strategies.
Level 2 4-7 marks	A good account, but perhaps an imbalance between the recognition of more than one limitation and the alternative strategies.
Level 1 0-3 marks	Sketchy and perhaps confused, with little development of any meaningful limitation and alternative strategy.