

GEOGRAPHY - G2
CHANGING HUMAN ENVIRONMENTS

- Q.1 (a) Use information from *Figure 1* to describe the global pattern of the origins of asylum seekers. [5]**

Two elements are displayed: locational context (not named country) and size.

Award up to 4 marks for points on locational context/size/both/distinctly different patterns. Not converse.

An additional mark is reserved for some comment on pattern. This may take the form of stating that developing countries appear to provide the most asylum seekers. Some may refer to areas of conflict/political unrest as providing a pattern for global asylum seekers.

Suggestions:

- Zimbabwe in southern Africa provided the largest number, approximately 120,000, of asylum seekers in 2008 (3 marks).
- Africa in general provides more asylum seekers than any other continent (1 mark).
- North America, Western Europe and Australia did not contribute any asylum seekers (1 mark).
- Only two countries in Latin America, Mexico and Colombia, contributed asylum seekers, but numbers were relatively small with approximately 6,000 for Mexico and 12,000 for Colombia (3 marks).
- Several countries in Asia provided asylum seekers, but each individual country's contribution was small on a global scale with the exception of Iraq which contributed approximately 60,000 (3 marks).
- Most asylum seekers are from LEDCs (1 mark), sub-tropical areas (1 mark).

- (b) Explain why refugees and asylum seekers enter countries with developed economies. [10]**

Reasons may include **push** factors of persecution due to war, race, religion, nationality, membership in a particular social group, political opinion or environmental hazard.

Reasons may include **pull** factors: the lure of a better life economically and socially in a developed country; but this alone is no basis for being a refugee or seeking asylum. 80% of asylum claims in the UK are rejected.

Level 3 8-10 marks	Developed understanding with full focus on refugee and asylum seeker. Detailed knowledge of push and/or pull reasons for movement to developed economies. Good development of example(s).
Level 2 4-7 marks	Some understanding of refugee and asylum seeker but drifting into economic migration. Some knowledge of push and/or pull factors. Example(s) are evident to enhance the answer.
Level 1 0-3 marks	Superficial knowledge and possibly focused on economic migration. Little or no use of example(s).

- (c) Describe and explain why countries have different gender structures. [10]

Suggestions:

- **Migrations** may cause different gender structures; **male dominated** in a country which is exploiting natural resources and/or developing rapidly, and has encouraged male workers into that country: e.g. UAE (Dubai). The inverse is a **female dominated** origin country.
- **In Stage 5** of the demographic transition there is a surfeit of older females, which skews the whole gender structure of the country. Females live longer as they are biologically programmed to do so; they have less risky occupations and life-styles and are more concerned with health issues than men.
- China and India.
- Conflict and genocide.
- Aids.

Gender structures may be discussed between different age groups and/or between different regions within a country.

Level 3 8-10 marks	Developed descriptive knowledge and detailed understanding of why countries have different gender structures. Good development of examples.
Level 2 4-7 marks	Some descriptive knowledge and understanding of why countries have different gender structures. Lacks balance. Examples are evident to enhance the answer.
Level 1 0-3 marks	Superficial knowledge and descriptive statements. Little or no use of examples.

Q.2 (a) Use information from *Figure 2* to describe how rural settlements are changing. [5]

Several changes are depicted in the cartoon: a development of three or more of these changes may achieve full marks depending on the depth and range of the answer **which should clearly refer to, and incorporate, specific reference to the annotations in the resource.**

Award a maximum of 2 for direct copying of annotations.

Below are some generic points that candidates may raise in their answers.

Demographic

- The structure of the village population will change to a younger average age.
- Local schools will 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 less retail outlets.
- Village services such as the post office and bus services will decline.

(b) Evaluate the impact of changes in the rural-urban fringe. [10]

A case study of a particular location is the ideal vehicle to use to answer this question.

The answer is dependent upon the example chosen, so many different changes could have occurred.

- Settlement change.
- New suburban accretions.
- 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.

Having established what changes have occurred and where, an evaluation is expected. These changes may be beneficial to certain members of society, but disadvantageous to others.

A balanced discussion would be ideal.

- Older people and younger teens, 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 townies and the local folk.
- Loss of wildlife habitat and natural environmental degradation.

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

Level 3 8-10 marks	Developed knowledge understanding and evaluation of the impact of changes in the rural-urban fringe. Good development of examples.
Level 2 4-7 marks	Some knowledge and understanding and shallow evaluation of the impact of changes in the rural-urban fringe. Lacks balance between description and evaluation. Examples are evident and enhance the outline.
Level 1 0-3 marks	Superficial knowledge and descriptive statements. Little or no use of examples.

(c) **Describe and explain one or more of the issues facing *either* the CBD or the inner city.** [10]

A broad and open question, which hopefully will give candidates an opportunity to describe and explain at least one case study of at least one issue in either the CBD or inner city.

Candidates may not specifically distinguish to which area, CBD or inner city, they are referring. This doesn't matter, as long as the information is relevant and appropriate.

Candidates may develop one issue to cover consequences.

Some issues, from the specification, are listed below. These must be clearly linked to the CBD or inner city to go beyond Level 2.

Inner city

Regeneration, deindustrialisation, dereliction, wasteland, social exclusion and global economic changes.

CBD

Access, pedestrianisation, entertainment districts, uniformity of retailing, office districts and transport. Maintaining / enhancing a vibrant retailing experience in the face of competition from other retail locations away from the CBD and from the Internet.

Level 3 8-10 marks	Developed descriptive knowledge and detailed understanding of one or more of the issues. Good development of examples.
Level 2 4-7 marks	Some descriptive knowledge and understanding of one or more of the issues. Examples are evident and enhance the explanation.
Level 1 0-3 marks	Superficial descriptive knowledge and understanding of one or more of the issues. Little use of examples.

Q.3 (a) Describe land use changes from west to east shown in *Figure 3*. [7]

The focus of answers should be on identification of trends/changes/categories along the west-east continuum.

Suggestions/exemplifications

- In the west is a town centre where there is evidence of a Post Office (PO), a library, a Public Convenience (PC) and cycle hire. There is also a train station and a railway line following the east bank of a river. The buildings are in blocks indicating terraced housing, or retail or other business premises.
- As we move out from the town centre along the A road travelling NE for approximately 1 kilometre, houses appear to become semi-detached then detached with large gardens. There are two schools to the east of the road. The more northerly school has an extensive recreation area next to it.
- Between the B4366, travelling NE, and the main A road travelling east, a large housing estate is located to the south of which, is another school, a campsite, a police station and a fire station. The school is on a hill overlooking a stream to the south. Following this E–W A road out of town we come to a large industrial estate with a karting track to the south of the road and gently undulating farmland to the north. Coed Mawr and Cae Garw may be farms.
- The A4085 travelling to the SE from the town centre passes Segontium which is a Roman fort. It also passes a cemetery and, on the edge of the built up area, Gallt-y-Sil Farm.

Grid references may be given for which location credit should be awarded.

Level 3 6-7 marks	Developed description stressing land use changes outwards from west to east.
Level 2 3-5 marks	Some good description, but perhaps not with a full logical linkage with changes from west to east. A more structured approach.
Level 1 0-2 marks	Superficial descriptions with sparse evidence from the map and random inclusions.

(b) Identify one or more sources of land use information, other than 1:25000 Ordnance Survey maps, that could be used to study land use. Give reasons for your choice(s). [8]

Suggestions

- OS maps at other scales than 1:25 000 providing a more detailed, but smaller area, or a less detailed, but wider area.
- Individual land use surveys by the physical collection of data on the ground by land use transects.
- Aerial photography based information from, for example, Google Earth.
- Satellite images.
- Google Streetmap.
- Other map providers on the internet such as Google, Multimap, Streetmap and MapQuest.
- Official land use mapping by companies (Goad), government agencies (Environment Agency) and local councils obtainable via internet sites, libraries, council offices or company premises.

Only one source need be discussed with reasons which may take the form of either its advantages and/or disadvantages over OS 1:25 000 maps.

Suggestions for advantages of, for example, using aerial photographs from Google Earth.

- OS maps become outdated quickly; another source may be more up to date.
- OS maps are expensive to purchase, another source may be free from the Internet.
- OS maps contain symbols including contours; other sources allow actual buildings and slopes to be seen, perhaps in 3D with zoom facility.
- Colours and sizes can be more easily appreciated from an aerial photograph.
- A GIS system enables better land use interpretation by being able to select individual land uses and removing 'noise' from the image.
- Census, if land-use related.

Accept valid suggestions for disadvantages, for example, using fieldwork physical data collection transect(s).

- One individual cannot physically cover a large area so either sampling, with errors, has to occur, or many individuals with different interpretations will have to be involved.
- The weather will affect when and how collection of data occurs.
- Health and safety issues exist, particularly with regard to deprived areas and the potential for traffic accidents.

A minimum of one source and its justification is required.

Level 3 8-10 marks	Developed knowledge of a land use source(s). Detailed and developed understanding of the reasons for the choice(s), which may take the form of advantages and/or disadvantages of the chosen source(s).
Level 2 4-7 marks	Some knowledge of a land use source(s). Some understanding of the reasons for the choice(s), which may take the form of advantages and/or disadvantages of the chosen source(s).
Level 1 0-3 marks	Superficial knowledge of a land use source(s). Shallow reasons for the choice(s), which may take the form of advantages and/or disadvantages of the chosen source(s).

(c) Evaluate methods used to present information in your investigation into a changing human environment. [10]

Marking will depend on the quality of response and must be adjusted to suit individual studies presented.

Two or more methods, described, demonstrated and justified in context with the specific study stated.

The specification relating to this question is reproduced below:

'Candidates will be required to demonstrate that they are able to use and interpret choropleth, dot, isoline, flow and located statistical maps, histograms, scatter graphs, line graphs, frequency curves, long and cross sections and pie graphs.

Candidates should be able to interpret tabular data and matrices including checklist, cross tabulation and conflict matrices. Scaling, ranking and weighting of data should be introduced. Candidates should be able to compile and interpret Bipolar analyses from questionnaires and to compile simple cost/benefit analysis.' (page16)

Information also includes all written material in their reports. It can also include photographs, PowerPoint and Skype for example. Accept other valid points.

Answers that do **not** address information presentation / evaluation receive 0 marks.

<p>Level 3 7-8 marks</p>	<p>Developed knowledge and detailed and developed understanding of at least two methods of information display. Good development using the context of the investigation.</p>
<p>Level 2 4-6 marks</p>	<p>Some knowledge and developed understanding of a minimum of two methods of information display. Some development using the context of the investigation. Perhaps an imbalance in emphasis between methods.</p>
<p>Level 1 0-3 marks</p>	<p>Superficial knowledge and basic understanding developed of perhaps only one method of information display. Little use of the investigation.</p>