



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2018**

Geography
Assessment Unit AS 2

assessing

Human Geography

[SGG21]

THURSDAY 24 MAY, MORNING

**MARK
SCHEME**

General Descriptions for Marking Criteria

Knowledge and Understanding	Skills	Quality of Written Communication	Level
<p>The candidate will show a wide-ranging and accurate knowledge and a clear understanding of the concepts/ideas relevant to the question. All or most of the knowledge and understanding that can be expected is given.</p>	<p>The candidate will display a high level of ability through insightful analysis and interpretation of the resource material with little or no gaps, errors or misapprehensions. All that is significant is extracted from the resource material.</p>	<p>Excellent quality of written communication. The candidate will express complex subject matter using an appropriate form and style of writing. Material included in the answers will be relevant and clearly organised. It will involve the use of specialist vocabulary and be written legibly and with few, if any, errors in spelling, punctuation and grammar.</p>	3
<p>The candidate will display an accurate to good knowledge and understanding of many of the relevant concepts/ ideas. Much of the body of knowledge that can be expected is given.</p>	<p>The candidate will display evidence of the ability to analyse and interpret the resource material but gaps, errors or misapprehensions may be in evidence.</p>	<p>Good quality of written communication. The candidate will express ideas using an appropriate form and style of writing. Material included will be relevant and organised but arguments may stray from the main point. Some specialist terms will be used and there may be occasional errors in spelling, punctuation and grammar. Legibility is satisfactory.</p>	2
<p>The candidate will display some accurate knowledge and understanding but alongside errors and significant gaps. The relevance of the information to the question may be tenuous.</p>	<p>The candidate will be able to show only limited ability to analyse and interpret the resource material and gaps, errors or misapprehensions may be clearly evidenced.</p>	<p>Basic quality of written communication. The candidate will have a form and style of writing which is not fluent. Only relatively simple ideas can be dealt with competently. Material included may have dubious relevance. There will be noticeable errors in spelling, punctuation and grammar. Writing may be illegible in places.</p>	1

Section A

AVAILABLE
MARKS

- 1 (a) (i) In 1986 there was a much higher number of people dying from Infectious diseases than from non-infectious diseases. For example, 154/100 000 male people died from dysentery. However, only 10/100 000 males died from cardiovascular diseases. [1]

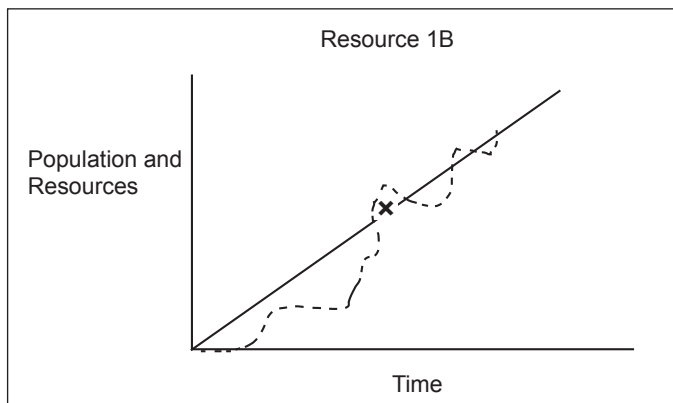
But by 2006 this pattern had changed. More people now died from non-infectious diseases than infectious diseases. Only 2/100 000 males died from dysentery but 490/100 000 males died from cardiovascular diseases. [1] One accurate figure is enough for [2]. Trends acceptable; dates not necessary, one trend missing, maximum [1]

No figures used maximum [1] [2]

- (ii) In 1986 Matlab would have been at stage one of the epidemiological transition. At this stage development would be low and as a result there would be inadequate nutrition, sanitation and hygiene. Medical facilities are inadequate and there are insufficient funds to develop them. They would have not been able to cope with an epidemic outbreak and there would have been a lack of knowledge on how to control the spread of infectious diseases.

By 2006 it appears that Matlab has passed through the receding stage and entered Stage 3, the degenerative and man-made disease. There have been significant improvements in nutrition and sanitation that have allowed infectious diseases to be controlled. Developments in medicine and widespread vaccination programmes would also have facilitated this control on infectious diseases. People at this stage start to die from diseases caused by lifestyle choices and degenerative illnesses. No reference to 'stages', maximum [2]. Explanation of only one trend, maximum [2]. [3]

- (b) (i)



must show initial
surpassing of
food supply

[1]

- (ii) Malthus wrote his theory at the end of the 18th century. He believed that population will grow faster than food supply. Food supply can only grow arithmetically, for example, 1,2,3,4,5, and so on but population grows geometrically, 2,4,8,16, etc. This means that food supply could not keep up with population growth. Population will inevitably exceed food supply. [2] Once food supply exceeds the population, negative and positive checks will be applied to the population to bring it down. Candidates must describe at least one example of these checks, e.g. famine, war, disease, delayed marriage [1]. [2] [4]

		AVAILABLE MARKS
(c) (i)	Population distribution in China is concentrated around the eastern coast. Population densities decrease as you move inland. The same pattern is evident for the distribution of fines. There are greater fine totals in areas along the eastern coastline and this decreases as you move inland. Shanghai had highest in fines, \$67,000, and has the highest population density of over 900 people per square kilometre. The lowest fine is for Gansu \$15,351 – an inland district with low population density. One accurate figure is enough. Focus on only highest (or lowest) density acceptable.	[2]
(ii)	Countries such as China try to reduce fertility rates with anti-natalist population policies because they are overpopulated and have an imbalance between resources and population totals. There are too many people living in the country to be supported by the number of resources available and the standard of living is therefore lower [2]. Such policies are trying to achieve an optimum population with the highest standard of living possible [1]. The term optimum population itself is not required.	[3]
2 (a) (i)	The new housing developments are focused on the edge of Buntingford, especially to the east, south and north west [1]. They are Greenfield development projects on the rural–urban fringe, accept ‘edge’ [1].	[2]
(ii)	Candidates are required to discuss the impact on rural settlements and their surrounding areas (rural–urban fringe).	
	<p>On settlements such as Buntingford: These developments will attract criticism from some locals for a number of reasons. They may lead to increased pressure on the services provided in the settlement putting these services under a strain. It may contribute to increased traffic. It can contribute to a loss of the original character of the town. Places other than Buntingford can be referenced.</p> <p>On the surrounding areas (rural–urban fringe): This fringe area is being affected by Greenfield developments or suburbanisation. This development will lead to a loss of agricultural land and a change in the economic activity of the area. It will have a visual impact on the landscape changing it from rural to urban. This will lead also lead to an impact on the local ecosystems and ecology with the developed areas.</p> <p>Some students may discuss the effects of sub-urbanised villages. This is acceptable.</p> <p>Level 3 ([5]–[6]) A well-structured answer that clearly demonstrates an understanding of how these developments will affect both settlement and the rural–urban fringe. The answer does not need to be balanced to access this level. Terminology will be very good and a range of impacts is offered. Place reference required.</p> <p>Level 2 ([3]–[4]) Candidates who only look at the impact on settlement or only the impact on the fringe will be limited to this level. They may also offer fewer points to illustrate the impact that such developments will have.</p>	15

Level 1 ([1]–[2])

A poorer answer, with a lack of understanding of the impacts.

The quality of impacts given may be poor or there may be inaccuracies.

The quality of terminology will be basic. [6]

- (b) (i) From 2013 to 2015 there has been an increase in the number of people visiting Yellowstone. This has risen to 4 million from about 3.2 million. It is clear from the resource that these visitors have increased the number of jobs in the park to provide for these visitors. There are now 8000 people employed, compared to under 6000. The increased visitors have led to increased spending in the park; this rose to \$500 million in 2015 from under \$400 million. Reference to each graph needed with at least one accurate figure for [3]. [3]

(ii) Arguments against may include:

- Many believe the proposed benefits may not be realised.
- Farmers argue that increased numbers of tourists would lead to further congestion on the roads and impede their work.
- There could be an increase in second homes for tourists. This could increase house prices for locals.
- The economic activities in the area that don't rely on tourism could be forced to close.

Candidates only need to give the arguments against the development of a national park; they do not need to discuss the arguments for.

No marks for those that do. If candidates make an argument with a range of interlinked points allow up to [4]. Stand alone negative points should be marked as a rubric violation. [4]

15

- 3 (a) (i) They must state a composite measure [1]. Most will use HDI or PQLI but any valid composite measure is acceptable. They need to offer both a limitation [1] and advantage [1] as it is an evaluate question. No marks awarded for candidates who do not use a composite measure. [3]

- (ii) The answer offered will depend on the measures they selected. They might outline a North/South divide in development. Their answer should illustrate where the more developed continents are and that Africa is the least developed continent, using their indicators. They should name places in both locations and use their chosen indicators to highlight the contrasts in development found with figures. Candidates who only use LEDC and MEDC as a place reference should be limited to maximum [2]. At least two measures are needed for [4]. If only one measure given, maximum [3]. MEDC/LEDC answer without reference to measures, [1]. [4]

- (b) Candidates need to assess the impact of Aid so they need to look at both the positive and negative impact. They must use the resources and have evidence of this in their answer. Candidates who only list the positive and negative impacts with no connection to development must be limited to Level 2. A one-sided evaluation (all positive or all negative), maximum [4]. For [8] there needs to be explicit reference to impact on development.

Possible benefits they may discuss could include:

- Much short term and humanitarian aid can help save lives following a natural disaster. This can be seen with Aid being sent to the Philippines after a typhoon. This aid will provide shelter and urgent medical supplies so save lives. This will reduce the burden on the LEDCs to find the resources to do this and thus help development in the long run. The aid will also help the country rebuild itself faster and develop.
- Aid can improve the standard of living of people in LEDCs. This can be seen in the provision of water pumps throughout Africa. This means that people will have access to clean safe drinking water and be healthier for work. This work will facilitate development with the country. The provision of water pumps also means that people would not have to spend large parts of the day walking for miles to collect water, a job mostly carried out by women. This would free more people up for work and thus encourage development. The water could also facilitate the development of local rural industries.
- Aid sent to help following epidemics reduces the burden on LEDCs to cope with these outbreaks. Aid sent to help African countries with Ebola would have provided medical teams and medical supplies – reducing the financial impact of such outbreaks on LEDCs. This would also help more people survive, especially more economically active which will help development in the long run.

Candidates will discuss that when aid is sent as Voluntary aid the impact on development tends to be greater and more meaningful. There are fewer benefits on development when aid is sent as multilateral or bilateral aid. They may discuss:

- A lot of aid sent never reaches the people who need it the most. Due to dictatorships, poor administration systems and corrupt governments money is not used to help improve the standard of living of the majority and therefore the impact on development is less. Aid very often does not reach the poorest people who need it the most.
- Aid can have interest rates attached to the loans provided. These loans can then increase the level of debt for that country. Countries very often struggle to earn enough money to make the repayments and large amounts of the money they produce have to be used for debt repayment. This leaves less money for development projects and thus the rate of development will be slower.

Level 3 ([6]–[8])

A well written answer that has fully used the resources. The answer clearly understands that aid can have both positive and negative effects and has related these effects to development.

Level 2 ([3]–[5])

Candidates who do not use the resources will be limited to this level. The range of points offered may be fewer. Candidates who focus wholly on the resource will not be placed higher than Level 2.

Level 1 ([1]–[2])

A poor answer with a limited understanding of the issues connected to aid and development. There may be inaccuracies and the quality of communication may be poor.

[8]

15

AVAILABLE
MARKS

Section B

AVAILABLE
MARKS

- 4 The main sources of population data are the census and vital registration. The census is a snapshot of the population taken at a specific time, normally every ten years. It asks demographic, social and economic information about the country at that moment in time. It is a legal requirement to complete the census in the UK. It is seen as a static measure of the population. The vital registration is more a dynamic measure of the population, where the number of births and deaths within a country is monitored every day and is always changing. It is an ongoing process.

The points made with reference to the reliability will depend on the case studies chosen. But may include the following:

Issues affecting the reliability of the census in LEDCs:

- Literacy levels in LEDCs: poor education means that few people can read and write, and many would be unable to complete a written census form.
- Lifestyles: nomadic tribes and families can be difficult to find.
- Size: many countries are vast, stretching across difficult terrain.
- Mapping inaccuracies: households might be left out if mapping of areas is incomplete.
- Transport difficulties: it can be difficult for enumerators to gain access to some places, which can be made worse by seasonal rains or weather patterns.
- Language barriers: tribal/ethnic languages can sometimes cause obstacles.
- Cultural traits: on some areas men are not allowed to interview women.

Reasons for success of census in MEDCs:

- Large amounts of money set aside
- Legal requirement to complete it, with fines if you do not.
- Help lines and confidentiality guaranteed.
- Extensive public campaign beforehand on TV and Radio to explain the importance of it.

Issues that may affect reliability of vital registration in LEDCs:

- Transport difficulties to make the sometimes long journeys needed to register birth or death.
- Lack of understanding of the importance
- Difficult terrain and nomadic populations.

Reasons for greater success of vital registration in MEDCs:

- In most MEDCs you cannot access a doctor without a birth certificate. This can only be issued after you have registered a birth.
- You cannot have a funeral or a Will read without a death certificate and this can only be issued after a death has been registered.

They need to have specific case study information rather than LEDC vs MEDC material. Those who do not should be limited to Level 2. If one source of data only, maximum Level 2. If both sources described but only one evaluated, maximum [12]

Level 3 ([11]–[15])

Candidate has outlined the main sources of population data and, using an MEDC and LEDC case study, they have compared the issues affecting the reliability of the data collected. They have specific case study information and the geographical terminology and quality of written communication is very good.

Level 2 ([6]–[10])

Candidates who do not use a specific LEDC and/or MEDC case study will be limited to this level. Candidates who do not outline the main source of population data will also be limited to this level. The range of issues discussed may be less. Quality of written communication may be good.

Level 1 ([1]–[5])

There may be inaccuracies and the understanding of the issues is poor. Quality of written communication may be poor. [15]

AVAILABLE
MARKS

15

- 5 The issues facing inner city areas in MEDCs identified in the syllabus are: social and economic deprivation, re-urbanisation and gentrification. Pupils do not need to address all aspects but two issues are needed.

If discussing economic and social deprivation they need to be able to describe the levels of deprivation using a selection of indicators. Vague comments are not acceptable for Level 3. They need to produce place names and figures for Level 3. In relation to gentrification the same applies. They need to have a clear understanding of the process of gentrification and they need to be able to produce case study specifics in relation to this process. Place names are needed for Level 3 rather than a general discussion of this process in MEDCs.

They do not need figures and place names for both of the processes they have selected but they must be used at some point.

Level 3 ([11]–[15])

A detailed and well written answer that fully discusses the issues in MEDC inner cities. They discuss their issues competently in relation to a case study. They have been able to illustrate their answer with place names and, where appropriate, figures. Quality of written communication is excellent.

Level 2 ([6]–[10])

This is still a good answer but the depth will be less. The candidate may lack figures and case study details and offer more general comments in relation to the processes chosen. Quality of written communication is good. Candidates who only discuss one issue, maximum Level 2.

Level 1 ([1]–[5])

A poor answer that shows a very limited understanding of the issues in inner city MEDCs. There may be serious errors and the quality of communication will be poor. Candidates who discuss issues in LEDCs will be limited to this level.

Quality of written communication may be poor. [15]

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- 6 An emerging market is described as a country that has some of the characteristics of an MEDC but does not meet all the criteria. Emerging markets are progressing towards MEDC status and have high annual growth rates. The BRICS and MINT nations are the most commonly noted and important emerging markets.

Students only need to discuss only one emerging market so the content will depend on the case study chosen. They will either look at: Mexico, Indonesia, Nigeria, Turkey, Brazil, Russia, India, China or South Africa. For their chosen case study they need to address both the how and why this country has become an emerging market. They need to describe it with facts and figures to illustrate how it is considered an emerging market. They need to have specific case study information rather than vague statements about emerging economies. They need to also be able to offer specific explanations to explain why their chosen case

study has experienced these changes. They clearly understand the factors that have led to the growth that they have described. Do not require clear distinctions between 'how' and 'why'.

Level 3 ([11]–[15])

They answer with specific factual case study information and a good use is made of figures. Some reference to growth (with figures) is necessary. Quality of written communication is excellent.

Level 2 ([6]–[10])

Still a good answer but the detail may be less. One element of the question may be totally missing, they may leave out the why or the how entirely or figures to show growth. The quality of figures will be less. Quality of written communication is good.

Level 1 ([1]–[5])

A poor answer that uses weak geographical terminology. Candidates who answer the question solely using general comments or statements will be limited to this level; there will be no specific case study information. Quality of written communication may be poor.

[15]

Total

**AVAILABLE
MARKS**

15

75