![cea logo] **Rewarding Learning**

ADVANCED SUBSIDIARY (AS)
General Certificate of Education
January 2011

Geography

Assessment Unit AS 2

assessing

Human Geography

[AG121]

AG121

FRIDAY 21 JANUARY, AFTERNOON

| TIME |

1 hour 30 minutes.

| INSTRUCTIONS TO CANDIDATES |

Write your Centre Number and Candidate Number in the spaces
provided at the top of this page.
Section A: candidates must answer this section.
Section B: answer **all three** questions in this section.
Section C: answer **any two** questions from this section.
You should write your answers in the spaces provided in this question
paper.

| INFORMATION FOR CANDIDATES |

The total mark for this paper is 90.
Quality of written communication will be assessed in **all** questions.
Figures in brackets printed down the right-hand side of pages
indicate the marks awarded to each question or part question.

For Examiner's use only	
Question Number	**Marks**
1	
2	
3	
4	
5	
6	
7	
Total Marks	

6418

Section A

Answer this section

1   (a) Study **Resource 1A**, a table showing the age distribution of the population of Guyana a
        Resource 1B on page 3, a partially completed population pyramid to illustrate the data.

Resource 1A

Age (Years)	Male Population	Percentage Male	Female Population	Percentage Female
0–4	45994	12.1	44315	
5–9	49883	13.2	48215	
10–14	41859	11.1	40841	
15–19	34018	9.0	33896	9.0
20–24	32406	8.6	32962	8.7
25–29	30702	8.1	31293	8.3
30–34	29538	7.8	29264	7.7
35–39	26848	7.1	26667	7.1
40–44	23700	6.3	23479	6.2
45–49	18231	4.8	18114	4.8
50–54	14429	3.8	14140	3.7
55–59	9120	2.4	9279	2.5
60–64	7303	1.9	7924	2.1
65–69	5662	1.5	6254	1.7
70–74	4027	1.1	4642	1.2
75–79	2548	0.7	2988	0.8
80+	2333	0.6	3476	0.9
	378,601	100	377,749	100

© Bureau of Statistics, Guyana

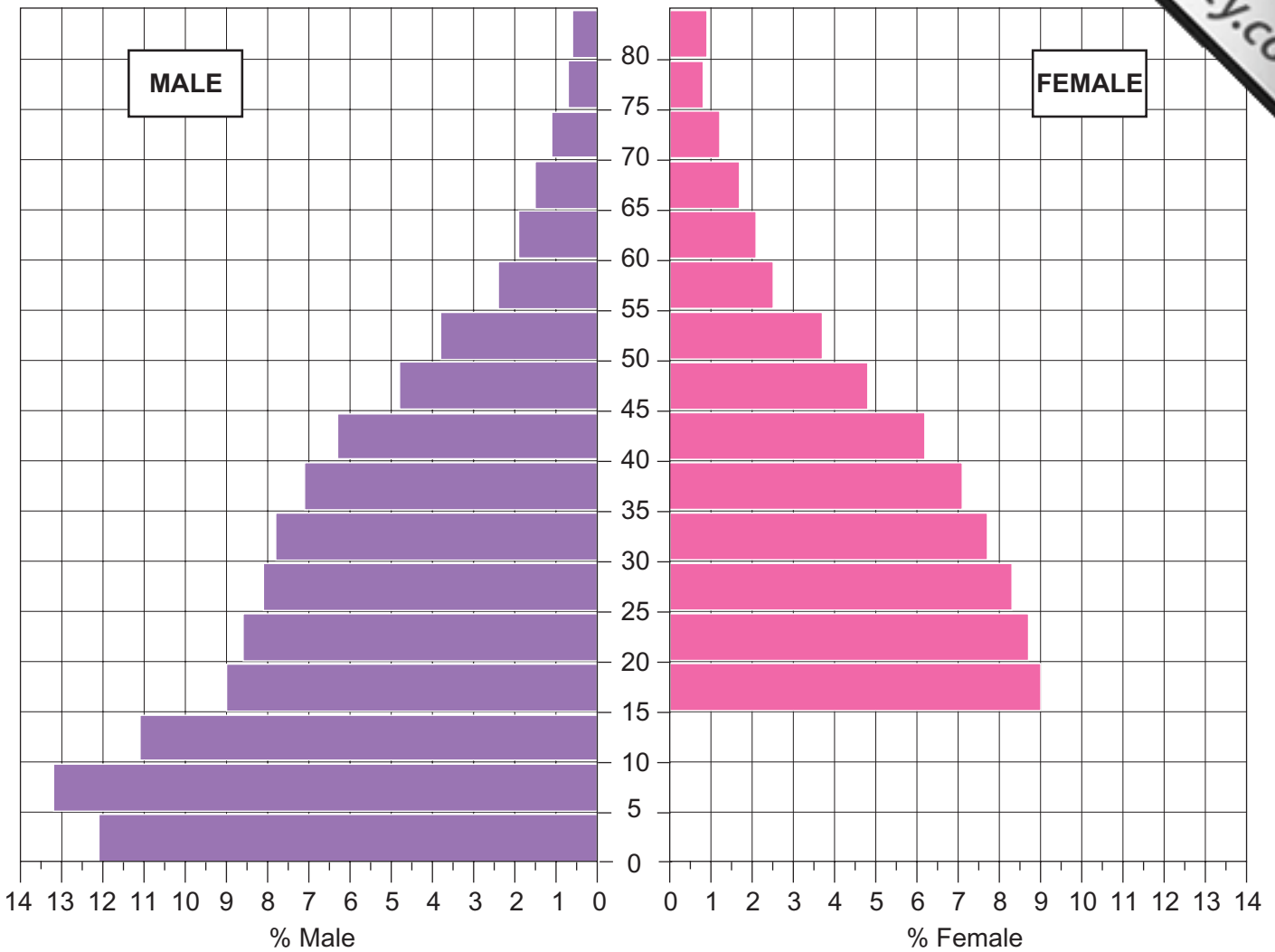| Examiner Only	
Marks	Remark

(i) Complete the table, **Resource 1A**, by calculating the
     percentages of the missing female age groups.   [3]

(ii) Complete the population pyramid, **Resource 1B**, by
      accurately plotting the percentages for these age groups.   [3]

Resource 1B

**Age
(years)**

MALE

FEMALE

14 13 12 11 10 9 8 7 6 5 4 3 2 1 0   0 1 2 3 4 5 6 7 8 9 10 11 12 13 14

% Male   % Female

(iii) How are population pyramids, such as that for Guyana, useful in
understanding dependency ratios?

_____

_____

_____

_____

_____

_____ [3]

6418

3

[Turn over

(b) A geography student planned a survey to investigate tourism and its impact in Ambleside in the Lake District National Park. Study **Resource 1C** on page 5 which illustrates part of the questionnaire used for data collection.

(i) Identify **one** weakness in the design of Question 5.

_____

_____ [1]

(ii) With reference to **Question 9** from the questionnaire, explain **one** strength and **one** weakness of this style of question.

_____

_____

_____

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_____

_____

_____ [4]

Resource 1C

1. Have you visited Ambleside before?

Yes ☐   No ☐

2. How long do you intend to stay?

< 1 day ☐   1 day ☐   Several days ☐   1 week ☐   > 1 week ☐

3. How did you hear about Ambleside?

Advert/Flyer ☐   Friend ☐   Already knew ☐

TV/Radio ☐   Internet ☐   Other ☐

4. Where have you travelled from to visit Ambleside? _____

5. How far have you travelled today to get here?

<5 km ☐   20–30 km ☐

5–20 km ☐   > 30 km ☐

6. How did you travel here today?

Car ☐   Foot ☐   Bicycle ☐   Other ☐

Bus/Coach ☐   Train ☐   Motorbike ☐

7. What are your reasons for your visit here today (tick all that apply)?

Sightseeing ☐   Walking/Hiking ☐   Dog Walking ☐

Visiting Friends ☐   Picnicking/Eating ☐   Work ☐

Education/Scientific ☐   Leisure/Recreation ☐   Other ☐

8. Have you visited/do you intend visiting any of the following nearby attractions?

Dove (Wordsworth) Cottage ☐   Galava Roman Fort ☐   Stockghyll Force Waterfall ☐   Armitt Museum ☐

Lake Windermere ☐   Bridge House ☐   Jenkan Crag ☐   Other ☐

9. Please read the following statements below on the impact of tourism, and tick where appropriate

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
There is too much traffic congestion in Ambleside					
Overcrowding has a negative impact on Ambleside					
Crime/Vandalism is evident in the area					
Litter has a negative visual impact					
Environmental disturbance/damage is evident					

(iii) Select **one** sampling method and explain why it would be appropriate in this study.

_____

_____

_____

_____

_____

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_____

_____ [4]

(iv) Having piloted the questionnaire, explain any **one** factor, apart from sampling, which needs to be considered when carrying out the survey to ensure reliable data collection.

_____

_____

_____

_____

_____

_____ [3]

(v) Study **Resource 1D** on page 7, which illustrates secondary data mapped by the student to show the number of buses visiting Ambleside per week in Summer 2009.

(1) What type of mapping technique is shown in **Resource 1D**?

_____ [1]

(2) How many buses per week, in Summer 2009, came to Ambleside from:

○ Grasmere _____

○ Windermere _____ [2]

6

Resource 1D

Keswick

Number of buses per week

0

100

100

200

200

300

300

400

N

Grasmere

Dungeon
Ghyll

Ambleside

Coniston

Windermere

Hawkshead

km

0   2   4   6   8   10

Kendal

Source: Principal Examiner

Source: Principal Examiner

(vi) Photographic evidence, as shown in **Resource 1E** on page 8, was also collected to illustrate the impact of tourism in Ambleside and its surrounding environment. Using some evidence from **Resource 1D** and **Resource 1E**, explain why tourism management is necessary in this National Park.

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_____ [6]

9

Section B

Answer **all three** questions in this section.

2 Study **Resource 2A** which shows the annual rate of population change in the United Kingdom between 1962 and 2005 and **Resource 2B** which shows the rate of natural change and migration change in the UK between 1991 and 2006.

Resource 2A
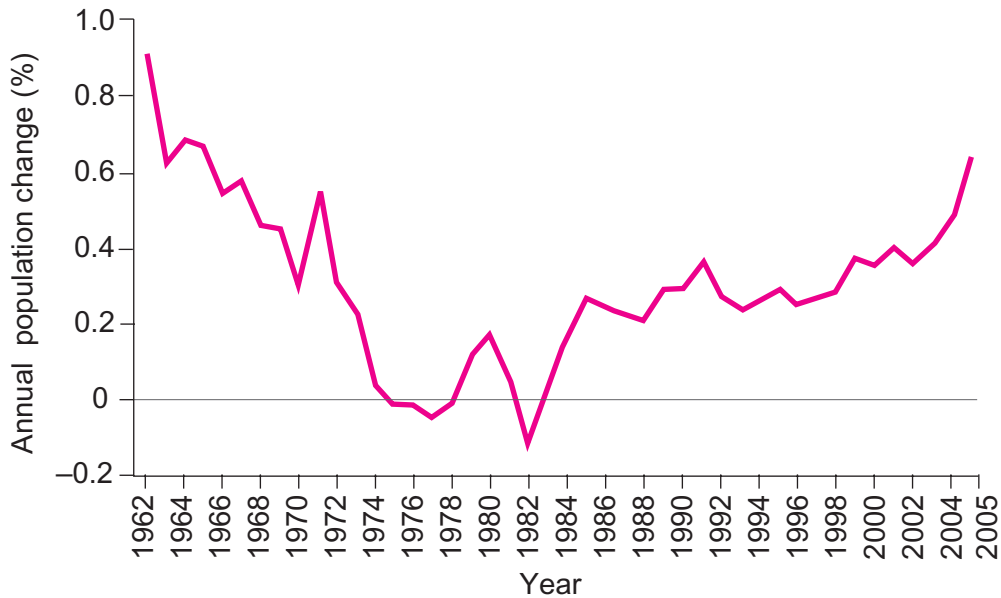
Resource 2B
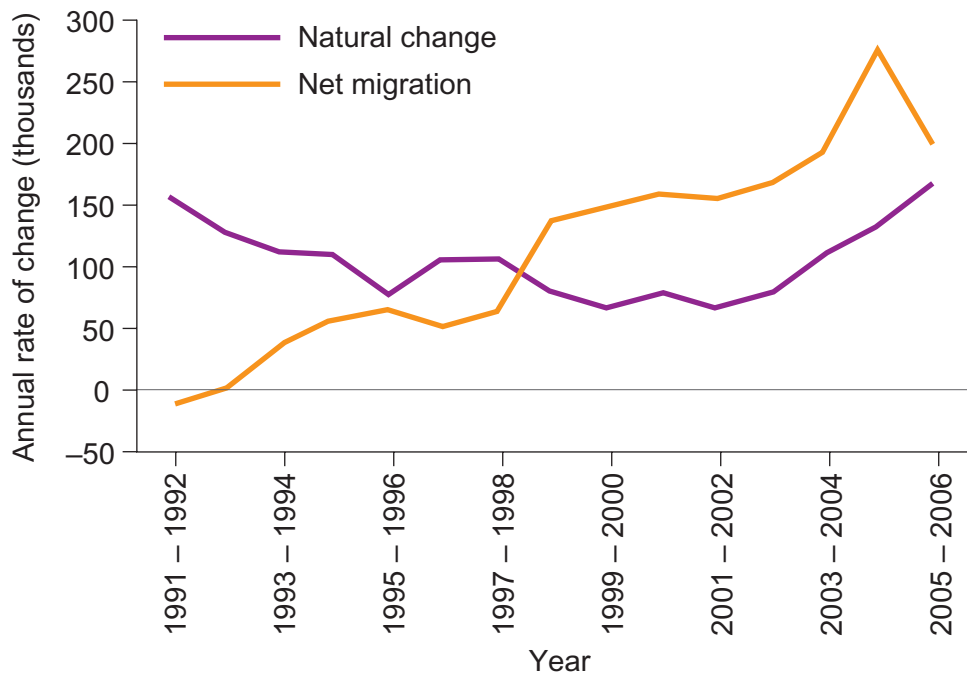
(a) (i) Describe the annual rate of natural population change between 1962 and 2005 in the UK as shown in **Resource 2A**.

_____

_____

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_____

_____ [3]

(ii) Using **Resource 2B**, compare the contribution of natural change with that of migration change to population change in the UK between 1991 and 2006.

_____

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_____

_____ [3]

(b) Using your national case study, **describe** how population structure has changed over time. (No explanation is required.)

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_____ [6]

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(Questions continue overleaf)

3 (a) Study **Resource 3** which shows the percentage of the total population living in metropolitan areas in the USA between 1910 and 2000.

Resource 3
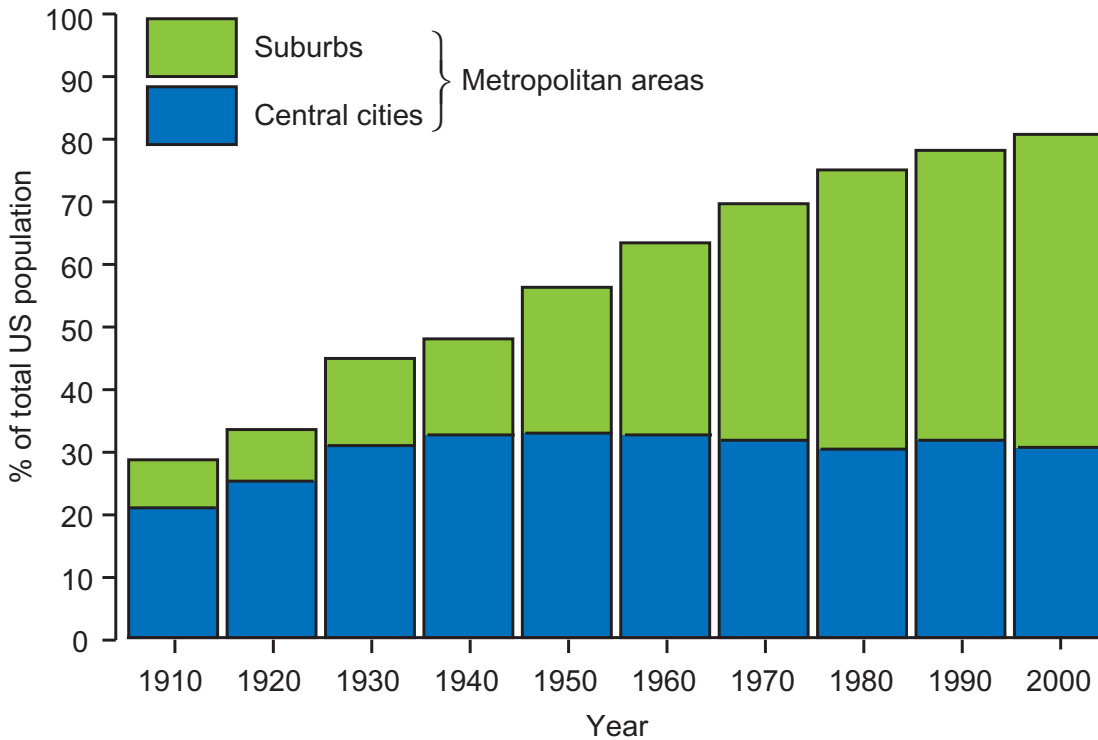
Note: A metropolitan area is an area composed of a major central city and its surrounding suburbs.

© US Census Bureau, Decennial Census of Population, 1910-2000

(i) In which year did the suburban population first exceed the central city population?

_____ [1]

(ii) Describe the changing pattern of population living in metropolitan areas and in their central cities and suburbs between 1910 and 2000 as shown in **Resource 3**.

_____

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_____ [4]

(iii) Name the main urban process shown in this data.

_____ [1]

(b) With reference to your case study, **describe** the social and economic deprivation in an inner city area of a MEDC.

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_____ [6]

6418

[Turn over

4 **(a)** Study **Resource 4** showing the relationship between total fertility rate and the Human Development Index in 2005.

Resource 4

(increasing development →)
Human development index

Describe and explain the relationship shown in **Resource 4** between total fertility rate and the Human Development Index.

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_____ [6]

(b) Define colonialism and discuss how it may have **negatively** affected development.

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_____ [6]

Section C

Answer **any two** questions

5 "Population distribution is related to the availability of physical and human resources." Discuss this statement with reference to your national case study. [12]

6 With reference to places for illustration, discuss the issues facing **remote** rural environments. [12]

7 With reference to specific measures of development, explain the problems of defining development. [12]

Number your answers clearly

Question Number	

19

[Turn over

Question Number	

Question Number	Number your answers clearly
	_____
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Question Number	Number your answers clearly

6418

22

Question Number	Number your answers clearly

23 **[Turn over**

Number your answers clearly

Question Number	

6418

25

[Turn over

Question Number	Number your answers clearly

Number your answers clearly

Question Number	

27

Question Number	

Number your answers clearly

Question Number	

29

[Turn over

Number your answers clearly

Question Number	

THIS IS THE END OF THE QUESTION PAPER

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