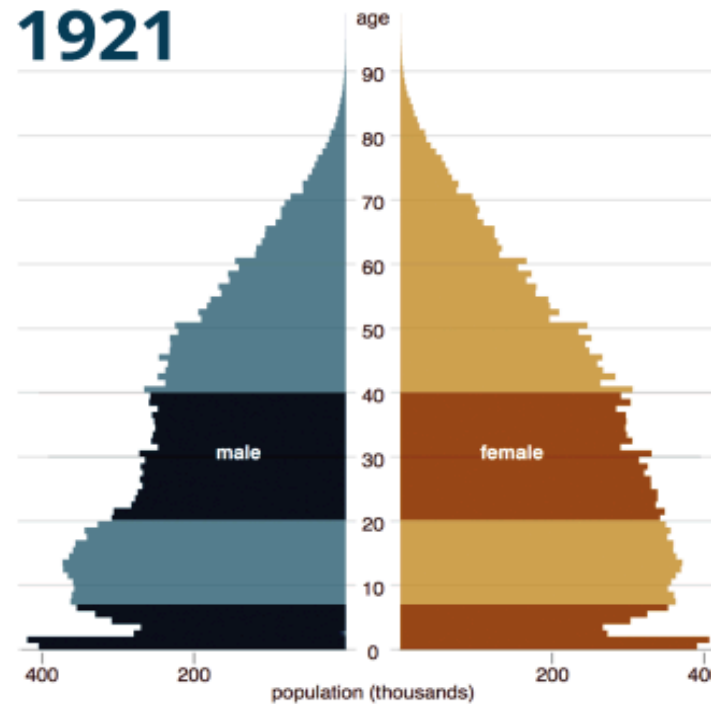
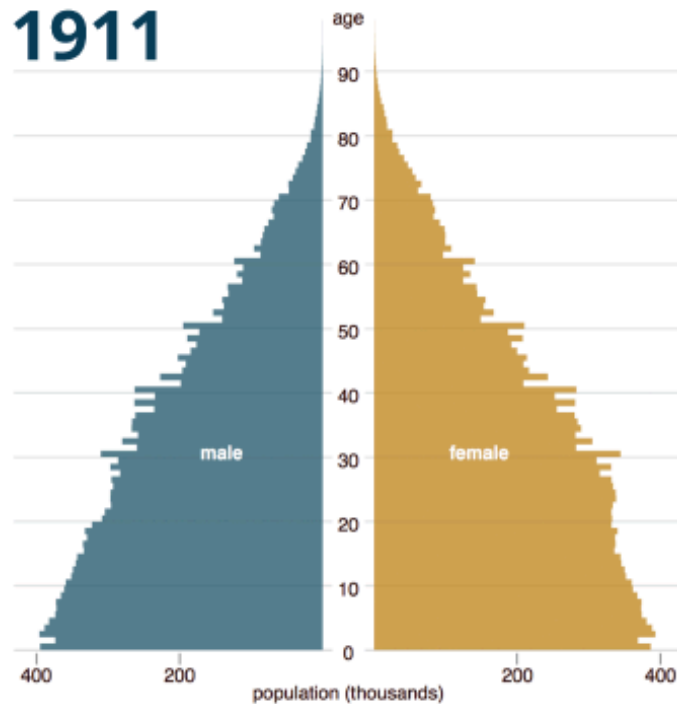


Population

The population pyramids show information about the population of England and Wales in 1911 and 1921.



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Question

The First World War began on 28th July 1914 and lasted until 11th November 1918.

Describe two ways in which the First World War affected the structure of the population in England and Wales.

Population Question – scoring

Full credit

Makes a correct observation about birth rate, for example,

- There was a big drop in the number of babies born during the war
- The birth rate fell during the war
- The numbers of children between the ages of 1 and 6 are much less in 1921

AND

Makes a correct observation about death rates of young men, for example,

- A lot of men between the ages of 20 and 35 died during the war
- The death rate of men rose during the war
- The number of men between the ages of 25 and 40 has dropped in 1921

Partial credit

Makes a correct observation about birth rate OR makes a correct observation about death rates of young men

Both statements are correct but there is a lack of precision in language; for example,

- There are fewer children in 1921
- There are fewer men in 1921

It is preferable to be more specific; for example,

- There are fewer children between the ages of 1 and 6 in 1921
- There are fewer men between the ages of 25 and 40 in 1921

Any other correct statement (that therefore fails to identify the key information provided by the charts)

No credit

No credit should be awarded to a statement that does not reference the relevant time period; for example,

- The number of babies is less
- There are more men than women

Any other response

Support

Explain to students that the 1921 diagram is coloured differently to help show where the greatest effects are.

Extension Question

Challenge students to predict, sketch and justify a population pyramid for 1931 and 1951

Developing numerical reasoning

Identify processes and connections

- Transfer mathematical skills across the curriculum in a variety of contexts and everyday situations

Represent and communicate

- Explain results and procedures precisely using appropriate mathematical language
- Interpret graphs that describe real-life situations, including those used in the media, recognising that some graphs may be misleading

Review

- Interpret mathematical information; draw inferences from graphs, diagrams and data, including discussion on limitations of data

GCSE Subject Content		
Foundation	Intermediate	Higher
Looking at data to find patterns and exceptions. Drawing inferences and conclusions from summary measures and data representations, relating results back to the original problem.		