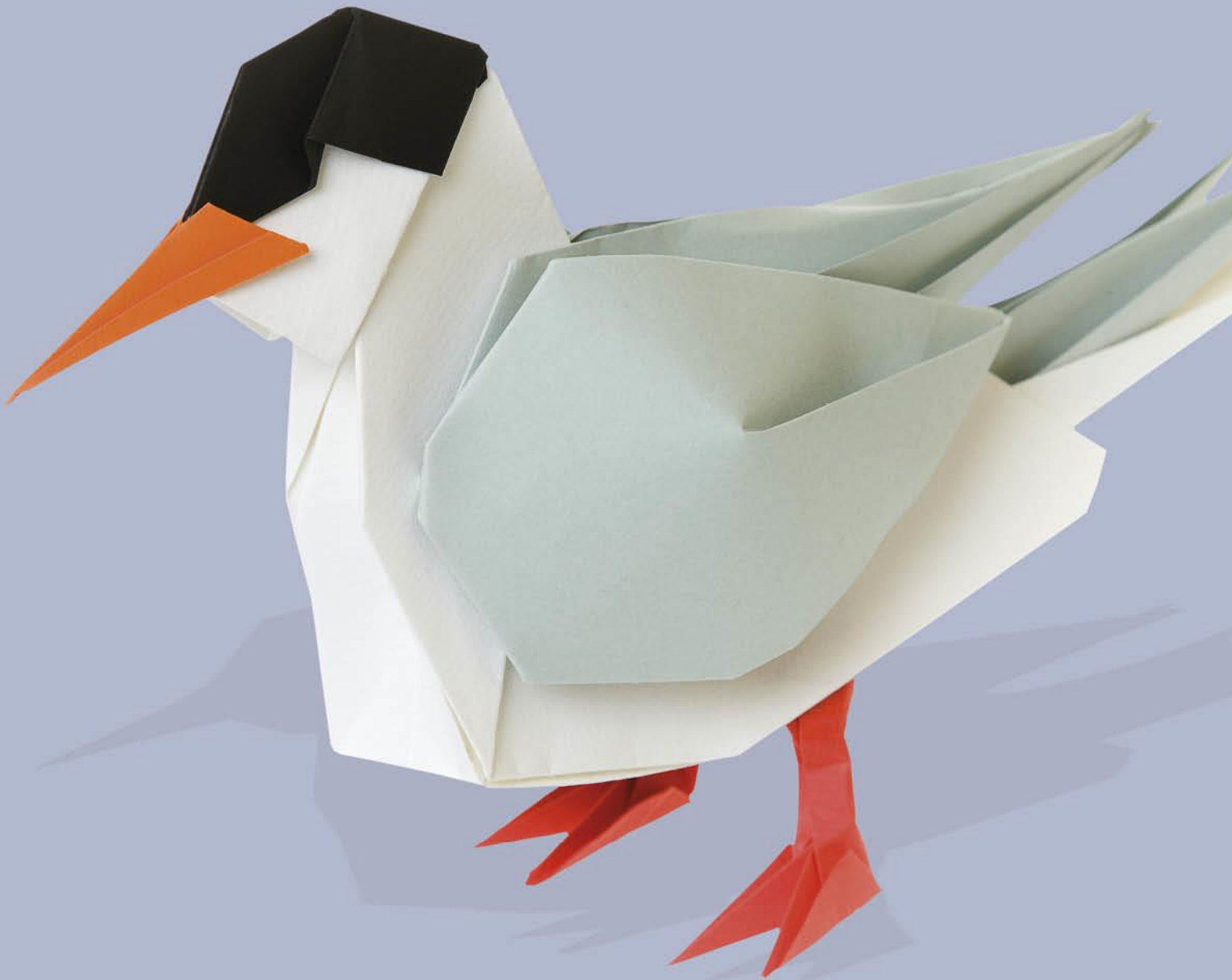


AS Geography Examiner Marked Student Responses

Paper 2: Dynamic Places



Pearson Edexcel Level 3 Advanced Subsidiary GCE in Geography (8GEO)

Examiner Marked Student Responses for Paper 2: Dynamic Places

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Introduction

This guide has been put together using student responses to our sample assessment materials in AS Geography Paper 2: Dynamic Places (8GEO/02). The answers and examiner commentaries in this guide can be used to show the standards in the AS Geography assessment.

We use a mixture of question types throughout our exam papers, including:

- Multiple choice questions (MCQ)
- Short open response
- Calculation
- Open response
- Extended open response

Each question will always begin with accessible question items requiring lower order thinking skills that students can answer with confidence. Questions then ramp in demand, finishing with extended open response questions.

Our command words are defined in on page 57 of the AS Geography specification and will remain the same for the lifetime of the specification. Questions will only ever use a single command word and command words are used consistently across our question types and mark tariffs. Please see page 19 of our [GCSE \(9-1\), AS and A level Geography assessments guide](#), which shows how our command words are linked to mark tariffs.

Our mark schemes show the marks available for each assessment objective (AO) tested by a question. There's a consistent approach across questions that test the same AOs so you and your students can focus on the geographical skills and understanding rather than the mechanics of individual questions. Indicative mark schemes are written for students so that they understand what's required for each assessment objective.

Levels-based mark schemes are used for extended-writing questions. Each level of descriptors articulates the AO skill characteristics that must be demonstrated in the response to achieve marks. The level descriptors will not change during the lifetime of the qualification. For each type of extended-writing question, there is a distinct set of levels-based mark schemes:

- 6-mark Explain
- 9-mark Fieldwork Assess
- 12-mark Assess
- 16-mark Synoptic Evaluate

Question 1: Globalisation

Example 1 – Question 1 (a)

1 (a) Define 'global shift'.

(1)

Mark scheme

Question number	Answer	Mark
1(a)	<p style="text-align: center;">AO1 (1 mark)</p> <p>Award 1 mark for correct definition, for example:</p> <ul style="list-style-type: none"> • movement of the global economic centre of gravity to Asia (1) • outsourcing of manufacturing and service provision to Asia (accept China, Middle Income Countries) (1). <p>Accept any other appropriate response.</p>	(1)

Student answers to 1 (a)

Movement of manufacturing to less developed countries.

Examiner's comments

This response is awarded 0 marks.
It should be 'emerging' or 'developing countries'.

When TNCs locate in other countries which develops them further.

Examiner's comments

This response is awarded 0 marks.
The answer is confusing.

TNCs moving to a country in Asia as it is cheaper to work there.

Examiner's comments

This response is awarded 1 mark.

Example 2 – Question 1 (b) (iii)

(iii) Suggest **one** reason why labour costs are significantly cheaper in Bangladesh.

(3)

Mark scheme

Question number	Answer	Mark
1(b)(iii)	<p style="text-align: center;">AO1 (2 marks)/AO2 (1 mark)</p> <p>Award 1 mark for analysing the information to identify a possible reason for lower labour costs, and a further 2 marks for expansion, up to a possible 3 marks. For example:</p> <ul style="list-style-type: none"> • lower cost of living (1) as housing/food costs are lower (1) so company can recruit workers on lower wages (1) • large numbers of workers available (1) as there are few other formal job opportunities/many work in informal employment (1) so factories can demand longer hours/fewer breaks which reduces costs (1) • non-unionised labour (1) as there are few government regulations (1) so there is no minimum wage (1) • fewer regulations/employment law in factories (1) so there is no sick pay/maternity pay (1) which means employers only pay for hours that are worked (1). <p>Accept any other appropriate response.</p>	(3)

Student answers to 1 b (iii)

One reason why labour costs are significantly cheaper is because Bangladesh is not a very well developed country and does not have a high GDP. This means that it is difficult for the people working in these countries to earn a high wage.

Examiner's comments

This response is awarded 1 mark.

One mark for 'not a very well developed country'. Note that copying out the question is not a good idea, particularly in these short questions.

The rest of the answer is not clear enough for an extension mark.

This is due to labour laws being less strict because of being a developing country means due to there being poverty and many people unemployed, companies will pay less because people will work long hours even for the smallest amount of money due to not having a steady income. Also due to having many of the raw materials this means there is no import or export tax and is therefore cheaper.

Examiner’s comments

This response is awarded 3 marks.
Here several reasons are identified, but only one is related to low labour costs: “lots of unemployed” (1), which is extended by explaining that people will work for long hours (1) in a developing country (1).

People are a lot poorer so are willing to work for a lower wage, because it is a developing country. So shirts can be made here cheaper as the cost of living is less than in the USA, so lower wages can be paid.

Examiner’s comments

This response is awarded 3 marks.
Marks for developing country (1) so people are poorer (1) and there is a lower cost of living (1).

Example 3 – Question 1 (c)

(c) Explain **two** ways changes in transport have accelerated globalisation.

(4)

Mark scheme

Question number	Answer	Mark
1(c)	<p>AO1 (4 marks)</p> <p>For each way, award 1 mark for a change in transport, and a further 1 mark for expansion, up to a maximum 2 marks each. For example:</p> <ul style="list-style-type: none"> • faster/cheaper trains/ships have resulted in decreased friction of distance (1) which results in apparent shrinking world with cultural/economic/social links (1) • containerisation of shipping has led to reductions in cost of shipping (1) so growth in global trade as it facilitates outsourcing/growth of TNCs and global supply chains (1) • reduction in cost of air flights as aircraft have become larger/more efficient (1) so promotion of tourism/business/migration travel for individuals (1). <p>Accept any other appropriate response.</p>	(4)

Student answers to 1 (c)

1. Someone could order something online and have it delivered the next day by car.
2. Transport means that companies can have manufactured goods delivered between countries to sell, this can be by things such as ships.

Examiner's comments

This response is awarded 0 marks.

There are no marks scored here as there are no clear changes to transport identified.

Note here that the key word 'changes' has been overlooked. Globalisation is implied in the second point, but 'changes' and 'increased' are not the focus of the answer. It is not solely a question about transport.

1. Larger planes allow people to travel long distances quickly and cheaply on holiday and business trips so they can absorb culture and the local way of life.
2. Cargo ships allow goods to be transported more easily creating international trade routes allowing produce from abroad to infiltrate local markets and life styles.

Examiner's comments

This response is awarded 2 marks.

The first point has a change and an impact on globalisation. (2)

The second point does not have a change clearly articulated, so although it has impact on globalisation, no mark can be scored. (0)

1. Transport has enabled goods from across the world to be transported across the ocean or on planes in a matter of days or hours. This is by the container revolution with freight ships carrying over 16,000 instead of 4,000 in the 1980s.
2. Transport has also enabled people to travel anywhere in the world for a cheap price. Companies such as Easyjet have increased the number of planes and take people to new cultures making friends.

Examiner's comments

This response is awarded 4 marks.

Two marks for each section here. The first for movement of goods by ship, extended with a detail. The second for cheaper travel extended by a link to the impact of cultural diffusion.

Example 4 – Question 1 (d)

- (d) Explain how globalisation may result in exploitation of the environment in developing countries.

(6)

Mark scheme

Question number	Answer
1(d)	<p style="text-align: center;">AO1 (6 marks)</p> <p>Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <ul style="list-style-type: none"> Globalisation is often thought to have exported the environmental negative externalities of production from developed to developing countries due to increased environmental regulations in developed countries such as the EU large combustion plant directive on NOX and SO2 emissions leading to the export of these gases to countries such as China In addition, globalisation has led to the increased development of the natural resource base of developing countries such as the growth of palm-oil production in Indonesia which leads to loss of biodiversity, particularly in the habitat of the orangutan. regulations may be less stringent and less likely to be enforced in developing countries leading to higher levels of air pollution – Taipei in Taiwan has one of the world’s highest levels of air pollution Globalisation also increases the length of the production chain: each stage and transport between them can cause air/water/land pollution pollution and damage to ecosystems may cause long-term problems to ecosystems and to people’s health. There are over 7000 factories in Mexico City which has led to levels of air pollution that are dangerous to human health on 2 out of 3 days as well as to damage to the local water courses.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) Understanding addresses a narrow range of geographical ideas, which lack detail. (AO1)
Level 2	3–4	<ul style="list-style-type: none"> Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1) Understanding addresses a range of geographical ideas, which are not fully detailed and/or developed. (AO1)
Level 3	5–6	<ul style="list-style-type: none"> Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) Understanding addresses a broad range of geographical ideas, which are detailed and fully developed. (AO1)

Student answers to 1 (d)

Globalisation may result in the exploitation of the environment for developing countries. This is due to the fact that as the level of development increases, so does the need for more resources, such as water to keep things clean. In

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developing countries it is used to hydrate people as well as washing. More land needs to be used for the increasing population, and to provide enough housing. This is shown in India where every piece of land in Mumbai is used up as housing or for a shop.

Examiner's comments

This response is awarded 1 mark.

This is a basic level 1 answer, not well linked to globalisation. It does show elements of understanding (more water and land are needed as a country develops) but lacks detail.

Factories may be built which as a result release toxic gases into the air. This will reduce the air quality and contribute to global warming. Also these toxic substances could get into river and lakes by surface runoff. They then increase the chemicals in the water which kills living organisms.

Globalisation increases a country's economy, so car ownership will grow which will increase the amount of pollutants in the air. China is well known for this as it has lots of highway congestion. The "airpocalypse" in China is caused by this. Building of new cities in a country destroys habitats because of deforestation.

Examiner's comments

This response is awarded 4 marks.

This answer is full of geographical knowledge and has a range of accurate ideas. However they are not fully developed or detailed.

It could have been improved by explaining how a country's economy might increase (GDP growth, more trade, new industrial sectors) which would then open up other ideas for environmental consequences.

Factories are built in emerging countries which release toxic liquids into rivers, and for example 70% of China's rivers are heavily polluted. For example the "River of Happiness" which is full of litter and sewage since globalisation started in the 1970s. It is claimed that factories in China that supply Nike have done this to other rivers, as regulations are limited.

300,000 people are thought to die from air pollution in China every year from industrialisation linked to outsourcing of production. A lot of land is destroyed to make room for new buildings and for example Coca Cola in Rajasthan have taken farm land, as the company looks for more markets for its products. It also pumped water from underground for cleaning factory floors, affecting the water quality available for wildlife.

Examiner's comments

This response is awarded 6 marks.

This a good Level 3 answer which scores full marks. There are several different ideas about ways the environment has been exploited and these are extended by reference to detailed examples. There are comments about human impacts here, but they are all linked back to environmental issues so these are acceptable.

Example 5 – Question 1 (e)

(e) Assess the extent to which cultural diffusion caused by globalisation inevitably leads to social and political tension.

(12)

Mark scheme

Question number	Answer
1(e)	<p style="text-align: center;">AO1 (3 marks)/AO2 (9 marks)</p> <p>Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. Responses that demonstrate only AO1 without any AO2 should be awarded marks as follows:</p> <ul style="list-style-type: none"> • Level 1 AO1 performance: 1 mark • Level 2 AO1 performance: 2 marks • Level 3 AO1 performance: 3 marks. <p>Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <p>AO1</p> <ul style="list-style-type: none"> • Globalisation can impact on culture through the sharing of ideas and values linked to consumption, trade, TNCs, migration, tourism, internet, social media, film, music, food, customs, clothing • Globalisation has therefore aided the creation of culturally mixed societies and thriving migrant diasporas in some locations, but social and political tensions have resulted elsewhere • Some groups seek to retain their cultural identity within countries and seek to retain control of culture whereas others embrace its cultural diversity <p>AO2</p> <ul style="list-style-type: none"> • Key cause of social tension has been the 'westernisation' of food/clothes/language seen, for example, by the spread of Coca Cola, Starbucks, and Levi etc. Impacts of western ideas on local tradition and culture are resisted by some individuals, groups or governments. For example: Hasidic Jewish community in Stamford Hill, London, or the First Nations movement in Canada. In these places, western ideas are contrary to deeply held beliefs. • Both diaspora and remote communities may seek to preserve their culture from the spread of western values (for example, Bengali community in London, Amish communities in USA) leading to social tension both within and between communities. Some younger members may have greater exposure to the forces of globalisation (including internet or travel for education) causing tensions with older, more conservative members. • Cultural globalisation can lead to political tension where the spread of the 'western culture' of democracy clashes with the political ideas of another country. This political tension is sometimes shown through the growth of localism, nationalism and political involvement where communities feel threatened. For example, in North Korea the political elite reject the cultural norms of a democratic 'westernized' society leading to tension between countries. • There can also be hidden tension within a country as younger members of the society who have been exposed to global forces (for example through education or use of the internet) seek similar democratic rights as other young people in other countries. Political

	<p>tension is created between these young people and the ruling elite.</p> <ul style="list-style-type: none"> • A key factor in both social and political tension is the access to the forces of globalisation (such as the internet), which can lead to other political tensions within a country if censorship exists, such as in China. • The spread of a global culture has been instrumental in developing awareness of opportunities for disadvantaged groups, such as the increase in the Paralympic movement, which can reduce tension. • Cultural globalisation is not always 'westernization' there are also what are termed 'reciprocal exchanges' where western countries adopt other cultural elements such as Bollywood, Sushi/Thai cuisine, Anime/Cartoons and Eastern religions such as Buddhism which does not result in social tensions. • It is often thought that it is the amount of exposure of the different groups to some of the forces of globalisation, regardless of the age of the people within the group, particularly the internet, which determines the degree of tension created such as the use of social media used (for example Twitter, Facebook) in the Arab Spring. <p>Overall, cultural globalisation therefore influences some communities more deeply than others, depending on their exposure to media and travel. Therefore tensions develop more in some communities than others. Within a community, age seems to be a key factor as young people, who are generally more exposed to the forces of cultural globalisation, often embrace new cultural elements more readily than older, less well connected people. Communities borrow and incorporate cultural elements from each other, often creating hybrid cultural communities. Hybrid communities inevitably lead to a degree of tension but this will vary both spatially and over time.</p>
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none"> • Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Applies knowledge and understanding of geographical information/ideas, making limited logical connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce an interpretation with limited relevance and/or support. (AO2) • Applies knowledge and understanding of geographical information/ideas to make unsupported or generic judgements about the significance of few factors, leading to an argument is unbalanced or lacks coherence. (AO2)
Level 2	5–8	<ul style="list-style-type: none"> • Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1) • Applies knowledge and understanding of geographical information/ideas logically, making some relevant connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce a partial but coherent interpretation that is mostly relevant and supported by evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to make judgements about the significance of some factors, to produce an argument that may be unbalanced or partially coherent. (AO2)
Level 3	9–12	<ul style="list-style-type: none"> • Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Applies knowledge and understanding of geographical information/ideas logically, making relevant connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce a full and coherent interpretation that is relevant and supported by evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to make supported judgements about the significance of factors throughout the response, leading to a balanced and coherent argument. (AO2)

Student answers to 1 (e)

Globalisation has increased cultural diffusion which is the spread of cultural beliefs/rituals/activities from one area to another and this allows different cultures to mix and become more tolerant. However this could result in social and political tension.

Cultural diffusion can result in particular groups of people's own cultures being neglected due to other people's culture being prominent. People could end up forgetting their own beliefs due to cultural diffusion. Some cultures in a nation may feel like their culture is being taken over by other nations which can cause conflict and racial discrimination.

Cultural diffusion can also be a result from tourism and migration and this can result in the loss of the dialect in a country which can result in new languages being brought in, which can make traditional languages "wear out" resulting in people having many barriers.

Examiner's comments

This response is awarded 5 marks.

This answer has a clear understanding of cultural diffusion, but there is very little support detailing which aspects of culture they are referring to.

Language is mentioned, but this is not exemplified. Migrants are also mentioned, but there is no detail about where they have come from or moved to.

The answer takes a negative perspective, and there is no counter argument to examine ways in which cultural diffusion can enrich a community. There is a tiny bit of assessment in the first paragraph where the writer mentions tensions, and says that tolerance could grow, but these ideas are not explored further.

The middle and final paragraphs could be much clearer, and the term 'nation' is misused.

Globalisation has increased cultural diffusion which is the spread of cultural beliefs/rituals/activities from one area to another and this allows different cultures to mix and become more tolerant. For example, the UK has seen successive waves of migrants through the twentieth century, with post-colonial migrants from India and the Caribbean and A8 migrants from the EU expansion in 2004.

Many of the post-colonial migrants had their own culture in terms of their clothes, food and religion. However many spoke English and had other customs in common with British residents (cricket and tea) which helped reduce tension. Nevertheless, many experienced racism and conflict occurred leading to pressure on governments to reduce numbers of people allowed to enter the UK, so both social and political tension grew.

Cultural diffusion can result in particular cultures being neglected due to other people's culture being prominent. For example, in Boston, Lincolnshire there are large numbers of A8 migrants, and British shops are closing and Polish shops are opening, causing resentment. However, because many Polish people are Catholic and want to attend church local churches have more people attending, so conflict is reduced because people have this in common.

Cultural diffusion brings benefits like Indian food to improve the choice of meals, although this has been altered to suit British tastes so is an example of where culture has been adapted to create a hybrid culture which the main community may feel less threatened by.

Examiner's comments

This response is awarded 7 marks.

This answer extends the 5 mark answer and has a fuller set of examples and begins to consider both benefits and problems with cultural diffusion. It also touches on both social and political tensions.

One main reason that cultural diffusion will nearly always lead to tension is because cultural erosion will almost always definitely result from this. This could wipe out native tribes causing a lot of social tension; for example in Papua New Guinea if intermarriage between some of its 7000 cultural groups occurs due to globalisation (diffusing 2 or more cultures) loss of native languages could occur which could cause cultural conflict. Cultural diffusion is also inevitable, because when younger members of communities are shown and exposed to other cultures through the internet and travel, social tension will occur with older members of the community. Also there will be a change in the mind set for new cultures that will emerge due to cultural diffusion causing inevitable political clashes. On the other hand, social and political tensions may not occur even if cultural diffusion happens as it might result in hybrid cultural communities, which will uphold similar beliefs and thoughts. Also one could argue that these tensions are not inevitable as although there might be some cultural diffusion, it depends on the amount (i.e. access to the internet versus amount of censorship) and the time of exposure to globalisation. An example of this is Cannes, where the burkini was banned and where a lorry was deliberately driven into a crowd of people. Many Muslims migrated to France due to globalisation, taking their culture with them which led to social and political issues, including the rise of Marine le Pen with extreme right wing views.

Examiner's comments

This response is awarded 9 marks.

This is a very good answer. It is not perfect but there is enough here to achieve level 3 as there is consideration of why levels of tension vary. The answer is up to date (burkini reference) and wide ranging (Papua New Guinea and France).

However, neither of these is strictly speaking caused by Globalisation. Intermarriage of tribes in Papua New Guinea is more likely linked to internal migration or internal colonisation. Muslim migration to France is post-colonial.

If the answer had explored the fact that 'Globalisation' is a contested term with multiple meanings these ideas would provide useful support.

The answer lacks an example of a 'hybrid cultural community' but has some detailed evidence on the two examples used.

Please note that whilst there are no longer marks for quality of written communication, it is good practice to write in paragraphs, which would have made this example easier to read.

Question 2: Regenerating Places

Example 6 – Question 2 (b) (ii)

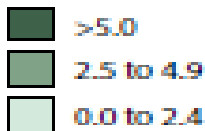
(ii) Study Figure 2 in the Resource Booklet.

Suggest **one** reason for the growth of employment in tourism in some regions.

(3)

Change In tourism employment

2010–12, % change



(Source: 'Leaving the Cornish pasties behind', © The Economist)

Figure 2

A map showing changes in tourism employment from 2010–2012

Mark scheme

Question number	Answer	Mark
2(b)(ii)	<p style="text-align: center;">AO1 (2 marks)/AO2 (1 mark)</p> <p>Award 1 mark for analysing the resource to identify a region where tourism employment has grown, and a further 2 marks for expansion, up to a maximum 3 marks. For example:</p> <ul style="list-style-type: none"> • parts of the Scottish Highlands have seen rebranding and change of image of places (1) based on film or TV locations, farm parks, whisky tours (1), leading to growth in employment in bars/restaurants hotels etc. (1) • in north Wales, adventure tourism has become more popular (1), linked to accessibility to densely populated areas in the Midlands and north-west (1) as walking/climbing/canoeing has created specialist employment in those sectors (1) <p>Accept any other appropriate response.</p>	(3)

Student answers to 2 (b) (ii)

Films have been made in rural locations e.g. the Yorkshire Dales is featured in Wuthering Heights, as it is part of Brontë Country, so more people visit.

Examiner's comments

This response is awarded 2 marks.

In this answer the AO2 mark is awarded for noticing that the Yorkshire Dales features in the table/map as a location where tourism employment has grown. This is justified by stating that this is because films are made in rural locations (exemplified as Brontë Country / Wuthering Heights). However there is no mention of how jobs are linked to this.

Note that there is no expectation that a link should be made between the table in 2bi and the map in 2bii.

New national parks have been established e.g. South Downs National Park and this creates more jobs in adventure tourism such as hiking, camping or climbing.

Examiner's comments

This response is awarded 3 marks.

It uses figure 2 (and own knowledge) to identify the South Downs National Park, and then goes on to justify the answer by discussing the establishing of new national parks and how this creates tourism jobs in the adventure tourism sector.

Changes to agricultural funding by the EU means farmers in South-east England are trying to diversify their land and using to set up alternative businesses, e.g. B&B, or paintballing and this triggers a multiplier effect for employment in surrounding rural businesses.

Examiner's comments

This response is awarded 3 marks.

This answer identifies a region that has seen a growth in employment in tourism, and suggests a reason for this (EU funding for diversification, exemplified by paintballing and B&B). The answer is further developed by referring to the multiplier effect.

Example 7 – Question 2 (c)

(c) Explain **two** reasons why there are variations in people's attachment to rural places.

(4)

Mark scheme

Question number	Answer	Mark
2(c)	<p style="text-align: center;">AO1 (4 marks)</p> <p>For each reason, award 1 mark for an understanding of the variations in attachment to rural places, and a further 1 mark for expansion up to a maximum 2 marks each. For example:</p> <ul style="list-style-type: none"> • Some residents have long-standing economic commitments to rural places/communities (1), which means they may want to preserve traditions/employment, particularly farming communities (1) • seasonal residents/ second-home owners have an idealised perception of rural places based on their own needs for access/peace (1) however their attachment is intermittent and they leave after a while (1) • older and younger residents may have different levels of attachment (1) as the young are likely to move away (e.g. for education) (1). <p>Accept any other appropriate response.</p>	(4)

Student answers to 2 (c)

Young people don't want to live in rural areas because there are no facilities.

Older people like to escape the noise of big cities.

Examiner's comments

This response is awarded 2 marks.

This question is marked entirely based on knowledge recall (AO1), and requires two separate reasons to be firstly identified and then explained.

The answer here correctly identifies age as a reason why people's attachment to rural places varies. The second reason incorrectly refers to urban locations.

Younger people move back to urban areas looking for jobs while their parents stay in rural areas.

Rural areas tend to be less ethnically diverse so ethnic minorities stay in cities.

Examiner’s comments

This response is awarded 2 marks.

In this response, the candidate has correctly identified a type of person and a reason for their lack of attachment to rural areas. The second reason, although identifying a different type of person, does not really explain their level of attachment.

Rural areas are good places for second homes – wealthy residents see it as a place to escape from.

Lack of job opportunities means younger people resent the isolate so move back to urban areas.

Examiner’s comments

This response is awarded 4 marks.

This is a much stronger answer because it identifies two sensible reasons for lack of attachment (AO2), both of which are developed.

Example 8 – Question 2 (d)

(d) Explain the consequences of a decline in rural services.

(6)

Mark scheme

Question number	Answer
2(d)	<p style="text-align: center;">AO1 (6 marks)</p> <p>Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <ul style="list-style-type: none"> • decline in services occurs because of outmigration/changing lifestyles so less demand for both private and public services such as shops/pubs/schools/buses • this therefore increases deprivation in terms of access to services and may lead to further outmigration • the loss of services will impact differently on different age groups with the 18-25 and 65+ groups both likely to move to seek better access to services • decline/closure in one service may lead to decline in others as negative multiplier impacts, (e.g. school closure impacts on village shop) • social consequences include isolation of residents (loneliness, depression), lack of access to doctor/dentist leading to poorer health • economic consequences are an increase in the costs of living in rural areas as more money has to be spent on transport to obtain goods and services particularly in remote areas where internet companies charge a fee to deliver • public services also likely to be impacted by changing patterns of demand with further decline likely. • however, may lead to revival in community action (e.g. cooperative

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> • Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Understanding addresses a narrow range of geographical ideas, which lack detail. (AO1)
Level 2	3–4	<ul style="list-style-type: none"> • Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1) • Understanding addresses a range of geographical ideas, which are not fully detailed and/or developed. (AO1)
Level 3	5–6	<ul style="list-style-type: none"> • Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Understanding addresses a broad range of geographical ideas, which are detailed and fully developed. (AO1)

Student answers to 2 (d)

Workers lose their jobs and can't spend money on other services. Bus services close and some people in remote areas are left isolated. Companies won't invest in the area e.g. lack of superfast broadband.

Examiner's comments

This response is awarded 2 marks.

The response correctly identifies two of the main reasons why rural services decline (lack of investment and loss of jobs with consequent changes). The range of ideas is commendable but the ideas are not detailed or developed. 'Services' is a key word in the question and this is not explained.

The decline in services (e.g. closure of shops or the pub, and doctors/vet) creates unemployment for the rural poor already receiving a low marginal income (e.g. farmers who work a few hours in the village shop). Without reliable income they spend less. This reduces the threshold for remaining services and eventually they decline (demultiplier effect). This can lead to a growth in crime, dereliction of buildings left empty and out migration.

Examiner's comments

This response is awarded 4 marks.

The decline in services is detailed with examples of the shop etc. which helps show an understanding of the question. The response also explains a series of steps to show how the demultiplier effect works.

The geographical ideas are accurate and relevant, and the further links to threshold and wealthier residents being put off shows a range of geographical ideas needed for Level 2.

Some ideas could be extended further to explain for example that wealthier people may choose to leave, resulting in further decline in spending perhaps leading to vacant buildings and dereliction.

Decline in services (primary school, bakery, pub) creates less demand for other services, because there is an insufficient threshold population to sustain them (e.g. bus services, village shop). Young people become frustrated at the lack of key facilities or others of their age, so decide to migrate to urban areas. This leaves elderly communities isolated (and possibly prone to depression) and without the ability to solve problems, e.g. access to food, as many cannot use the internet for online shopping for instance.

Also access to health services may be difficult if the bus has stopped and there is no one to run a driving service to the doctors/hospital if all the car owners have moved out. Without enough people to provide a market or a workforce, private sector companies don't invest, and this requires government subsidies for the area to be regenerated.

Examiner's comments

This response is awarded 5 marks.

This is a stronger response. There are many ideas that are connected here (e.g. filtering is implied though not identified, threshold, spiral of decline, subsidies), all of which are accurate and relevant to the question. There is detail and enough development of ideas for Level 3.

Of course consequences are not all negative, and community action to solve problems may result in some areas. Examples are not required for these questions but they do provide a context for a more developed answer.

Example 9 – Question 2 (e)

(e) Study Figure 3 in the Resource Booklet.

Assess the extent to which the information in Figure 3 shows that the two wards in Blackpool have different levels of deprivation.

(12)



(Source: Map data ©2015 Google Imagery ©2015, DigitalGlobe, Getmapping plc, Infoterra Ltd & Bluesky, The GeoInformation Group)

Data about Claremont ward (Blackpool town centre)

Population density (people per hectare)	Full-time employed	Very good general health	No car in household	Rented housing	16+ with 5+ GC-SEs Grade A*-C	Rank in Index of Deprivation Survey (2010)
65	27%	27%	60%	61%	17%	23/32,482



(Source: Map data ©2015 Google Imagery ©2015, DigitalGlobe, Getmapping plc, Infoterra Ltd & Bluesky, The GeoInformation Group)

Data about Layton ward (Blackpool suburbs)

Population density (people per hectare)	Full-time employed	Very good general health	No car in household	Rented housing	16+ with 5+ GC-SEs Grade A*-C	Rank in Index of Deprivation Survey (2010)
52	38%	52%	35%	32%	25%	4,587/32,482

Figure 3

Data from 2011 census for two contrasting wards in Blackpool, north-west coast of the UK

Mark scheme

Question number	Answer
2(e)	<p style="text-align: center;">AO1 (3 marks)/AO2 (9 marks)</p> <p>Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Responses that demonstrate only AO1 without any AO2 should be awarded marks as follows:</p> <ul style="list-style-type: none"> • Level 1 AO1 performance: 1 mark • Level 2 AO1 performance: 2 marks • Level 3 AO1 performance: 3 marks. <p>Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <p>AO1</p> <ul style="list-style-type: none"> • levels of deprivation are strongly influenced and assessed through economic activity and earnings • levels of deprivation are also assessed through social and environmental factors (health, education, quality of living environment) • levels of deprivation can also be assessed through numerous other quality of life indices (for example life expectancy, life satisfaction, work-life balance, quality of your environment) <p>AO2</p> <ul style="list-style-type: none"> • economic wellbeing is likely to be seen as the most important factor determining the level of deprivation, alongside the Rank in the Deprivation Survey. Here % in full-time employment is the nearest proxy for earnings, alongside car ownership and rented accommodation. The economic data therefore clearly shows that Layton appears to experience lower levels of deprivation compared to Claremont. • employment may influence access to private transport and tenure other key factors that determine deprivation. Furthermore car ownership may influence job opportunities in terms of travel. The employment data therefore clearly shows that Layton appears to experience lower levels of deprivation compared to Claremont • however, in town centres (Claremont) there may be access to public transport and parking problems so car ownership may be less desirable. Claremont may therefore appear not be as deprived in terms of access to transport as it is in terms of economic deprivation • yet deprivation is not only due to economic causes. Social deprivation can be assessed here through use of the education data, population density and 'Very good general health'. For example, the lower % in good health in Claremont may be explained by % smoking, obesity, poor diet and lack of exercise and so also is useful information in comparing the deprivation levels in the two wards. • in addition, the quality of living environment may be assessed through comparison of the open space seen in the photos which also shows that Layton appears to experience lower levels of deprivation compared to Claremont

Question number	Answer
	<ul style="list-style-type: none"> the use of all of the data contribute to an understanding of deprivation as those people with poorer qualifications are likely to have lower lifetime earnings and those with poor health are less likely to be able to work or participate in other activities. High population density may result in higher risk of disease, overcrowding, lack of green play space or recreation space and possibly to crime or vandalism. However, this may not always be the case economic and social factors are closely linked and may influence each other, so educational qualifications link to job opportunities, for example, and car ownership widens educational, leisure, social and employment opportunities however, the nature of the data presented has limitations. The last census was in 2011 so the data are out of date and the characteristics of the areas are likely to have changed numerous other sources of information would give a fuller picture, both quantitative (other categories such as earnings, unemployment, or past census information from 2001 or 1991 would show changes in the areas) and qualitative (interviews or questionnaires, environmental quality surveys, use of blogs or social media). <p>A summary/conclusion is not required but may be included. The data appears to show that Claremont has a higher levels of deprivation than Layton but this may well be qualified by both the data selected in the figure as well as the fact that age or ethnicity may influence choice of where a person lives, so a young person may see a town-centre location as more desirable than a family would.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none"> Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) Applies knowledge and understanding of geographical information/ideas, making limited logical connections/relationships. (AO2) Applies knowledge and understanding of geographical information/ideas to produce an interpretation with limited relevance and/or support. (AO2) Applies knowledge and understanding of geographical information/ideas to make unsupported or generic judgements about the significance of few factors, leading to an argument is unbalanced or lacks coherence. (AO2)
Level 2	5–8	<ul style="list-style-type: none"> Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1) Applies knowledge and understanding of geographical information/ideas logically, making some relevant connections/relationships. (AO2) Applies knowledge and understanding of geographical information/ideas to produce a partial but coherent interpretation that is mostly relevant and supported by evidence. (AO2) Applies knowledge and understanding of geographical information/ideas to make judgements about the significance of some factors, to produce an argument that may be unbalanced or partially coherent. (AO2)
Level 3	9–12	<ul style="list-style-type: none"> Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) Applies knowledge and understanding of geographical information/ideas logically, making relevant connections/relationships. (AO2) Applies knowledge and understanding of geographical information/ideas to produce a full and coherent interpretation that is relevant and supported by evidence. (AO2) Applies knowledge and understanding of geographical information/ideas to make supported judgements about the significance of factors throughout the response, leading to a balanced and coherent argument. (AO2)

Student answers to 2 (e)

Layton ward has better health than Claremont, as well as fewer people with their own car. There is a lower % of rented housing and slightly higher exam results. This suggests Layton is less deprived. However, their rank in the index of deprivation is considerably higher for Layton, suggesting it is more deprived than Claremont.

Examiner's comments

This response is awarded 3 marks.

Candidates have to answer two 12-mark and one 16-mark question on Paper 2, and enough time should be allocated to write a full answer. This one is rather short.

This response uses the command word and tries to compare the two areas. It makes a simple assessment by noting that some of the data suggests Claremont is not always the most deprived suburb. However, it has misinterpreted the index of deprivation survey, resulting in incorrect analysis. There is not much use of geographical knowledge and understanding to offer a more detailed judgement beyond whether they show high or low deprivation. There is no use of numerical evidence so the interpretation lacks support.

Layton ward has better health (almost double, 52% compared to 27%) than Claremont, suggesting that perhaps less people smoke, or more people exercise so Layton may be less deprived. In addition, employment is higher (37% in fulltime employment, compared to 27% in Claremont). The number of families without access to cars in Layton agrees with this idea and is lower than in Claremont. Layton also has a lower rank in the index of derivation.

Finally, the environment in Claremont is not as nice as the satellite photo for Layton. In Layton there are more parks, it isn't near a river (so not vulnerable to flooding) and houses aren't so packed in.

Examiner's comments

This response is awarded 5 marks.

This response manages to discuss the evidence to show some differences between the two areas. The use of data quoted from the resource is to be encouraged by all students, along with the use of comparative language. However it is descriptive and does not assess the extent to which levels of deprivation vary apart from basic comparisons. There are opportunities for the use of geographical terminology which have been missed. 'Density of housing' could be used instead of 'packed in' for example.

This response also makes use of several of the resources to provide evidence (including the satellite photo as well as the data).

Overall there is enough here for the answer to reach Level 2 as these two extracts from the level based Mark Scheme describe the answer:

- Applies knowledge and understanding of geographical information/ideas logically, making some relevant connections/relationships. (AO2)
- Applies knowledge and understanding of geographical information/ideas to produce a partial but coherent interpretation that is mostly relevant and supported by evidence. (AO2)

Layton seems to have less economic deprivation; the number of families without access to a car (35% compared to 60%), as well as unemployment, are lower (38% employed compared to 27%). These economic factors could be linked to the social factor of education as levels are slightly higher in Layton (25% have 5 GCSEs compared to 17%), and this may explain why the number of families living in rented accommodation is lower.

Maybe more are able to afford to buy a house because they have a higher income as they have higher education scores.

Layton people might be better educated about health, including smoking / alcohol and diet, and there is plenty of green space in the area (see photos) to exercise and get out of poor city air. It would be useful to have information about pollution, as well as types of illness or life expectancy.

Overall the rank in the deprivation survey is better for Layton. Claremont is at position 23 so was one of the nationally most deprived places in 2010.

The data does give some ideas that deprivation in Layton is less than in Claremont. But there may be other reasons for differences in some sets of data. For instance car ownership may be lower in Claremont because it is in the town centre so people can walk everywhere. Also data is from 2010. Gentrification may be happening in Claremont but not be shown in this old data from 7 years ago, so it may not be so deprived now.

Overall, the economic data is more precise than the social data, so it is more useful. It is not clear why factors like health / education are higher in Layton. We need more data to be able to make a decision about deprivation levels.

Examiner's comments

This response is awarded 10 marks.

Reference in this response to different types of deprivation helps demonstrate relevant geographical understanding has been used (AO1). These are supported by reference to a range of evidence. The explanation is made stronger by logical assumptions about what the data means for quality of life (AO2 logical links).

The candidate makes sensible assessments about the limitations of information provided (e.g. lack of health and pollution data, and the value of economic vs. social data).

This helps make this a Level 3 response, being awarded 10 marks. Data is used to support points made, which is vital on resource-based 12-mark questions. There is some assessment, both about levels of deprivation and also about the value of the data provided.

For a higher mark in Level 3, more knowledge and understanding of geographical ideas is needed to help make a balanced and coherent argument. The comment about gentrification begins to do this. Other ideas that could be explored more fully are links between economic and social deprivation, and possible change over time in both inner city and suburbs.

Question 3: Regenerating Places Fieldwork Question

Example 10 – Question 3 (a) (ii), (iii) & (iv)

- 3 Study Figure A below, which presents secondary data obtained from a farm park as part of fieldwork.

The student collected secondary data on visitor numbers to Oak Tree farm park, to investigate the success of a rural regeneration strategy.

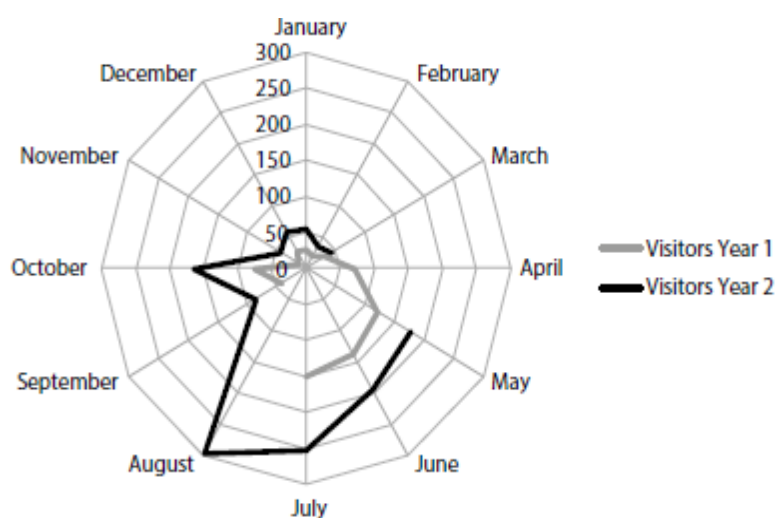


Figure A: Diagram showing visitor numbers to Oak Tree Farm Park in year 1 and year 2, obtained from the farm park.

- (a) (ii) The student grouped the data to compare visitor numbers in four periods of Year 2, (January to March, April to June, July to September and October to December) and decided to carry out a chi-squared test to see if the observed numbers were as expected in a random pattern.

State **two** reasons why this was an appropriate test to use.

(2)

Mark scheme

Question number	Answer	Mark
3(a)(ii)	<p style="text-align: center;">A03 (2 marks)</p> <p>Award 1 mark for each valid possible reason up to a maximum 2 marks OR award 1 mark for a valid reason, and a further 1 mark for expansion up to a maximum 2 marks. For example:</p> <ul style="list-style-type: none"> • data is organised into categories (groups of months) (1) • data is displayed as frequencies (1) • total observed data is more than 20 (1) • expected data for each category is greater than 4 (1). 	(2)

Student answers to 3 (a) (ii)

It compares data in different groups.

Examiner's comments

This response is awarded 1 mark.

One mark is given here for recognising that grouped data is needed for chi squared.

The data is organised by month. There is lots of data available.

Examiner's comments

This response is awarded 1 mark.

One mark is given for monthly groups. 'Lots of data' is too vague for a mark.

The data is discrete data – organised by categories (month). There is lots of data to use.

Examiner's comments

This response is awarded 2 marks.

One mark for discrete data in categories. One mark for enough data.

(a) (iii) Give **two** possible reasons for the change in visitor numbers from year 1 to year 2.

(1)

Mark scheme

Question number	Answer	Mark
3(a)(iii)	<p style="text-align: center;">A03 (2 marks)</p> <p>Award 1 mark for each valid possible reason, up to a maximum 2 marks. For example:</p> <ul style="list-style-type: none"> • new investment in activities (1) • more advertising such as use of Twitter, Facebook, radio, Visit England (1) • targeted market/Tourist Board featured (1) • higher profile on TripAdvisor or similar websites (1) • warmer temperatures/less rainfall at key times of the year (summer or Easter holidays) (1). <p>Accept any other appropriate response.</p>	(2)

Student answers to 3 (a) (iii)

Better weather.

Reputation about the farm park has spread.

Examiner’s comments

This response is awarded 2 marks.
One mark for each suggestion.

The Farm park has invested in new activities and families have returned.
Better advertising by families who came the previous year.

Examiner’s comments

This response is awarded 2 marks.
One mark for each suggestion.

Social media has been used to attract the attention of families to a free resource.
Better climate at key times of year when families like to visit (e.g. hot summer bank holiday).

Examiner’s comments

This response is awarded 2 marks.
One mark for each suggestion.

(a) (iv) Identify an appropriate alternative graphical method for displaying the visitor data.

Explain **one** strength and **one** weakness of this method for presenting this data. (4)

Alternative graphical method

Mark scheme

Question number	Indicative content	Mark
3(a)(iv)	<p style="text-align: center;">AO3 (4 marks)</p> <p>Award 1 mark for identification of an appropriate strength/weakness, and a further 1 mark for expansion, up to 2 marks each.</p> <ul style="list-style-type: none"> • <i>Line graphs:</i> – <ul style="list-style-type: none"> ▪ <i>strengths:</i> - it represents continuous data (1), which shows change through the year (1). ▪ <i>weaknesses:</i> - the data is discrete on a daily basis, not monthly (1) as it aggregates the data and may hide factors such as school holidays or special events at the farm park (1). • <i>Bar graphs:</i> – <ul style="list-style-type: none"> ▪ <i>strengths:</i> - discrete data represented (1) can be used for comparison between the two years/with other locations (1). ▪ <i>weaknesses:</i> the data is discrete on a daily basis, not monthly (1) as it aggregates the data and may hide factors such as school holidays or special events at the farm park (1). <p>Do not allow 'easy/quick to draw' or similar reasons. Accept any other appropriate response or type of presentation method.</p>	(4)

Student answers to 3 (a) (iv)

It shows difference over a year.
You can compare the two lines for each year.

Examiner's comments

This response is awarded 1 mark.
There are two separate strengths identified in this response, but only one can be credited because the question also requires a weakness. Each idea then needs to be extended, which is not the case here.

Bar graph.
This allows data from each month to be compared.
But it might not show what happens on key weekends, e.g. Bank Holiday.

Examiner's comments

This response is awarded 2 marks.
This response correctly identifies one strength and one weakness. Neither idea has been expanded.

Line graph.
It makes it possible to compare results over the year, particularly if lines are superimposed.
The data is grouped together by month so it doesn't show weekend variation or when it was school holidays.

Examiner's comments

This response is awarded 4 marks.
These points correctly identify a strength and weaknesses, and both are expanded.

Example 11 – Question 3 (b)

(b) You collected secondary data during your fieldwork relating to Regenerating Places.

Assess the value of the secondary methods you used when investigating your research question.

(9)

Research question

Mark scheme

Question number	Answer
3(b)	<p style="text-align: center;">AO3 (9 marks)</p> <p>Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>No marks for stating research question, but this should be used as the context for the answer.</p> <p>Indicative content guidance Content depends on students' choices of field research and the conclusions drawn. Assessment should include the following:</p> <ul style="list-style-type: none"> ideas should cover secondary data researched (e.g. Census data, newspapers, maps, blogs, other published material such as <i>Geography Review</i> magazine or Geofile, DVDs or websites (e.g. Francis Frith, Old Maps, TripAdvisor) choice of sources should be explained and assessed with reference to the field research question. A comparison of their relative merits may be included credit assessment of choice and range of sources used if linked to methodology credit assessment of bias and reliability of the source if appropriate critical assessment of the effectiveness of the sources of primary methods used, with a judgement about their value, and degree to which the chosen secondary methods helped to investigate the research question.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> Shows evidence that fieldwork investigation skills used may not have been fully appropriate or effective for the investigation of the geographical questions/issue. (AO3) Considers the fieldwork investigation process/data/evidence, with limited relevant connections and/or judgements. (AO3) Argument about the investigation is simplistic and/or generic. (AO3)
Level 2	4-6	<ul style="list-style-type: none"> Shows evidence that fieldwork investigation skills used were largely appropriate and effective for the investigation of the geographical questions/issue. (AO3) Critically considers the fieldwork investigation process/data/evidence in order to make some relevant connections and valid judgements. (AO3) Argument about the investigation may have unbalanced consideration of factors, but is mostly coherent. (AO3)
Level 3	7-9	<ul style="list-style-type: none"> Shows evidence that fieldwork investigation skills used were appropriate and effective for the investigation of the geographical questions/issue. (AO3) Critically considers the fieldwork investigation process/data/evidence in order to make relevant connections and judgements that are supported by evidence. (AO3) Argument about the investigation includes balanced consideration of factors and is fully developed and coherent. (AO3)

Student answers to 3 (b)

Research question: We looked at the Northern Ireland census data for Belfast and decided which parts of the harbour areas were richer and poorer.

The secondary data we used was Census data and it was out of date and things might have changed since 2001. The number of people might have gone down because of a recession.

However, the information about Catholic and Protestant was of useful as it gave us an idea of whether the regeneration projects, like the Titanic, had benefited all the groups. We could see by looking at newspaper reports that some communities were in favour, whilst others were not.

Examiner's comments

This response is awarded 3 marks.

This answer is based largely on factual recall of student's experience in conducting the secondary research part of a geographical investigation, with little assessment about how it was useful (which suggests a link to the word 'value' in the question).

This response correctly focuses on secondary data (census) and does both challenge its usefulness and value as there will have been major changes since 2001. The candidate probably means 2011 however. The terms accuracy and reliable would be helpful ones to use. The judgements are sensible, however because a research question has not been identified it is difficult for the candidate to show why their judgements are correct. The response was high Level 1 as a result, as it lacks clear reference to evidence.

Research question: Has the Titanic Quarter successfully regenerated Belfast?

We looked at old photos of the Titanic Quarter before it was redeveloped (secondary evidence) and compared these to what we saw on our visit today (primary methods). We also looked at old photos of the coastal region of Belfast Harbour to see the impacts of industrialisation and consequent dereliction. This makes it easy to compare the location to the present day and see the changes that had happened.

We also looked at Northern Ireland census data to see whether there were any changes in the community. We noticed that unemployment seemed to have dropped in some parts around Belfast, but had gone up in others. We also looked on Twitter to see what people thought about the changes created by the building the Titanic Visitor centre, and concluded most people were positive about the change, because tourism had increased.

Examiner's comments

This response is awarded 5 marks.

This response refers to different types of secondary research (photos, census data, and social media) and comments on their usefulness or 'value' for the research question.

It would be more helpful for the candidates to consider critically the sources of information and make judgements about which were more valuable than others. For example comments could be made about accuracy or scale going beyond the primary data collected, or providing a background that was then investigated through visiting the locations. This response scored Level 2, 5 marks, because of a better range of recalled ideas. The more focused research question is very helpful in providing a theme for the discussion.

Research question: Has the Titanic Quarter successfully regenerated Belfast?

We compared secondary data including historic photos and imagery of Belfast before/after the Titanic Quarter was redeveloped. These locations were accurate because they came from an official museum but the dates were not available so this reduced their value a bit.

We could see the impact of industrial pollution, followed by dereliction, but not until we visited the area for primary data collection could a fair judgement be made about the improved environmental quality scores for the areas around the dockyards.

We were able to compare old and more recent maps for our work which were accurate records and also covered a wider area than we could visit in a few hours, so making our conclusions more reliable. By looking online (another secondary method) we discovered that they were due to be redeveloped for an expansion of the Game of Thrones filming locations.

We also used NI Census Data, which was a little different to Census data in London. For example, Datashine.org.uk did not include the same measurements of data to that available for London, so we couldn't make clear judgements about relative wealth and the improvements made so they were not so valuable. But we could decide that communities in East Belfast had benefited more from the changes to the Titanic Centre than those in the North. It would have been helpful to have done more primary data collection such as interviewing people living in the city about how they felt the Titanic Quarter was a successful example of urban regeneration.

Examiner's comments

This response is awarded 7 marks.

This answer assesses the usefulness of different data sources and why they were helpful in the overall conclusions made about changes in Belfast. 'Value' in fieldwork research goes beyond 'useful' however, and accuracy and reliability of the sources should be considered as well.

Some assessment is made of the secondary sources used. The response scores Level 3, but could have commented on the relative value of the research overall. The references to field work (primary) data that could have been collected are relevant in the context of the secondary data, but there is a lack of balance here as the answer should mainly focus on secondary sources.

It is good practice to encourage students to use the key words in the question. Here 'value' is important. The candidate could have assessed how the secondary data could have been used to select locations for interviews, for example.

Question 4: Globalisation and Regenerating Places Synoptic Question

Example 12 – Question 4

Use your knowledge and understanding from across the course of study along with the information in Figure 4 to answer this question.

4 Study Figure 4 in the Resource Booklet.

Evaluate whether the costs outweigh the benefits of Dyson’s changing global locations for people in Malmesbury.

(16)

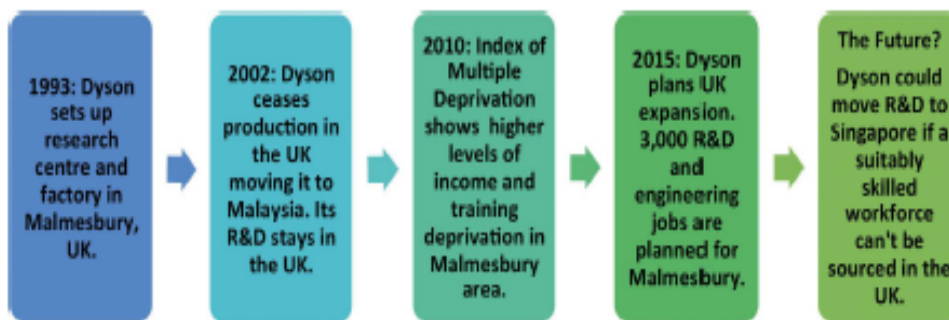
Figure 4: Resources about Dyson and Malmesbury (a UK rural town)

Key facts about Dyson

dyson

- A TNC founded by a UK engineer.
- Employs more than 5,000 globally.
- 2015 turnover £1.5bn and £100m taxes paid in UK.
- 2015 Dyson gave £12m to a London university for engineering department.

Dyson and Malmesbury timeline



Opinions about Dyson’s plans for Malmesbury

View 1: Local town councillor	View 2: Malmesbury resident
<p>“There has already been a £4.4 million boost to the local economy from Dyson. The company already provides university bursaries for A Level Design students as well as a 3D printer for the school. Although much of north Wiltshire is better off, parts of Malmesbury have been in the bottom quartile for some Deprivation measures.”</p>	<p>“We are concerned over the effects of those 3000 new workers driving to the base. Workers come from as far away as Swindon, Bristol and Bath. The factory may have a number of environmental impacts during its construction and operation. It will inevitably have an impact on residential property values.”</p>



Photo showing the location of the planned factory extension

Mark scheme

Question number	Answer
4	<p style="text-align: center;">AO1 (4 marks)/AO2 (12 marks)</p> <p>Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Responses that demonstrate only AO1 without any AO2 should be awarded marks as follows:</p> <ul style="list-style-type: none"> • Level 1 AO1 performance: 1 mark • Level 2 AO1 performance: 2 marks • Level 3 AO1 performance: 3 marks • Level 4 AO1 performance: 4 marks <p>Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <p>AO1</p> <ul style="list-style-type: none"> • TNCs shift their global locations according to profit, and availability of raw materials, sites and labour • HQ and R&D provision of the TNC is often located in the source country and even the original town/city • a spiral of decline may follow relocation of TNCs elsewhere in the world, resulting in social and economic deprivation • conflict can occur between contrasting groups in a community like Malmesbury over regeneration priorities <p>AO2</p> <ul style="list-style-type: none"> • from the resources Dyson can be seen from the resources to have grown rapidly, and has made decisions to move around the world to facilitate production and profit (Resources 4.1 and 4.2) • the consequences of this for Malmesbury have been varied. <p>Economic costs and benefits:</p> <ul style="list-style-type: none"> • probably the most important benefit is the increase in direct employment levels as well as increases in the skill base built initially from 1993-2002, leading to higher employment levels as well as raising local incomes • this will lead to important 'economic multiplier effect' consequences for the supply chain, local businesses and the community further increasing employment levels and incomes. Potentially, these can again grow if Dyson reinvests further • there will be some marginal economic benefits as the UK government will have benefited from taxes and Malmesbury will also benefit from this through trickle-down economics • these economic benefits were reduced when Dyson relocated to Asia which will increase unemployment levels as well as reduce income levels leading to negative multipliers and the potential loss of further jobs • there will also be important impacts on house prices which may drop, or increase in future according to the decision that Dyson makes.

Question number	Answer
	<p>Social costs and benefits:</p> <ul style="list-style-type: none"> perhaps the most important social impact is the reduction in levels of deprivation as the expansion of Dyson will help create highly-paid job opportunities for young another key social benefit is the impact on the school of the presence of a TNC which could create the process of prestige through association encouraging the recruitment of a higher skilled workforce and / or a more committed cohort this in turn could raise educational attainment in the area increasing not only the income of local people but their employment prospects in KBI jobs another important benefit is the links that Dyson provides for local people with London Universities a key social cost is loss of direct employment leading to a spiral of decline and further job losses. This could lead to higher levels of deprivation which could have impacts on people's health as well as educational attainment the loss of employment opportunities will lead to the possible out-migration of skilled labour as well as young people causing negative multiplier effects some might argue that as the new site will create traffic problems increasing air pollution levels and so negatively impacting upon people's health. Evaluation may be using the structure suggested above, or may involve considering perspectives of different interest groups (residents/school and council are likely).

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none"> Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) Applies knowledge and understanding of geographical information/ideas, making limited and rarely logical connections/relationships, to produce an interpretation with limited relevance and/or support. (AO2) Applies knowledge and understanding of geographical information/ideas to produce an unsupported or generic conclusion, drawn from an argument that is unbalanced or lacks coherence. (AO2) Limited synthesis of geographical ideas from across the course of study. (AO2)
Level 2	5–8	<ul style="list-style-type: none"> Demonstrates geographical knowledge and understanding, which is occasionally relevant and may include some inaccuracies. (AO1) Applies knowledge and understanding of geographical information/ideas with limited but logical connections/relationships to produce a partial interpretation that is supported by some evidence but has limited coherence. (AO2) Applies knowledge and understanding of geographical information/ideas to come to a conclusion, partially supported by an unbalanced argument with limited coherence. (AO2) Argument partially synthesises some geographical ideas from across the course of study, but lacks meaningful connections. (AO2)
Level 3	9–12	<ul style="list-style-type: none"> Demonstrates geographical knowledge and understanding, which is mostly relevant and accurate. (AO1) Applies knowledge and understanding of geographical information/ideas to find some logical and relevant connections/relationships to produce a partial but coherent interpretation that is supported by some evidence. (AO2) Applies knowledge and understanding of geographical information/ideas to come to a conclusion, largely supported by an argument that may be unbalanced or partially coherent. (AO2) Argument synthesises some geographical ideas from across the course of study, making some meaningful connections. (AO2)

<p>Level 4</p>	<p>13–16</p>	<ul style="list-style-type: none"> • Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Applies knowledge and understanding of geographical information/ideas to find fully logical and relevant connections/relationships to produce a full and coherent interpretation that is supported by evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to come to a rational, substantiated conclusion, fully supported by a balanced argument that is drawn together coherently. (AO2) • Argument comprehensively and meaningfully synthesises geographical ideas from across the course of study throughout the response. (AO2)
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Student answers to 4

Although the return of jobs to Malmesbury is a good thing, the creation of new factories in Malmesbury creates problems for the local area. There will be a lot more traffic congestion and noise by cars and lorries getting to the factory. This will make it difficult for families to get their children to school. People might not want to live in the countryside and that would cause problems for people who own houses. The extension would ruin the view for these people because the factory will be built in fields around the existing places. There is chance that too many people will want to use the facilities in the village, e.g. the school and sport centre. But there will be more jobs and more income for people and the town will be less deprived.

Examiner’s comments

This response is awarded 5 marks. In these 16-mark ‘Evaluate’ questions, 4 marks are available for recalled ideas (AO1), but the bulk of the marks are for the argument, discussion and focus on the ‘evaluate’ part of the question (AO2). In this case, there needs to be discussion about both the costs and benefits, as well as a clear judgement about whether there is more of one than the other. This response begins to note some of the benefits, but dwells far more on the negative consequences of development in Malmesbury. Unbalanced arguments are a feature of Level 1, particularly if an overall conclusion is unclear. However, the points represent logical ideas, and could be regarded as a partial interpretation of the evidence, and therefore just about manages to achieve Level 2.

Dyson are proposing to create more 3,000 more jobs in Malmesbury and this benefits the local area as residents who get one of these jobs might have more income to spend on key services (e.g. the sports centre and shops). If they put their children in local schools this will create more jobs for teachers and other staff. There are new industrial jobs created (e.g. building the new factory), and new jobs created for Research and Design workers which pays more than secondary sector jobs. The scheme will help improve education because of the university bursaries and giving students a new printer. So young people benefit as well as employees. This also means that families will be better off socially because of the employment for their families. They will be able to afford to use the sports centre. Although

there will be some social costs for health, particularly with increased pollution and traffic congestion potentially in the town. So older people may be annoyed about the scheme as View 2 says.

Examiner's comments

This response is awarded 10 marks.

There are clearer references to the evidence (AO2) in this response (e.g. R&D workers, sports centre), as well as better reference to relevant geographical ideas about the consequences of income and job creation (AO1). The beginnings of discussion about social benefits, as opposed to environmental, helps start to consider a wider range of geographical ideas (AO2), but needs to detail what these could be. This is a Level 3 response.

The creation of 3,000 higher-skilled, better paid jobs results in a long-term gain for Malmesbury, as well as residents in surrounding towns. As Dyson moved its manufacturing base to Asia this will be a valuable benefit. Quaternary sector jobs last longer and are higher paid, so there are definitely benefits. However it is unlikely that the group of workers who lost jobs in the 2002 move would have the skills needed in 2015. So there were costs for the unemployed group. The new jobs are likely to go to those from elsewhere, not Malmesbury.

It is a concern that R&D could also move abroad.

The investment in local schools and university bursaries will help to ensure people in the town are skilled for 'the new economy'. These are real benefits for the town. There might also be benefits for homeowners, if house prices rise because commuters want to live closer. This trickle-down might be felt by local shop-owners and other services, e.g. the local sports centre. But if prices rise, then local people in other lower paid jobs may not be able to afford to stay.

However there are some concerns about the environmental impacts of increased congestion and traffic, especially if most workers commute e.g. from Bristol.

Hopefully the improved schooling will help reduce the level of deprivation and create higher levels of aspiration, particularly with the connection to universities in London. Environmentalists will be worried about the cost to local biodiversity.

Overall, although there are challenges for infrastructure, link roads are already in the place, so there are many economic benefits for those with the right skills. Schools and young people also benefit. Social and environmental costs outweigh the benefits for other groups in the town.

Examiner's comments

This response is awarded 12 marks.

Judgement in this response is based on social, economic and environmental consequences of the developments in Malmesbury, but also on short-term and long-term benefits. The response considers how these fit into the wider-scale changes across the UK, with references to the danger of quaternary sector jobs also potentially moving away. Knowledge and understanding is also evident in discussion about 'the new economy and trickle down effects.

These references to the globalisation topic help demonstrate meaningful connections (AO2), as well as accurate and relevant geographical understanding (AO1). There are some weaker points, for example, it is unclear how more investment in schools will help reduce the effects of pollution.

There is a brief conclusion at the end, which steps back and considers the overall likely costs/benefits, and is rooted firmly in the evidence as it notes the

Student answers to 5 (b) (i)

Near the city centre and the university.

Examiner’s comments
 This response is awarded 1 mark.
 Both named locations are in the same area.

Higher near the university and lower on the outskirts.

Examiner’s comments
 This response is awarded 2 marks.
 Two clearly separate points.

Higher near the university. Lower away from the city centre.

Examiner’s comments
 This response is awarded 2 marks.
 Two clearly separate points.

5 (ii) Suggest **one** reason why crime rates vary within this area of Bristol.

(3)

Mark scheme

Question number	Answer	Mark
5(b)(ii)	<p style="text-align: center;">AO1 (2 marks)/AO2 (1 mark)</p> <p>Award 1 mark for interpreting the resource to identify a valid reason for high/low crime rates, and a further 2 marks for expansion, up to a maximum 3 marks.</p> <ul style="list-style-type: none"> • High crime rates in centre where population density may be highest (1), this means that there are large numbers of visitors and/or more police (1) so more arrests (1). • Lower crime rates in suburbs, although variable, reflect differences in levels of deprivation or gated communities (1) which could be explained by lower population densities (1) and/or levels of policing (1). <p>Accept any other appropriate response.</p>	(3)

Student answers to 5 (b) (ii)

More policing in the city centre because they are aware of the scale of the problem and able to record it.

Examiner’s comments
 This response is awarded 2 marks.
 In this answer the AO2 mark is awarded for a response that recognises that the crime rate is higher in the city centre because police are recording crime. The idea is extended (AO1) by recognising that they’re aware of crime. But there is not a distinct extension of this idea so the response only scores 2 marks.

Higher crime rates in city centre because there is more deprivation there compared to the suburbs. So more robberies happen.

Examiner's comments

This response is awarded 2 marks.

It correctly identifies higher deprivation as a reason for higher crime levels, and extends the idea by identifying a possible type of crime.

A longer answer would need to develop the idea that levels of deprivation in a city centre are not uniformly high, but for a 3 marks answer this is acceptable given the data.

Higher population or more visitors in the city centre, especially at the weekend or at night time, so there are more crimes there. The police presence is higher and they are able to tackle the problem and record the crimes.

Examiner's comments

This response is awarded 3 marks.

It recognises higher crime rates are found in the centre and links this to higher population/visitors, and extends the idea by explaining when this may occur, and recognising that therefore more police are stationed there.

Example 14 – Question 5 (c)

- 5 (c) Explain **two** reasons why international migrants tend to live in distinctive urban areas.

(4)

Mark scheme

Question number	Answer	Mark
5(c)	<p style="text-align: center;">AO1 (4 marks)</p> <p>For each reason, award 1 mark for choice of locations for residence for migrants, and a further 1 mark for expansion, up to a maximum 2 marks each. For example:</p> <ul style="list-style-type: none"> • migrants may have limited resources for access to housing (1), so joining family members will take migrants into particular areas (1) • migrants may have jobs associated with particular industries/sectors (1), so live in accommodation provided by employer (1) • migrants often need support (e.g. because of limited language skills) from earlier 'pioneers' (1), and thus migrant communities tend to evolve around these early entrants changing the communities as a consequence (1) • new arrivals might have distinctive diets and belief systems (1) so prefer to live with others from same culture, resulting in clustering (1) • local authorities may provide accommodation for refugees in distinctive areas (1) so the segregation can be imposed by the state but also by 'informal' processes (1) • housing tends to be segregated by value in most cities (1) so poorer (and wealthier) migrants will gravitate to these places and thus transform them into distinctive areas (1) • a positive feedback loop can operate in which areas become increasingly attractive (1) as the services in the retail, religious and community services develop to serve distinctive communities (1). 	(4)

Student answers to 5 (c)

Live together for protection against racism by other cultures.

Like to live together because of same food / religion.

Examiner's comments

This response is awarded 2 marks.

The response here correctly identifies 2 different reasons why international migrants live together, and these achieve 2 marks. However each answer needs to be expanded to achieve maximum marks.

New migrants look for existing communities of their home country or religious group to find acceptance and the customs they are used to, like a Hindu temple for worship.

Language barriers make it harder for migrants to integrate into rest of the wider community as probably do not speak much English, particularly women if they do not work outside the home.

Examiner's comments

This response is awarded 4 marks.

In this response, the candidate has identified two reasons why migrants live in distinctive areas (existing communities and language barriers). Each has been extended so the response would score 4 marks.

By choice, migrants move to bridge header communities when they first arrive because of similar language / food / culture.

There might be racist attitudes towards new migrants, so they cluster together or become segregated for protection.

Examiner's comments

This response is awarded 4 marks.

This is a much stronger answer because it identifies two sensible reasons for lack of attachment (AO2), both of which are expanded.

Example 15 – Question 5 (d)

5 (d) Explain why rural places vary in terms of the age characteristics of their populations.

(6)

Mark scheme

Question number	Answer
5(d)	<p style="text-align: center;">AO1 (6 marks)</p> <p>Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <ul style="list-style-type: none"> • there is a continuum of rural places according to their accessibility to larger towns and cities and this impacts on their age structure • rural places closer to cities are likely to have a large working population for commuter access - this will increase age groups of 25-40 and also the very young as commuting villages are convenient places to live for urban workers but are expensive so tend to have older residents who may have children. • Rural areas that have high house prices will reduce the numbers in 15-25 as it is too expensive for these people to afford the housing that is available. • less-accessible remote villages have few employment opportunities so suffer out-migration of the young (15-30), leaving a 'legacy' population that tends to be older (45+) • rural places also vary economically, offering a range of employment opportunities (farming, tourism, small businesses), which will impact on their age structure with greater numbers in 15-40 range than commuter or declining rural areas • other rural communities attract retirement migrants and thus have older populations (60+).

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	<ul style="list-style-type: none"> • Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Understanding addresses a narrow range of geographical ideas, which lack detail. (AO1)
Level 2	3-4	<ul style="list-style-type: none"> • Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1) • Understanding addresses a range of geographical ideas, which are not fully detailed and/or developed. (AO1)
Level 3	5-6	<ul style="list-style-type: none"> • Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Understanding addresses a broad range of geographical ideas, which are detailed and fully developed. (AO1)

Student answers to 5 (d)

Older people choose to live in rural areas because they want a quieter lifestyle away from urban areas. However younger people can be frustrated that they don't have services that appeal to them in rural areas, so they might decide to move to cities looking for education or jobs. Often there is not good wifi or phone signal which is a problem for teenagers.

Examiner's comments

This response is awarded 2 marks.

The response correctly identifies reasons why both older and younger people choose to live in either urban or rural areas. However the question asks for some comparison to be made between different types of rural areas, which this response does not do explicitly. The isolated elements of correct knowledge means this response scores Level 1.

Some rural places tend to attract older families who have moved out of the city because they want their children to grow up in nicer surroundings, but still live within commuting distance of London. These areas are not very isolated. Very isolated areas might have either very poor elderly or very wealthy residents. The very elderly are unable to escape these isolated settlements (particularly as there are no bus services and they don't have private transport), whilst the very rich choose to escape from city life and don't want to be disturbed by other people.

Examiner's comments

This response is awarded 4 marks.

This response correctly differentiates between rural areas that are within commuter distance and those that are more isolated. It also differentiates between different types of people, and therefore correctly addresses a range of geographical ideas. The candidate has misunderstood the term 'reurbanisation' (should be 'counterurbanisation') and there are some generalisations made about the type of people live in remote rural villages. The answer has a couple of ideas (isolated poor, and wealthy rich fringe) which therefore shows a range, so scores Level 2. If it had shown how isolated rural areas are sometimes ideal second home locations, it might have scored Level 3 because of a broader range of ideas.

Nearer to towns and cities rural locations tend to attract wealthier, younger new families who want to bring their children up in rural locations. They tend to have moved out from university towns, but want to live near to commuting links, whilst children attend small local schools. House prices in these areas can be quite expensive though, so often these tend to be families in their 30s.

Rural areas slightly further away tend to have slightly older families where children in their 20s have moved back to cities (reurbanisation), perhaps because of university. This is because people in their 20s want all of the facilities, e.g. 24-hour tube access.

In rural isolated settlements, the population tends to be older, perhaps retired people who have bought second-homes, or have remained in those communities,

like farmers. They tend to have few job opportunities, and the population might only stay at weekends, and return to urban areas for work during the week.

Examiner’s comments

This response is awarded 6 marks.

This response correctly identifies some of the barriers to living in rural areas as well as noting how different groups of people respond to the challenges in different rural areas. There is some accurate and relevant geographical knowledge, and by addressing each stage of the rural-urban continuum, the response demonstrates a broad range of geographical ideas.

Example 16 – Question 5 (e)

(e) Study Figure 6 in the Resource Booklet.

Assess the extent to which the information in Figure 6 shows that the two wards in Blackpool have different population characteristics.

(12)



(Source: Map data ©2015 Google Imagery ©2015 , DigitalGlobe, Getmapping plc, Infoterra Ltd & Bluesky, The GeoInformation Group)

Data about Claremont ward (Blackpool town centre)

Age 0–15	Age 60+	Female life expectancy (years)	No formal qualifications	Born in UK/ Ireland	Arrived in UK since 2000	Male/ female %
18.4%	19%	79	36%	91%	6%	54/46



Mark scheme

Question number	Answer
5(e)	<p style="text-align: center;">AO1 (3 marks)/AO2 (9 marks)</p> <p>Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Responses that demonstrate only AO1 without any AO2 should be awarded marks as follows:</p> <ul style="list-style-type: none"> • Level 1 AO1 performance: 1 mark • Level 2 AO1 performance: 2 marks • Level 3 AO1 performance: 3 marks. <p>Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <p>AO1</p> <ul style="list-style-type: none"> • population characteristics can include structure, gender, education, cultural diversity, employment, marital status, religion • population characteristics can also be assessed through numerous other criteria such as dynamics, mortality and fertility rates, migration (internal and international) • these vary within and between settlements, and may change over time <p>AO2</p> <ul style="list-style-type: none"> • the data is useful in comparing population characteristics of the two areas as • the differences in the population characteristics in the two areas are clearly shown through the use of the data on gender and age categories which shows that Claremont (town centre) has fewer older people than Layton, as well as fewer children and there are more males in Claremont than in Layton • in addition another key population characteristic – that of ethnicity is also clearly shown by the data highlighting that Claremont has a more ethnically diverse population than Layton • The life expectancy is a key factor in showing the dynamics of the population and this data clearly shows a higher life expectancy in Layton than in Claremont which may be linked to the gender structure of the two areas as women tend to live longer and have a greater number in Layton than in Claremont • the birth of place data also clearly shows the differences in the characteristics of the area as Claremont has a higher number than Layton- this will also support the other data as age and ethnicity/length of time in the UK may influence where a person lives. Migrants are likely to live in places where other migrants cluster, sharing accommodation with family/contacts, particularly in the first years of migration • this data has limitations. The last census was in 2011 so the data are out of date and the characteristics of the areas are likely to have changed • numerous other sources of information would give a fuller picture,

Question number	Answer
	<p>both quantitative (other categories such as fertility rates, disability levels, or place of birth, as well as past census information from 2001 or 1991 to show changes in the areas) and qualitative (interviews or questionnaires, use of blogs or social media).</p> <p>A summary/conclusion is not required but may be included. Claremont appears to have fewer 60+, and also fewer children, so must have more working-age people. However, without employment data, further</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none"> • Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Applies knowledge and understanding of geographical information/ideas, making limited logical connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce an interpretation with limited relevance and/or support. (AO2) • Applies knowledge and understanding of geographical information/ideas to make unsupported or generic judgements about the significance of few factors, leading to an argument is unbalanced or lacks coherence. (AO2)
Level 2	5–8	<ul style="list-style-type: none"> • Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1) • Applies knowledge and understanding of geographical information/ideas logically, making some relevant connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce a partial but coherent interpretation that is mostly relevant and supported by evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to make judgements about the significance of some factors, to produce an argument that may be unbalanced or partially coherent. (AO2)
Level 3	9–12	<ul style="list-style-type: none"> • Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Applies knowledge and understanding of geographical information/ideas logically, making relevant connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce a full and coherent interpretation that is relevant and supported by evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to make supported judgements about the significance of factors throughout the response, leading to a balanced and coherent argument. (AO2)

Student answers to 5 (e)

Layton ward has better life expectancy than Claremont, as well fewer people who arrived in the UK recently. There is a lower % of people with no formal qualifications exam results. However, the ratio between male/female is considerably higher for Layton, suggesting it is more unbalanced than Claremont.

Examiner's comments

This response is awarded 2 marks.

This response directly addresses the command word and makes an assessment by addressing details about both suburbs. However, it has misinterpreted the index of deprivation survey, resulting in incorrect analysis. There is not very much use of geographical knowledge to offer any explanation of the data beyond description. There is a generic judgement about some of the factors at the end, but no real argument about the significance of the data, leaving the answer to score Level 1.

Layton ward has better life expectancy and more elderly people than Claremont, suggesting that where you live affects quality of life. In addition, qualifications are higher, although it is still relatively low compared to the rest of the UK; however the number of families who have recently moved to the UK (or were born outside of the UK) supports this idea, because Claremont has more males, suggesting there tend to be more male migrants who have moved.

Finally, the environment in Claremont is not as nice as the satellite photo for Layton. In Layton there are more parks, it isn't near a river (not vulnerable to flooding) and houses aren't so packed in. Migrant communities tend to live in more risky cheaper places.

Examiner's comments

This response is awarded 6 marks.

There is some manipulation of data in this response, with some comments about what the data might mean. Some logical links have been made (e.g. between river flooding and migrant groups, and male migrants). Most of the comments are supported by the evidence in the resource, and this is helped by use of all the resources provided (the satellite photo as well as the data), and raises the mark to 6 marks. Comparative reference to figures from the resource is needed for a higher mark in Level 2.

There are differences between the two wards but they are not that large.

Layton seems to have a more stable population structure as 3% compared to 6% in Claremont have arrived in UK since 2000. The number of migrants is slightly lower, and population structure is more balanced between the age groups. This might also explain why education levels are slightly higher, which probably explains why life expectancy is also higher at 82 compared to 79 years.

Because families have better education in the suburbs of Layton (69% have qualifications compared to 64% in Claremont) their health is probably better as a result. They might be better educated about risks to health, including smoking / alcohol and diet, and there is plenty of green space in the area (shown in photo) and the housing is less dense, so they can exercise and get out of poor city air more easily.

It would be useful to have other information about pollution, as well as more information about types of illness. For example, the living environment could be

compared, through use of air quality and traffic accidents for the external environment and central heating and state of repair for internal environment.

The differences between the two places are not very large (e.g. only a 3% difference in % born in the UK, and % of children is nearly the same). It seems there are many similarities in the people in two areas of Blackpool, even though they are in different parts of the city.

Examiner's comments

This response is awarded 9 marks.

There is better use of the data here to write about the population characteristics. The candidate has made some effort to write about how these characteristics are linked together. They have made an attempt to suggest that some data is more useful than others (e.g. pollution, illness, dates of arrival), and the answer is increasingly balanced (AO2). However there is limited use of alternative sources of that data and how it might help, as well as comments about the limitations of what can be concluded from the data presented. The response needs to focus more precisely on population characteristics (AO1) to go further in Level 3.

Question 6: Diverse Places Fieldwork Question

Example 17 – Question 6 (a) (ii) & (iii)

6 Study Figure B below, which presents data collected on a field trip to two sites in a local area as part of fieldwork. Each site was scored 1–10 for ten different criteria.

High score/10 is ‘good’ for each criterion.

The student collected primary data on the environmental quality of two sites to investigate areas that have the potential for improvement.

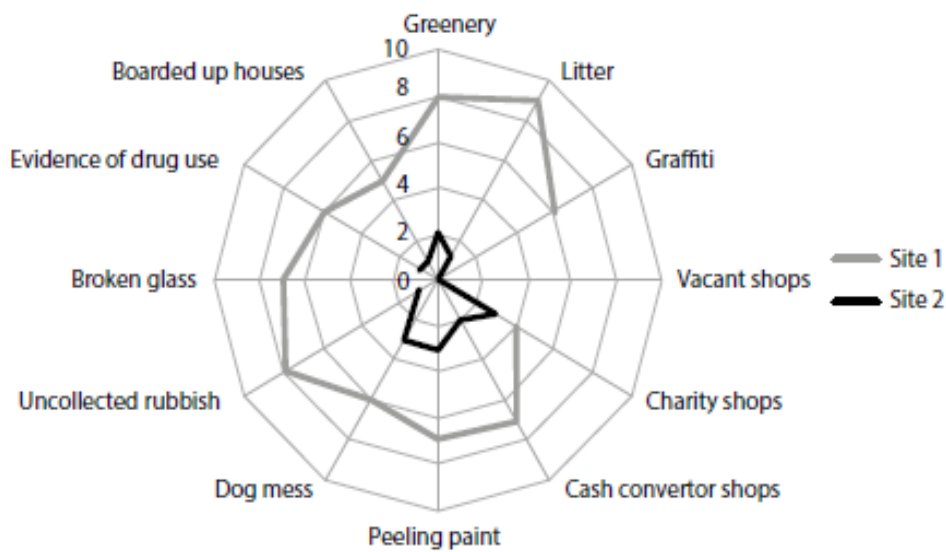


Figure B: Diagram showing environmental quality scores for two sites in the local area.

6 (ii) The student wanted to analyse their environmental quality scores, and decided the chi-squared test was **not** appropriate.

State **two** reasons why this type of data is not appropriate for chi-squared analysis.

(2)

Mark scheme

Question number	Answer	Mark
6(a)(ii)	<p>A03 (2 marks)</p> <p>Award 1 marks for identifying a limitation, and a further 1 mark for expansion, up to a maximum 2 marks. For example:</p> <ul style="list-style-type: none"> as the data is marked out of 10, in effect it is a % score, not a frequency (1) data is not in categories (1) some of the scores are less than 4 (1). 	(2)

The answers are not in groups.

Examiner's comments

This response is awarded 1 mark.

You need 10 pairs of answers for chi square.

Examiner's comments

This response is awarded 0 marks.
This is not about chi square.

It is the wrong type of information as it is marks out of 10.

The data cannot be put into groups or categories.

Examiner's comments

This response is awarded 2 marks.

6 (iii) Give **two** possible reasons for the differences between Site 1 and Site 2.

(2)

Mark scheme

Question number	Answer	Mark
6(a)(iii)	<p>A03 (2 marks)</p> <p>Award 1 mark for each valid possible reason up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • More investment in site 2 (1). • More money spent on services/clearing litter (1). • More 'pride' in area, linked to perceptions of local people. • Community group activity (1). • Spiral of decline in area 1 and may suggest reason (1). <p>Accept any other appropriate response.</p>	(2)

Student answers to 6 (a) (iii)

More people clear up litter.

More investment in bins.

Examiner's comments

This response is awarded 2 marks.
One mark for each suggestion.

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More community pride so people are prepared to pick up litter.
There are regular rubbish collection service.

Examiner's comments

This response is awarded 2 marks.
One mark for each suggestion.

Spiral of decline in site 1 means less pride in the local area.
More money has been spent on rubbish collection in site 2.

Examiner's comments

This response is awarded 2 marks.
One mark for each suggestion.

Example 18 – Question 6 (b)

(b) You collected secondary data during your fieldwork relating to Diverse Places.

Assess the value of the secondary data you used when investigating your research question.

(9)

Research question

Mark scheme

Question number	Indicative content
6(b)	<p style="text-align: center;">A03 (9 marks)</p> <p>Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. No marks for stating research question, but this should be used as the context for the answer.</p> <p>Indicative content guidance Content depends on students' choice of field research and the conclusions drawn. Assessment should include the following:</p> <ul style="list-style-type: none"> • ideas should cover secondary data researched (e.g. census data, newspapers, maps, blogs), other published material such as <i>Geography Review</i> magazine or Geofile, DVDs or websites (e.g. Francis Frith, Old Maps, Trip Advisor) • choice of sources should be explained and assessed with reference to the field research question. A comparison of their relative merits may be included • credit assessment of choice and range of sources used if linked to methodology • credit assessment of bias and reliability of the source if appropriate • critical assessment of the effectiveness of the sources of primary methods used, with a judgement about their value, and degree to which the chosen secondary methods helped to investigate the research question.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> Shows evidence that fieldwork investigation skills used may not have been fully appropriate or effective for the investigation of the geographical questions/issue. (AO3) Considers the fieldwork investigation process/data/evidence, with limited relevant connections and/or judgements. (AO3) Argument about the investigation is simplistic and/or generic. (AO3)
Level 2	4–6	<ul style="list-style-type: none"> Shows evidence that fieldwork investigation skills used were largely appropriate and effective for the investigation of the geographical questions/issue. (AO3) Critically considers the fieldwork investigation process/data/evidence in order to make some relevant connections and valid judgements. (AO3) Argument about the investigation may have unbalanced consideration of factors, but is mostly coherent. (AO3)
Level 3	7–9	<ul style="list-style-type: none"> Shows evidence that fieldwork investigation skills used were appropriate and effective for the investigation of the geographical questions/issue. (AO3) Critically considers the fieldwork investigation process/data/evidence in order to make relevant connections and judgements that are supported by evidence. (AO3) Argument about the investigation includes balanced consideration of factors and is fully developed and coherent. (AO3)

Student answers to 6 (b)

Is there more deprivation in West London than Torcross, Devon?

We used a number of secondary sources, including census data. We looked population structure for both locations as well as ethnicity. It was easy to conclude that ethnicity was higher in Southall and the population was significantly younger. However it was harder to work out if deprivation was higher, because census data does not tell this and we had to use ACORN scales instead.

We also looked at older photos of both places to see if ethnicity had changed over time. The photos showed that lots of changes had happened in Southall over the past 100 years. However, although many changes had happened in Slapton, the population was still mainly white-British and tended to be older. Photos showed us that there was less deprivation in Torcross.

Examiner's comments

This response is awarded 4 marks.

This response correctly focuses on secondary data and recognises that the initial use of census data was less helpful than ACORN scales. Photos are another valid secondary source, but again were less relevant in helping to answer a question about deprivation. The research question was a little broader. Although it reflects the need on the specification to compare two contrasting places, on this question, focusing on one urban or one rural location would be sufficient.

Although it was not fully clear at times, there is sufficient grasp by the candidate of the usefulness of their work to answer the question, and this enables the response to be scored as a low Level 2.

To what extent is there deprivation in Torcross?

We used a number of secondary sources to plan our fieldwork to Devon. We looked at ACORN scores and the IMD website to build a picture of the type of people who live in Torcross and found out that they were generally wealthy. We also looked at census data to find out about income, but the Census does not show this information. We could make conclusions about the number of cars, how many people lived in certain families and this data was plotted on the Datashine website. We also looked at GoogleStreetview and we could score the environmental quality of the streets in Torcross, concluding that it was probably quite high.

Finally we looked at social media to find out what people thought about Torcross, and this showed that people were generally very positive about it and wanted to stay in hotels and visit lots of restaurants; this suggested there was significant wealth in the village, particularly because of spending by tourists to the area.

Examiner's comments

This response is awarded 7 marks.

A large number of secondary sources are used in this answer, which clearly reflects the research question about deprivation in a rural area. The value of each source is briefly outlined, showing relevant connections have been made. There are some tentative judgements about the usefulness (e.g. of census data), but the response does not fully develop an argument about what makes secondary research valid or not. Therefore the response scored a low Level 3.

There is a clear pattern of deprivation across Slough.

We started by using the IMD website to see if there was pattern to deprivation. This is accurate data because it is collected by government on a large scale so this has high value. Also the IMD data was from 2015 so it is up to date and valid. We could see that the number of higher earners was closest to the East of Slough (nearer to Heathrow) and became increasingly more manual labour and unemployed towards the West. We used the Datashine website to look at dimensions of poverty, and found that the East of Slough is more wealthy than the West, but there is one significant anomaly (Foxborough) right on the very Eastern boundary, where there is evidence of some communities living in more than 4 dimensions of poverty. Again this has value as it is based on census data.

We looked at social media and by using a #LoveSlough, we could plot the locations that people were proud of (e.g. a new parkour park in Salt Hill Park towards the West, as well as the accessibility for people in East and Central Slough). This is less reliable data because it is social media and may have biased views.

However ACORN scores showed a mixed picture, with some locations in the West of Slough being rated as particularly wealthy, particularly towards Farnham. Acorn is valuable as it is updated more regularly than the census

Secondary data was more useful for establishing levels of deprivation across Slough. We planned our fieldwork across the town based on this data, which mainly showed that environmental quality was similar, partly because of well-run

services. Most poverty is often hidden away and during day-time is hard to assess by primary fieldwork, so the secondary data had high value.

Examiner's comments

This response is awarded 8 marks.

This answer strongly evaluates the value of different data sources and how they helped paint a picture of deprivation in Slough. The research question was well focussed on patterns, and immediately this helped develop a theme of 'diverse places'. Evidence from the census data, and social media was used particularly well to show differences, although a bit more explicit evaluation of these sources would help build a coherent argument; this prevented the response scoring full marks. The response ends by correctly noting the value of secondary research in the context of the entire investigation, particularly as primary fieldwork often fails to find evidence of some aspects of deprivation.

Question 7: Globalisation and Diverse Places

Synoptic Question

Example 19 – Question 7

Use your knowledge and understanding from across the course of study along with the information in Figure 7 to answer this question.

7 Study Figure 7 in the Resource Booklet.

Evaluate the relative importance of migration and geographical position in explaining Singapore's success as a global hub.

(16)

Figure 7: Resources about Globalisation and Singapore

Fact file on Singapore's population

Total Singapore population	5.47m	
Residents (Singapore citizens)	3.87m	Non-residents (migrants) 1.6m
% Residents aged 65+ in 2010	10%	Residents aged 65+ in 2020 (projected) 17%

Economic and social change in Singapore



Migrant population of Singapore in 2015

- Two in five of the population are migrants on temporary contracts and cannot change their jobs.
- Many pay a fee of \$3 000 to obtain a job, which they pay back as they work.
- Average migrant wages are \$700 a month and many work 14 hours a day, 6 days a week.
- Many migrants live in large dormitory settlements in converted factories or apartment blocks under construction, for which they pay \$200 a month.
- Most migrants are employed in construction, retail or domestic work.

Development data for 2014 for Singapore and countries that supply most of its migrant workers

	Singapore	India	Philippines	Bangladesh	China
GDP per capita (PPP US\$)*	\$82,800	\$5,900	\$7,000	\$3,400	\$12,900
% employed in agriculture (2014)	1.3 %	49 %	30 %	47 %	34 %

Airline and shipping connections from Singapore to selected locations



(Source: Imagery © 2015 NASA, TerraMetrics)

Mark scheme

Question number	Answer
7	<p style="text-align: center;">AO1 (4 marks)/AO2 (12 marks)</p> <p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Responses that demonstrate only AO1 without any AO2 should be awarded marks as follows:</p> <ul style="list-style-type: none"> • Level 1 AO1 performance: 1 mark • Level 2 AO1 performance: 2 marks • Level 3 AO1 performance: 3 marks • Level 4 AO1 performance: 4 marks <p>Indicative content guidance</p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <p>AO1</p> <ul style="list-style-type: none"> • global hubs are 'winners' in the globalised world, highly connected and the focus of global flows • global hubs often have developed due to their geographical position in terms of trade routes and / or proximity to other global hubs • political decision making as well as historical factors have helped some areas benefit • economic migration has increased and shaped the demographics and culture of places <p>AO2</p> <ul style="list-style-type: none"> • Singapore can be seen to have thrived as a global hub from Figure 7.2 (Timeline) and 7.4 (Development data) <p>geographical location:</p> <ul style="list-style-type: none"> • the harbour on the tip of the Malay peninsula was an important reason for the growth of Singapore in the nineteenth century as it was on the key trade routes linking British colonial territories, so lack of domestic resources was not a limiting factor • Singapore's significant role in global trade and so its continued importance as a global hub was aided by the geographical location of Singapore with relatively fast connections by sea and air to Australia, Europe and the USA after independence • Singapore's geographical position has also been crucial in maintaining its status as a global hub as globalisation gathered pace as it lies between two of the BRIC's – India and China. <p>migration:</p> <ul style="list-style-type: none"> • Singapore has always had a small native population and so a crucial factor in maintaining its global hub status has been migration from other Asian countries • Another key reason for Singapore's global hub status is that migrants provide crucial labour for job sectors where Singaporeans are unwilling to work • migration is also vital in maintaining Singapore's global hub status as its ageing population is revealed in Figure 7.3, and, again, migrants help meet the need for young workers. This is likely to grow in the

	<p>future as the dependency ratios continue to worsen, so could be argued as essential in maintaining Singapore's 'hub' status</p> <ul style="list-style-type: none"> • yet migration and geographical position are integrated, as effective transport networks facilitate the movement of workers from surrounding countries.
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none"> • Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Applies knowledge and understanding of geographical information/ideas, making limited and rarely logical connections/relationships, to produce an interpretation with limited relevance and/or support. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce an unsupported or generic conclusion, drawn from an argument that is unbalanced or lacks coherence. (AO2) • Limited synthesis of geographical ideas from across the course of study. (AO2)
Level 2	5–8	<ul style="list-style-type: none"> • Demonstrates geographical knowledge and understanding, which is occasionally relevant and may include some inaccuracies. (AO1) • Applies knowledge and understanding of geographical information/ideas with limited but logical connections/relationships to produce a partial interpretation that is supported by some evidence but has limited coherence. (AO2) • Applies knowledge and understanding of geographical information/ideas to come to a conclusion, partially supported by an unbalanced argument with limited coherence. (AO2) • Argument partially synthesises some geographical ideas from across the course of study, but lacks meaningful connections. (AO2)

Level 3	9–12	<ul style="list-style-type: none"> • Demonstrates geographical knowledge and understanding, which is mostly relevant and accurate. (AO1) • Applies knowledge and understanding of geographical information/ideas to find some logical and relevant connections/relationships to produce a partial but coherent interpretation that is supported by some evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to come to a conclusion, largely supported by an argument that may be unbalanced or partially coherent. (AO2) • Argument synthesises some geographical ideas from across the course of study, making some meaningful connections. (AO2)
Level 4	13–16	<ul style="list-style-type: none"> • Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Applies knowledge and understanding of geographical information/ideas to find fully logical and relevant connections/relationships to produce a full and coherent interpretation that is supported by evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to come to a rational, substantiated conclusion, fully supported by a balanced argument that is drawn together coherently. (AO2) • Argument comprehensively and meaningfully synthesises geographical ideas from across the course of study throughout the response. (AO2)

Student answers to 7

Migration has helped Singapore increase in size. Most people come to Singapore to do jobs and events though they must pay to do so. They are providing cheap labour for the city to grow and expand. This exploited labour is necessary for global expansion of TNCs into the city as they reduce costs making them more likely to invest. Most do jobs in harbour areas and associated TNCs. They earn significantly more than they would in their home countries, where many have to work in agriculture and they might not get regular pay.

Singapore is located in between all of the other countries and this makes it easier for migrants to get to the city, as well as TNCs to do business.

Examiner's comments

This response is awarded 6 marks.

This response uses isolated elements of geographical understanding to explain why TNCs invest in Singapore, a city with low-wage migration. It makes some logical connections between characteristics of workers (and location) to explain some of the changes resulting in a partial interpretation of the evidence. This helps it achieve level 2, but cannot go any further than 6 marks because there is not a clear conclusion, and sometimes the argument is not as coherent, a reminder that written communication is still assessed as part of AO2 marks.

Also use of data is limited in support of points, and at 126 words it is short for a 16 mark question.

Migration to Singapore, both of business leaders and cheap labour has provided the right mix of workers to enable the country to thrive as NIC. Labour costs across Asia make it more likely for economic migrants to come and get jobs in manufacturing or in the harbour area. The harbour has thrived in Singapore because it is on a key trading point across the Indian Ocean and in the British Empire it was a crucial stopping point for global companies.

However there is considerable exploitation of workers (e.g. \$700/month) and most of the NIC success comes because of very low costs and associated high profits. There is lots of room for expansion of low-cost cheap housing and this means that

the government is keen to exploit the changes that have already made Singapore an important success story, and turn it into a global hub.

Examiner's comments

This response is awarded 10 marks.

A good number of logical connections have been made to explain how key features of Singapore's location and workforce attract investment of money and people and growth as a global hub. These ideas are supported by reference to data from the resources.

Own knowledge is applied to synthesise a range of themes, particularly those about colonialism and exploitation. However, although there is a range of ideas, the response does not engage with the 'assess' command word, even though there is a final thought in the end sentence. Reference to colonialism is an attempt to do this, but the idea is not developed enough.

Singapore has always been situated in a key location that promotes two-tier migration. During the British Empire it was a crucial stopping call for ships travelling around the Empire's Asian colonies, and trade of goods enabled early growth. Its location on the Malay Peninsula means its geostrategic location made it a successful place.

These physical factors have remained important as TNCs look for key hubs around the world. With heavy reliance on containerised shipping, Singapore's harbour is a natural choice as it is only 7 days from Mumbai and 6 days from Shanghai, and the only sensible trading point in the Malacca Strait. 20% of all containers pass through Singapore. By plane there are quick and easy connections across Asia and onwards to North America (22 hours flight time).

Therefore, two-tier migration has occurred as rich transnational elite set up businesses in a politically tax-free incentivised hub, and exploit cheap labour from surrounding Asian countries that are desperate for a job because wages are considerably higher for jobs that are considerably more secure than those at home. The ageing population in Singapore is countered by this influx.

Therefore, the native Singaporean Malay have created a place where they can exploit the benefits of two other groups. They manipulate who the winners and losers are of globalisation, suggesting that although geographical location was important in the past (to Britain's control over Singapore), now its political savviness has enabled it to take advantage of potential global flows of migration together with capital and goods to turn Singapore into a successful global hub.

Examiner's comments

This response is awarded 16 marks.

There are many factors written about in this extended response that always shows accurate and relevant geographical understanding and key terminology.

The ideas are always applied to the question, and always address the command word (e.g. the ongoing role of geostrategic location / physical factors is

