



Pearson

# **Mark Scheme (Results)**

Summer 2017

Pearson Edexcel GCE in  
Geography (8GE0)  
Unit 2: Dynamic Places

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# General marking guidance

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- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark scheme – not according to their perception of where the grade boundaries may lie.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification/indicative content will not be exhaustive.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, a senior examiner must be consulted before a mark is given.
- Crossed-out work should be marked unless the candidate has replaced it with an alternative response.

Question number	Answer	Mark
1(a)	<p style="text-align: center;"><b>AO1 (1 mark)</b></p> <p>Award <b>1</b> mark for correct definition, for example:</p> <ul style="list-style-type: none"> <li>• HDI (Human Development Index) (1)</li> <li>• GII (Gender Inequality Index) (1)</li> <li>• Happy Planet Index (1)</li> </ul> <p>Accept abbreviation or name in full.</p> <p>Reject : GDP, KOF index, Kearney Index, Gini, Index of Multiple Deprivation (IMD)</p> <p>Accept any other appropriate response, for e.g. Poverty Indices: Human Poverty Index (HPI -1) or HPI – 2</p>	(1)

Question number	Answer	Mark
1(b)(i)	<p style="text-align: center;"><b>AO3 (1 mark)</b></p> <p>South Korea</p>	(1)

Question number	Answer	Mark
1(b)(ii)	<p style="text-align: center;"><b>AO3 (1 mark)</b></p> <p>South Korea</p>	(1)

Question number	Answer	Mark
1(b)(iii)	<p style="text-align: center;"><b>AO1 (2 marks)/AO2 (1 mark)</b></p> <p>Award <b>1</b> mark for analysing the information to identify a possible physical geography reason which affects rate of development, and a further <b>2</b> marks for expansion.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• South Korea - Location on the Pacific rim/Asia (1) so access to trade/ growing markets in China(1) and lower transport costs(1)</li> <li>• South Korea, Brazil, China - Coastal location/not land-locked (1) so access to transport networks/ports is easy(1) for importing and exporting goods(1)</li> <li>• Brazil has physical resources available e.g. oil/metal ore/fresh water(1) so TNCs willing to invest (1) resulting in further infrastructure development such as railways/roads/IT(1)</li> <li>• Uganda landlocked/remote (1) so limited access to transport networks/ports (1) so trade/communications are difficult/slow/expensive (1)</li> <li>• Uganda/Brazil: climate – water availability (1) so diverse crop production (1) basis of export economy (1). OR can have the negative impacts: dense tropical forest (1); limits the construction of infrastructure(1) limits production/ability to transfer goods/trade(1)</li> <li>• Affecting the rate of development: any other appropriate response.</li> </ul>	(3)

Question number	Answer	Mark
1(c)	<p style="text-align: center;"><b>AO1 (4 marks)</b></p> <p>For each factor, award <b>1</b> mark for a reason for a country being “switched off”, and a further <b>1</b> mark for expansion, up to a maximum <b>2</b> marks each. For example:</p> <p><b>Political factors:</b></p> <ul style="list-style-type: none"> <li>• Political instability due to war, civil unrest or terrorism (1) so TNCs choose not to locate in country as trade is disrupted and profits reduced (1)</li> <li>• Choice of government/political regime (North Korea) (1) limits knowledge and understanding by controlling media links/trade restricted(1)</li> <li>• Open door policy(1) encourages TNC/SEZ investment or equivalent (1)</li> <li>• Exclusion from trade blocs(1) means access to markets is more expensive as tariffs have to be paid(1)</li> <li>• Corrupt government (1) discourages investment by TNCs(1)</li> </ul> <p><b>Social factors:</b></p> <ul style="list-style-type: none"> <li>• If education is at a basic literacy level (1) population may have limited skills to attract investment from TNCs(1)</li> <li>• Lack of access to clean water (1) limits quality of health/success of business (1)</li> <li>• Lack of technology/infrastructure (1) which can reduce opportunities for travel/trade/information exchange(1)</li> <li>• Poverty/unemployment (1) limit ability to contribute to trade</li> <li>• Poor health(1) not ‘attractive’ workforce for TNCs (1)</li> </ul> <p>Accept any other appropriate response. NO transfer if answer is in wrong section (political/social).</p>	(4)

Question number	Answer
1(d)	<p style="text-align: center;"><b>AO1 (6 marks)</b></p> <p><b>Marking instructions</b></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><b>Indicative content guidance</b></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.</p> <p>For full marks expect at least one indicator and one index to be explained.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• <b>KOF index</b> measures economic, social and political criteria and compare countries annually, therefore allowing trends to be identified.</li> <li>• It uses a large number of indices covering a range of factors so helps represent a country’s globalisation, using readily available data.</li> <li>• <b>Kearney Index</b> measures different features, e.g. Global Services Location</li> </ul>

	<p>(ranks countries for attractiveness for offshoring), Global Cities Index (ranks global engagement of city) and the Global Cities Outlook Index (ranks future potential of cities, so indicates global connections)</p> <p>Other indicators include:</p> <ul style="list-style-type: none"> <li>• Membership of Trade Blocs or IGOs</li> <li>• Goods and flows; Trade flows; aircraft flows; human flows e.g. migrants</li> </ul> <p><i>Do <b>not</b> allow GNP per capita unless clearly linked to global trade/ connectivity.</i></p> <p><i><b>Allow</b> a broad range of measures/flows (people/goods/ideas) but these must link back to globalisation.</i></p>
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Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	<b>1–2</b>	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1)</li> <li>• Understanding addresses a narrow range of geographical ideas, which lack detail. (AO1)</li> </ul>
<b>Level 2</b>	<b>3–4</b>	<ul style="list-style-type: none"> <li>• Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1)</li> <li>• Understanding addresses a range of geographical ideas, which are not fully detailed and/or developed. (AO1)</li> </ul>
<b>Level 3</b>	<b>5–6</b>	<ul style="list-style-type: none"> <li>• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)</li> <li>• Understanding addresses a broad range of geographical ideas, which are detailed and fully developed. (AO1)</li> </ul>

Question number	Assess the role of trade blocs in contributing to the growth of both the global and national economies. Answer
<b>1(e)</b>	<p style="text-align: center;"><b>AO1 (3 marks)/AO2 (9 marks)</b></p> <p><b>Marking instructions</b></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 <b>only</b> AO1 without any AO2 should be awarded marks as follows:</p> <ul style="list-style-type: none"> <li>• Level 1 AO1 performance: 1 mark</li> <li>• Level 2 AO1 performance: 2 marks</li> <li>• Level 3 AO1 performance: 3 marks.</li> </ul> <p><b>Indicative content guidance</b></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><b>AO1</b></p> <ul style="list-style-type: none"> <li>• International political and economic organisations (including trade blocs) have contributed to the global economy through the promotion of free trade policies and foreign direct investment (FDI)</li> <li>• National governments are key players in terms of promoting free trade blocs, in making decisions to join or to leave, and in implementing required</li> </ul>

	<p>changes to trade regulations</p> <ul style="list-style-type: none"> <li>• Political and economic decision making are important factors in globalisation whether at a national or international level</li> <li>• There are political and economic reasons why some locations remain switched off from globalisation</li> </ul> <p><b>AO2</b></p> <p><b>Trade blocs</b></p> <ul style="list-style-type: none"> <li>• Resource 1b shows growth in numbers of members for most (e.g. EU, ASEAN) but not all (NAFTA) trade blocs shown</li> <li>• Also, the number of trade blocs has grown globally over time, suggesting a willingness to cooperate in this way, perhaps to ensure countries are not left out of useful trade deals with regional partners</li> <li>• Countries excluded from trade blocs (e.g. Vietnam, Resource 1c) have to pay higher tariffs to import coffee into the EU, restricting their opportunities and making exports more expensive.</li> <li>• Trade blocs facilitate business development within regions, for example trade within the EU has grown</li> <li>• This has encouraged countries to specialise as they know they can sell within the trade bloc, gaining comparative advantage</li> <li>• Within the bloc, members' industries are protected from cheap imports (e.g. coffee processing industries, or clothes from China)</li> <li>• Trade blocs influence global trade as non-members may seek to invest within the bloc to open access to markets (e.g. Japan investing in UK)</li> <li>• Inefficient producers within the bloc can be protected from more efficient ones outside the bloc. For example, inefficient European processors may be protected from low-cost imports from developing countries. So global trade patterns are distorted by trade blocs</li> </ul> <p><b>Other factors:</b></p> <ul style="list-style-type: none"> <li>• However, UK also has trading partners outside the EU, and through Brexit seeks to widen these, suggesting the EU trade bloc is not necessarily the most important factor for the UK economy.</li> <li>• Other factors also play a key contribution, such as changes in transport and communications.</li> <li>• Trade disputes can grow up between trade blocs/countries (e.g. Russia blocking access to its markets for EU members over Ukraine) which hampers regional trade</li> <li>• Global organisations including WTO exist to encourage global trade by opening up markets. This can be restricted by the actions of trade blocs.</li> </ul> <p><b>Overall:</b> trade is strengthened within trade blocs but globally restrictions occur for those on the outside. Global trade is distorted by their actions.</p> <p><i>Other factors apart from trade blocs play key roles in global and national economies and these may be judged to be of greater significance, e.g. OPEC, IGOs etc.</i></p>
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Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	<b>1-4</b>	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1)</li> </ul>

		<ul style="list-style-type: none"> <li>• Applies knowledge and understanding of geographical information/ideas, making limited logical connections/relationships. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to produce an interpretation with limited relevance and/or support. (AO2)</li> <li>• 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)</li> </ul>
<b>Level 2</b>	<b>5–8</b>	<ul style="list-style-type: none"> <li>• Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1)</li> <li>• Applies knowledge and understanding of geographical information/ideas logically, making some relevant connections/relationships. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to produce a partial but coherent interpretation that is mostly relevant and supported by evidence. (AO2)</li> <li>• 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)</li> </ul>
<b>Level 3</b>	<b>9–12</b>	<ul style="list-style-type: none"> <li>• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)</li> <li>• Applies knowledge and understanding of geographical information/ideas logically, making relevant connections/relationships. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to produce a full and coherent interpretation that is relevant and supported by evidence. (AO2)</li> <li>• 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)</li> </ul>

<b>Question number</b>	<b>Answer</b>	<b>Mark</b>
<b>2(a)</b>	<p style="text-align: center;"><b>AO1 (1 mark)</b></p> <p>Region that has seen decline of manufacturing/secondary industry (1)</p> <p>Region that has experienced economic and social change as a result of change in dominant employment in heavy industry (1)</p> <p>Region that has seen a shift/restructuring to services and tertiary employment(1)</p> <p>Accept any other appropriate response.</p>	<b>(1)</b>



Question number	Answer	Mark
2(b)(i)	<p style="text-align: center;"><b>A03 (1 mark)</b></p> <p>Award <b>1</b> mark for the correctly plotted point. Allow within the range shown.</p> <p style="text-align: center;">Figure 2</p>	<b>(1)</b>

Question number	Answer	Mark
2(b)(ii)	<p style="text-align: center;"><b>A03 (1 mark)</b></p> <p><math>7 - 4.6 = 2.4</math> Accept answers in region 2.2 to 2.6</p>	<b>(1)</b>

Question number	Answer	Mark
2(b)(iii)	<p style="text-align: center;"><b>A01 (2 marks)/A02 (1 mark)</b></p> <p>Award <b>1</b> mark for analysing the resource to identify a reason for the pattern shown, and a further <b>2</b> marks for expansion. For example:</p> <ul style="list-style-type: none"> <li>• The majority of the 16 states in Germany show unemployment of 6% or below (1) this may be because of successful regeneration into service economy (e.g. tourism or banking) (1) but other regions may have experienced deindustrialization leaving high unemployment(1)</li> <li>• Decline of traditional employment/mechanisation e.g. Agriculture/ mining may explain higher levels in some regions (1) where lack of alternative employment/remoteness has left a legacy of low skills/out migration(1)so the area is unattractive for TNC</li> </ul>	<b>(3)</b>

	<p>investment(1).</p> <p>Accept any other appropriate response.</p> <p><i>Note that specialised knowledge of Germany is not expected, so accept reasonable suggestions, e.g. former east Germany areas may still have legacy of post-reunification unemployment.</i></p> <p><i>Do not accept references to slow recovery post-war.</i></p> <p><i>Starting point is a reference to high and/or low rates of unemployment</i></p>	
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Question number	Answer	Mark
2(c)	<p style="text-align: center;"><b>AO1 (4 marks)</b></p> <p>For each reason, award <b>1</b> mark for an understanding of why contrasting groups in urban communities may have different views about priorities for regeneration and a further <b>1</b> mark for expansion up to a maximum <b>2</b> marks each. For example:</p> <ul style="list-style-type: none"> <li>• Some residents/age groups have long-standing social links to the place over generations (1) so be reluctant to see major regeneration (idea of inertia) if it results in change to their way of life/loss of familiar historical appearance or noise/disruption (1)</li> <li>• Recent migrants want their own homes/jobs(1) so positive about new investment/chance to set up their own business(1)</li> <li>• Young people in the area (either students, new migrants from elsewhere in the country)may want improved social activities and transport (1) however their attachment is often limited as they may not stay for long (1)OR concerned about employment so keen to see new investment(1)</li> <li>• Local Chamber of Commerce support new initiatives(1) to promote business/encourage visitors/customers to spend locally(1)</li> <li>• Environmentalists have concerns about loss of habitats/biodiversity(1)so reject any regeneration that involves loss of greenfield sites/infrastructure improvement (1)</li> </ul> <p>Accept any other appropriate response.</p>	(4)

Question number	Answer	
2(d)	<p style="text-align: center;"><b>AO1 (6 marks)</b></p> <p><b>Marking instructions</b> 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><b>Indicative content guidance</b> 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.</p> <p>For full marks both <b>economic and social change</b> should be explained.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Sense of identity is shaped by family, age, gender, ethnicity, length of residence, past and present connections, employment, opportunity and other factors</li> <li>• Views of teenagers may be explored: negatively isolation/reaction against the area may result in crime/vandalism/lack of engagement/desire to leave, OR more positively involvement in youth projects/sport for e.g.</li> <li>• Economic changes may be linked to closure of industry or shift in employment locally, which may result in unemployment, out migration and loss of self-esteem. For example, mining communities are still divided by whether or not miners returned to work ("Scabs") during Miners' strikes in 1970s and 1980s in UK</li> <li>• Growth of right-wing nationalist parties including UKIP may be linked to a loss of sense of identity</li> <li>• Groups moving into an area may have a very different culture/religion who provide their sense of identity</li> <li>• <i>Social change such as increased contact via skype has broadened regular contact beyond local area</i></li> <li>• <i>Facebook/ Snapchat/Instagram enable the creation of a virtual identity which is then presented to others is increasingly important for many</i></li> <li>• <i>Changed role of women has altered communities as many work part or full time, and greater mobility has spread families across the country and globally, reducing social cohesion and sense of identity via family ties</i></li> <li>• Change in shopping habits results in use of internet shopping and delivery, and changed contacts in local shops and high street, so that sense of identity may be more individual and less shared with community</li> <li>• Investment by businesses in reimagining and use of local suppliers creates pride in local area e.g. "Taste of the West" awards sought after by businesses</li> <li>• <i>Changes in culture are numerous and played out in contrasting ways, e.g. growth of LGBT "Gay Pride" events, and changed religious observance (both growth and decline) may help some feel more confident in their sense of identity, but others feel threatened</i></li> </ul> <p><b>NOTE: Answers that fail to link to "sense of identity" should not be over awarded, as this is not merely a question about how the area has changed.</b></p>	
Level	Mark	Descriptor
	0	No rewardable material.

<b>Level 1</b>	<b>1–2</b>	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1)</li> <li>• Understanding addresses a narrow range of geographical ideas, which lack detail. (AO1)</li> </ul>
<b>Level 2</b>	<b>3–4</b>	<ul style="list-style-type: none"> <li>• Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1)</li> <li>• Understanding addresses a range of geographical ideas, which are not fully detailed and/or developed. (AO1)</li> </ul>
<b>Level 3</b>	<b>5–6</b>	<ul style="list-style-type: none"> <li>• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)</li> <li>• Understanding addresses a broad range of geographical ideas, which are detailed and fully developed. (AO1)</li> </ul>

<b>Question number</b>	<b>Assess the extent to which economic regeneration brings benefits to rural areas. Answer</b>
<b>2(e)</b>	<p style="text-align: center;"><b>AO1 (3 marks)/AO2 (9 marks)</b></p> <p><b>Marking instructions</b></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 <b>only</b> AO1 without any AO2 should be awarded marks as follows:</p> <ul style="list-style-type: none"> <li>• Level 1 AO1 performance: 1 mark</li> <li>• Level 2 AO1 performance: 2 marks</li> <li>• Level 3 AO1 performance: 3 marks.</li> </ul> <p><b>Indicative content guidance</b></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><b>AO1</b></p> <ul style="list-style-type: none"> <li>• Economic regeneration may be necessary due to economic and social inequality in declining rural settlements, or in commuter villages</li> <li>• Groups in communities have different views about priorities and strategies for regeneration</li> <li>• These have complex causes (lack of political engagement and representation, ethnic tensions, inequality and lack of opportunity)</li> <li>• local interest groups (local preservation societies, trade unions) play a key role in decision-making about regeneration</li> </ul> <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>• local interest groups representing businesses (e.g. shops, B and B, and possibly farmers) are likely to be in favour of regeneration as this may attract new visitors or investment and create job opportunities and multiplier effect</li> <li>• economic regeneration will bring new income to local councils/national government via Business rates/corporation tax, income tax</li> <li>• supply chain benefits and increased spending in other businesses which may then be invested in local/regional infrastructure</li> <li>• schools and colleges, and job centres may see chance for new training and</li> </ul>

Question number	<i>Assess the extent to which economic regeneration brings benefits to rural areas.</i> Answer
	<p>apprenticeships</p> <ul style="list-style-type: none"> <li>• benefits may occur through social and environmental factors via improvements to health, education and/or quality of living environment</li> <li>• however, tensions may result between groups that wish to preserve rural environments, and those who seek change. Jobs may be low paid or short term.</li> <li>• so for example, conservation groups (either architectural or wildlife) may resist change because of fears of loss of historical buildings/ habitats/ biodiversity, or congestion/litter.</li> <li>• new rural visitors may have moved expecting peace/quiet and have an idealised view of area, wanting to preserve this.</li> <li>• lack of engagement from some groups may make people feel unaware of change, and so unconsulted and resentful</li> <li>• local people may not be able to afford property prices if the area is regenerated, so young/families may feel alienated by process</li> </ul> <p>A summary/conclusion is not required but may be included, e.g. reviewing varied impacts on contrasting groups</p> <p><b><i>REJECT 'urban' answers but search for any general comments about economic regeneration that deserve credit (unlikely to go beyond L1).</i></b></p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	<b>1–4</b>	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1)</li> <li>• Applies knowledge and understanding of geographical information/ideas, making limited logical connections/relationships. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to produce an interpretation with limited relevance and/or support. (AO2)</li> <li>• 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)</li> </ul>
<b>Level 2</b>	<b>5–8</b>	<ul style="list-style-type: none"> <li>• Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1)</li> <li>• Applies knowledge and understanding of geographical information/ideas logically, making some relevant connections/relationships. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to produce a partial but coherent interpretation that is mostly relevant and supported by evidence. (AO2)</li> <li>• 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)</li> </ul>

<b>Level 3</b>	<b>9–12</b>	<ul style="list-style-type: none"> <li>• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)</li> <li>• Applies knowledge and understanding of geographical information/ideas logically, making relevant connections/relationships. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to produce a full and coherent interpretation that is relevant and supported by evidence. (AO2)</li> <li>• 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)</li> </ul>
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<b>Question number</b>	<b>Answer</b>	<b>Mark</b>
<b>3(a)(i)</b>	<p style="text-align: center;"><b>AO3 (2 marks)</b></p> <p>Award <b>1</b> mark for each of the following:</p> <p style="padding-left: 40px;">2 and 4 (1)</p> <p style="padding-left: 40px;"><math>\Sigma d^2 = 24.5</math> (1)</p> <p>No mark for either 2 or 4 on their own.</p>	<b>(2)</b>

<b>Question number</b>	<b>Answer</b>	<b>Mark</b>
<b>3(a)(ii)</b>	<p style="text-align: center;"><b>AO3 (1 mark)</b></p> <p>Award <b>1</b> mark for an accurate statement for example:</p> <ul style="list-style-type: none"> <li>• One variable increases as the other decreases.</li> <li>• An inverse relationship between variables</li> </ul>	<b>(1)</b>

<b>Question number</b>	<b>Answer</b>	<b>Mark</b>
<b>3(a)(iii)</b>	<p style="text-align: center;"><b>AO3 (2 marks)</b></p> <p>Award <b>1</b> mark for each valid possible reason, up to a maximum <b>2</b> marks. For example:</p> <ul style="list-style-type: none"> <li>• Flagship regeneration has improved the environment/attracted regeneration around it, compared to surrounding areas (1)</li> <li>• More distant locations have not been regenerated (1)</li> <li>• More distant areas are rundown so litter and other environmental problems are still present (1)</li> <li>• Rundown areas often have multi-occupancy use of housing, which could compound poor environmental quality/litter/vandalism (1).</li> </ul> <p>Accept any other appropriate response.</p>	<b>(2)</b>

Question number	Indicative content	Mark
3(b)	<p style="text-align: center;"><b>A03 (4 marks)</b></p> <p>Award <b>1</b> mark for identification of an appropriate advantage/disadvantage, and a further <b>1</b> mark for expansion, up to <b>2</b> marks each.</p> <ul style="list-style-type: none"> <li>• <i>Oral accounts advantages</i>: data may be obtained which cannot easily be obtained by other means (1) as person can make links across several types of data (1)</li> <li>• Interview means that student can ask follow up questions (1) which will help clarify points/ develop the understanding further, compared to a newspaper article (1)</li> <li>• <i>Oral accounts disadvantages</i>: biased questions need to be avoided (1) otherwise the answers obtained may just confirm your preconceived ideas(1)</li> <li>• Cannot be sure that the memories are correct (1) in particular dates and figures may be misremembered (1).</li> </ul> <p>Accept any other appropriate response.</p> <p><i>Do NOT credit reference to easy/quick/fast unless explained, e.g. "Quick as can be recorded and written up later, so interviewer can ask follow-up questions"=2</i></p>	<b>(4)</b>

Question number	<i>Assess how the sampling procedures and sample size affected your conclusions.</i>	
	Answer	
3(c)	<p style="text-align: center;"><b>A03 (9 marks)</b></p> <p><b>Marking instructions</b></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>No marks for stating research question, but this should be used as the context for the answer.</p> <p><b>Indicative content guidance</b></p> <p>Content depends on students' choices of field research question and the data required for this investigation. Assessment should include the following:</p> <ul style="list-style-type: none"> <li>• sampling procedures used should be explained (systematic or stratified or random, and allow "opportunistic" or "pragmatic") and justified with reference to the field research question. NB expect good answers to explain <b>how</b> sampling was done, e.g. explain random sampling procedure used.</li> <li>• Sample size could be considered in terms of numbers of people/locations/ transect/ point samples. Also the time of the day or week or year</li> <li>• Credit planning/research before going out to select a representative sample/locations for the visit(e.g. use of map/google image)</li> <li>• the area or population being sampled is likely to be a key factor in assessing the suitable method and the number sampled.</li> <li>• credit assessment of issues of bias and reliability linked to sampling procedures/strategy and locations of fieldwork data collection if appropriate</li> <li>• credit comments about time/cost/safety where linked to the specifics of the research question and the chosen location</li> <li>• credit assessment of size of sample in relation to chosen statistical technique for data analysis</li> </ul>	

	<p>Assessment of how these “affected your conclusions” could include strengths and weaknesses of sample size/sampling strategy. Also whether the sample size/procedure reduced reliability or under/over representation of particular areas/groups (e.g. few people at work interviewed, area completely different at night/summer).</p> <p>Do NOT accept general descriptions of <b>methodology</b> and whether it is reliable.</p>
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Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	<b>1–3</b>	<ul style="list-style-type: none"> <li>Shows evidence that fieldwork investigation skills used may not have been fully appropriate or effective for the investigation of the geographical questions/issue. (AO3)</li> <li>Considers the fieldwork investigation process/data/evidence, with limited relevant connections and/or judgements. (AO3)</li> <li>Argument about the investigation is simplistic and/or generic. (AO3)</li> </ul>
<b>Level 2</b>	<b>4–6</b>	<ul style="list-style-type: none"> <li>Shows evidence that fieldwork investigation skills used were largely appropriate and effective for the investigation of the geographical questions/issue. (AO3)</li> <li>Critically considers the fieldwork investigation process/data/evidence in order to make some relevant connections and valid judgements. (AO3)</li> <li>Argument about the investigation may have unbalanced consideration of factors, but is mostly coherent. (AO3)</li> </ul>
<b>Level 3</b>	<b>7–9</b>	<ul style="list-style-type: none"> <li>Shows evidence that fieldwork investigation skills used were appropriate and effective for the investigation of the geographical questions/issue. (AO3)</li> <li>Critically considers the fieldwork investigation process/data/evidence in order to make relevant connections and judgements that are supported by evidence. (AO3)</li> <li>Argument about the investigation includes balanced consideration of factors and is fully developed and coherent. (AO3)</li> </ul>



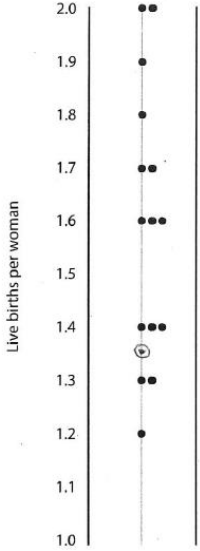
<b>Question number</b>	<p><i>Chile is a major contributor to the global copper market.</i></p> <p><i>Evaluate the view that investing in start-up programmes rather than the copper industry is more likely to promote Chile's future economic development.</i></p> <p><b>Answer</b></p>
<p><b>4</b></p>	<p style="text-align: center;"><b>AO1 (4 marks)/AO2 (12 marks)</b></p> <p><b>Marking instructions</b></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 <b>only</b> AO1 without any AO2 should be awarded marks as follows:</p> <ul style="list-style-type: none"> <li>• Level 1 AO1 performance: 1 mark</li> <li>• Level 2 AO1 performance: 2 marks</li> <li>• Level 3 AO1 performance: 3 marks</li> <li>• Level 4 AO1 performance: 4 marks</li> </ul> <p><b>Indicative content guidance</b></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><b>AO1</b></p> <ul style="list-style-type: none"> <li>• Economic decision making is an important factor in accelerating globalisation</li> <li>• National governments are key players in encouraging business start-ups</li> <li>• Places change their function over time</li> <li>• Reasons for change in a place may be explained by the role of local and national planning</li> </ul> <p><b>AO2</b></p> <p><b>Copper industry evaluation:</b></p> <ul style="list-style-type: none"> <li>• Chile's economy is dependent on the copper industry (18% of exports)</li> <li>• However, global copper prices have been declining since a 2011 high, and are very volatile, and Chile is adversely affected when prices fall.</li> <li>• As an exporter of raw materials, Chile benefits from economic globalisation, but is subject to TNC decision-making and high transport costs due to global location</li> <li>• The copper industry is a major employer both directly through Codelco (state company) and indirectly and numbers involved are large, though they are showing signs of instability and decline and the Nov 2015 announcement of job cuts suggests there are major concerns</li> <li>• Investment is clearly an issue as the government is having to provide large sums to prop up the company, which is unlikely to be sustainable in the longer term</li> <li>• Therefore it could be concluded that the copper industry is struggling due to drop in global demand and the government should be considering its options carefully. Synoptic links to other examples studied might include decline in UK extractive industries (coal) or to industrial decline in ship building; steel making; car industry due to globalisation, leading to changes in function.</li> </ul> <p><b>Start-up Chile programme evaluation:</b></p> <ul style="list-style-type: none"> <li>• Also a government initiative which seeks to encourage global investment via entrepreneurs who will start up businesses in Chile and lead to job creation in the long term in new industries</li> <li>• So far this has been successful with 1,500 jobs being created and large numbers reached through community programmes</li> </ul>

<b>Question number</b>	<b><i>Chile is a major contributor to the global copper market. Evaluate the view that investing in start-up programmes rather than the copper industry is more likely to promote Chile's future economic development.</i></b> <b>Answer</b>
	<ul style="list-style-type: none"> <li>• Programme focusses on women who are currently underrepresented in start-ups. <i>Instrumentl</i> in particular will provide opportunities and role models for women</li> <li>• Environmental benefits as <i>Karun</i> manufacture sunglasses using fishing net waste</li> <li>• Both companies are hi-tech and help promote global links via sales or funding/research. <i>Instrumentl</i> could be seen to have greater potential than <i>Karun</i> as it encourages global funding for science and possible study abroad</li> <li>• However both are small scale compared to numbers in copper industry and there is no evidence that these businesses will be successful in the long term</li> <li>• Former copper industry miners and processors may lack the skills needed for these new industries (may make comparisons to own place examples) though training is possible</li> </ul> <p>Overall, it could be concluded that the start-up scheme is a good idea but could be expensive and of limited impact. The copper industry is declining, and the government may need to consider alternative projects in addition to both Start-up Chile and the copper industry.</p>

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

Level	Mark	Descriptor
		<p>information/ideas to find some logical and relevant connections/relationships to produce a partial but coherent interpretation that is supported by some evidence. (AO2)</p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• Argument synthesises some geographical ideas from across the course of study, making some meaningful connections. (AO2)</li> </ul>
<b>Level 4</b>	<b>13–16</b>	<ul style="list-style-type: none"> <li>• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)</li> <li>• 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)</li> <li>• 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)</li> <li>• Argument comprehensively and meaningfully synthesises geographical ideas from across the course of study throughout the response. (AO2)</li> </ul>

Question number	Answer	Mark
<b>5(a)</b>	<p style="text-align: center;"><b>AO1 (1 mark)</b></p> <p>Industrialisation means:  Rapid growth of secondary (manufacturing)/tertiary economy(1)  Change from an economy based on farming/extractive industries to factory based processing (1)  Economic and social change from rural to urban based economy(1)  <i>Do not accept more industry or increase in industry without clarification</i>  Accept any other reasonable response.</p>	<b>(1)</b>

Question number	Answer	Mark
5(b)(i)	<p style="text-align: center;"><b>A03 ( 1 mark)</b></p> <p>Award <b>1</b> mark for correctly plotted point. Allow within the range shown.</p>  <p style="text-align: center;">Figure 5</p>	<b>(1)</b>

Question number	Answer	Mark
5(b)(ii)	<p style="text-align: center;"><b>A03 ( 1 mark)</b></p> <p style="text-align: center;"><math>1.7 - 1.4 = 0.3</math></p> <p style="text-align: center;">Accept responses within the region of 0.2 to 0.4 <b>OR</b> 20% to 40%</p>	<b>(1)</b>

Question number	Answer	Mark
5(b)(iii)	<p style="text-align: center;"><b>A01 (2 marks)/A02 (1 mark)</b></p> <p>Award <b>1</b> mark for interpreting the resource to identify a reason for the contrasts in fertility rates, and a further <b>2</b> marks for expansion. Accept any other appropriate response.</p> <ul style="list-style-type: none"> <li>• Varied job/education opportunities across Europe(1), are creating drive for migration of young fertile age groups looking for work/training (1) so source countries for migration such as Poland tend to have lower fertility rates (1)</li> <li>• Fertile aged migrants from EU (1) to host countries such as the UK where wages are higher and social benefits of education/NHS (1). This has gone on for decades so there are now high "echo" rates as their children have children(1)</li> <li>• Opportunities for women vary; higher education/professional career(1) have children later,(1) smaller families/have them much later – post 30(1)</li> <li>• Religious allegiance varies (1) so in some Catholic countries,</li> </ul>	<b>(3)</b>

	<p>particularly in eastern Europe/Orthodox Jews and Somali (1) family sizes continue to be larger (1)</p> <ul style="list-style-type: none"> <li>Age profiles vary (1) so eastern Germany has fewer in fertile age groups due to historic birth low birth rates and migration(1) but this may change as refugees are encouraged to move here(1)</li> </ul> <p>Note there is no information about locations for particular fertility rates (except Hungary) so accept any reasonable suggestions. <i>Starting point is a reference to high and/or low rates of fertility</i></p>	
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Question number	Answer	Mark
5(c)	<p style="text-align: center;"><b>AO1 ( 4 marks)</b></p> <p>For each reason, award <b>1</b> mark for an understanding of why different groups in communities may have contrasting views about changes to the built environment and a further <b>1</b> mark for expansion up to a maximum <b>2</b> marks each. "Groups" could considered be in terms of: disability, wealth, age, gender, ethnicity, sexuality also rural or urban. Also allow businesses/ environmentalists as this is a very open question. For example: <i>Group with a view, plus explanation/reason</i> <b>OR</b> <i>focus on an issue and provide contrasting opinions e.g. skateboard parks or high cost housing</i></p> <ul style="list-style-type: none"> <li>Some residents have long-standing social links to the place over generations (1) so be reluctant to see major changes (for example new shops/changed places of worship)if it results in change to their way of life/loss of familiar or noise/disruption (1)</li> <li>Recent international migrants are likely to want their own homes and jobs(1) but may experience social exclusion(1)</li> <li>Young people in the area (e.g. students, new migrants (internal or international) or longer term residents) may want improved social activities and transport or low cost housing (1) however their attachment is often limited as they may not stay for long so they not be as concerned(1).</li> </ul> <p><i>No mark for simply naming a group</i> Accept any other appropriate response.</p>	(4)

Question number	Answer
5(d)	<p style="text-align: center;"><b>AO1 (6 marks)</b></p> <p><b>Marking instructions</b> 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><b>Indicative content guidance</b> 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. For full marks both <b>demographic and social</b> change should be explained. Relevant points may include:</p> <ul style="list-style-type: none"> <li>Demographic changes might include growth in total population which</li> </ul>

	<p>increases density of population and bring “newcomers” to an area so making longer term residents feel they have lost “their” community and their sense of identity feels threatened</p> <ul style="list-style-type: none"> <li>• Younger new residents (e.g. in Newham, London) may be less aware or concerned about change than those who have lived in the east end a long time</li> <li>• Many may see these changes as positive with exposure to new food/customs/celebrations and welcome diversity as enriching their own sense of identity</li> <li>• Waiting times at doctors or clinics may have increased and schools may be oversubscribed and catchment areas altered so that children cannot attend their local school as it is too full (e.g. Coventry) so there is resentment and feeling of loss of identity</li> <li>• Decline in population may mean that shops/schools/churches/pubs close removing the community structures that have given a place and its people their identity(e.g. rural Lincolnshire)</li> <li>• Changing age-structure (more/fewer older/younger people may leave residents feeling they have lost their identity and feel alienated if changes have occurred</li> <li>• Cultural changes may involve changed language, shops, places of worship and clothing and customs making migrant people feel more at ease but alienating longer term residents</li> </ul> <p><b>NOTE: Answers that fail to link to “sense of identity” should not be over awarded, as this is not merely a question about how the area has changed.</b></p>
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Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	<b>1–2</b>	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1)</li> <li>• Understanding addresses a narrow range of geographical ideas, which lack detail. (AO1)</li> </ul>
<b>Level 2</b>	<b>3–4</b>	<ul style="list-style-type: none"> <li>• Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1)</li> <li>• Understanding addresses a range of geographical ideas, which are not fully detailed and/or developed. (AO1)</li> </ul>
<b>Level 3</b>	<b>5–6</b>	<ul style="list-style-type: none"> <li>• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)</li> <li>• Understanding addresses a broad range of geographical ideas, which are detailed and fully developed. (AO1)</li> </ul>

Question number	<p><i>Assess the reasons why segregation can affect the successful management of change in urban areas</i></p> <p><b>Answer</b></p>
5(e)	<p style="text-align: center;"><b>AO1 (3 marks)/AO2 (9 marks)</b></p> <p><b>Marking instructions</b></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 <b>only</b> AO1 without any AO2 should be awarded marks as follows:</p> <ul style="list-style-type: none"> <li>• Level 1 AO1 performance: 1 mark</li> <li>• Level 2 AO1 performance: 2 marks</li> <li>• Level 3 AO1 performance: 3 marks.</li> </ul> <p><b>Indicative content guidance</b></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><b>AO1</b></p> <ul style="list-style-type: none"> <li>• Segregation reflects cultural, economic and social variation in urban areas</li> <li>• These change over time, for example as incomes grow, communities may evolve as early migrants move and are replaced by more recent groups</li> <li>• There are frequent tensions over change in living space especially between long term residents and recent in-migrants, and these may be exacerbated, or helped, by community groups, governments and TNCs</li> <li>• Different stakeholders have contrasting criteria for assessing success in managing change in land use</li> </ul> <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>• There are many factors which influence the success of management of urban change, and the level of segregation within the area may be a key factor</li> <li>• In communities dominated by a single group (designated by language or religion for example) there may be isolation felt by those from other groups, leading to tension and hostility between groups which may lead to less acceptance of change e.g. Page Hall Sheffield</li> <li>• This may be felt by recent migrants, those who arrived in UK in past decades or longer term residents as they may feel socially isolated</li> <li>• Segregation by language/culture or by living geographically apart may make it harder for communities to build understanding as mixing does not occur</li> <li>• TNCs such as McDonalds or supermarkets may reduce threat by sensitive approaches to different cultures, e.g. Halal meat, vegetarian goods, east European)</li> <li>• Local governments may seek to celebrate diversity e.g. Bradford Literature festival in May annually</li> <li>• National governments seek to reduce alienation via use of culturally sensitive exam papers, PREVENT, Equality Act</li> <li>• Role of the Police can be key e.g. Police Community Support Officers and "Specials" may come from community they serve so provide understanding and seek to defuse tension (or <i>vice versa</i>)</li> <li>• Compulsory purchase enforced by bailiffs/police etc may heighten tension</li> <li>• Community/Religious groups may seek to work together to promote understanding and dialogue to build links across communities e.g. Aik Saath</li> </ul> <p>A summary/conclusion is not required but may be included. This may consider that success varies with careful planning by key players rather than solely with</p>

<b>Question number</b>	<b><i>Assess the reasons why segregation can affect the successful management of change in urban areas</i></b> <b>Answer</b>
	the degree of segregation.

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



Question number	Answer	Mark
6(a)(i)	<p style="text-align: center;"><b>A03 (2 marks)</b></p> <p>Award <b>1</b> mark for:</p> <ul style="list-style-type: none"> <li>• 2 and 4 (1)                      15 (1)</li> </ul> <p>No mark for 2 or 4 only.</p>	<b>(2)</b>

Question number	Answer	Mark
6(a)(ii)	<p style="text-align: center;"><b>A01 (1 marks)</b></p> <p>Award <b>1</b> mark for a statement such as:</p> <ul style="list-style-type: none"> <li>• One variable increases as the other decreases.</li> <li>• An inverse relationship between variables</li> </ul>	<b>(1)</b>

Question number	Answer	Mark
6(a)(iii)	<p style="text-align: center;"><b>A03 (2 marks)</b></p> <p>Award <b>1</b> mark for each valid possible reason up to a maximum of <b>2</b> marks.</p> <ul style="list-style-type: none"> <li>• Recently arrived immigrants stay in the centre (1)</li> <li>• City-edge locations are too expensive/large housing (1)</li> <li>• Clustering of immigrants in lower cost locations (1)</li> <li>• First generation migrants often tend to live with relatives/ enclaves of same language/religion(1)</li> <li>• Elite migrants in regenerated inner city locations (1)</li> <li>• High student population so rapid turnover and more diversity(1)</li> </ul> <p>Accept any other appropriate response.</p>	<b>(2)</b>

Question number	Indicative content	Mark
6(b)	<p style="text-align: center;"><b>A03 (4 marks)</b></p> <p>Award <b>1</b> mark for identification of an appropriate strength/weakness, and a further <b>1</b> mark for expansion, up to <b>2</b> marks each.</p> <ul style="list-style-type: none"> <li>• <i>Oral accounts strengths</i>: data may be obtained which cannot easily be obtained by other means (1) as person can make links across several types of data (1)</li> <li>• Interview means that student can ask follow up questions (1) which will help clarify points/ develop the understanding further, compared to a newspaper article (1)</li> <li>• <i>Oral accounts weaknesses</i>: biased questions need to be avoided (1) otherwise the answers obtained may just confirm your preconceived ideas(1)</li> <li>• Cannot be sure that the memories are correct (1) in particular dates and figures may be misremembered(1)</li> </ul> <p>Accept any other appropriate response.</p> <p><i>Do NOT credit reference to easy/quick/fast unless explained, e.g. "Quick as can be recorded and written up later, so interviewer can ask follow-up questions"=2</i></p>	<b>(4)</b>

Question number	<i>Assess how the sampling procedures and sample size affected your results.</i> Answer
<b>6(c)</b>	<b>A03 (9 marks)</b>
	<p><b>Marking instructions</b></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>No marks for stating research question, but this should be used as the context for the answer.</p> <p><b>Indicative content guidance</b></p> <p>Content depends on students' choices of field research question and the data required for this investigation. Assessment should include the following:</p> <ul style="list-style-type: none"> <li>• sampling procedures used should be explained (systematic or stratified or random, and allow "opportunistic" or "pragmatic") and justified with reference to the field research question. NB expect good answers to explain <b>how</b> sampling was done, e.g. explain random sampling procedure used.</li> <li>• Sampling – point, transect, timing, random</li> <li>• Sample size could be considered in terms of numbers of people/locations/ transect/ point samples. Also the time of the day or week or year</li> <li>• Credit planning/research before going out to select a representative sample/locations for the visit (e.g. use of map/google image)</li> <li>• the area or population being sampled is likely to be a key factor in assessing the suitable method and the number sampled.</li> <li>• credit assessment of issues of bias and reliability linked to sampling procedures/strategy and locations of fieldwork data collection if appropriate</li> <li>• credit comments about time/cost/safety where linked to the specifics of the research question and the chosen location</li> <li>• credit assessment of size of sample in relation to chosen statistical technique for data analysis</li> </ul> <p>Assessment of how these "affected your results" could include strengths and weaknesses of sample size/sampling strategy.</p> <p>Also whether the sample size/procedure reduced reliability or under/over representation of particular areas/groups (e.g. few people at work interviewed, area completely different at night/summer)</p> <p><i>Do NOT accept general descriptions of <b>methodology</b> and whether it is reliable</i></p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	<b>1–3</b>	<ul style="list-style-type: none"> <li>• Shows evidence that fieldwork investigation skills used may not have been fully appropriate or effective for the investigation of the geographical questions/issue. (AO3)</li> <li>• Considers the fieldwork investigation process/data/evidence, with limited relevant connections and/or judgements. (AO3)</li> <li>• Argument about the investigation is simplistic and/or generic. (AO3)</li> </ul>
<b>Level 2</b>	<b>4–6</b>	<ul style="list-style-type: none"> <li>• Shows evidence that fieldwork investigation skills used were largely appropriate and effective for the investigation of the geographical questions/issue. (AO3)</li> </ul>

Level	Mark	Descriptor
		<ul style="list-style-type: none"> <li>• Critically considers the fieldwork investigation process/data/evidence in order to make some relevant connections and valid judgements. (AO3)</li> <li>• Argument about the investigation may have unbalanced consideration of factors, but is mostly coherent. (AO3)</li> </ul>
<b>Level 3</b>	<b>7–9</b>	<ul style="list-style-type: none"> <li>• Shows evidence that fieldwork investigation skills used were appropriate and effective for the investigation of the geographical questions/issue. (AO3)</li> <li>• Critically considers the fieldwork investigation process/data/evidence in order to make relevant connections and judgements that are supported by evidence. (AO3)</li> <li>• Argument about the investigation includes balanced consideration of factors and is fully developed and coherent. (AO3)</li> </ul>

<b>Question number</b>	<p><b><i>The creation of Special Economic Zones produces winners and losers. Evaluate the view that the government decision to extend the SEZ will be good for all the people of Manaus and Amazonas.</i></b></p> <p><b>Answer</b></p>
<b>7</b>	<p style="text-align: center;"><b>AO1 (4 marks)/AO2 (12 marks)</b></p> <p><b>Marking instructions</b></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 <b>only</b> AO1 without any AO2 should be awarded marks as follows:</p> <ul style="list-style-type: none"> <li>• Level 1 AO1 performance: 1 mark</li> <li>• Level 2 AO1 performance: 2 marks</li> <li>• Level 3 AO1 performance: 3 marks</li> <li>• Level 4 AO1 performance: 4 marks</li> </ul> <p><b>Indicative content guidance</b></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><b>AO1</b></p> <ul style="list-style-type: none"> <li>• Government subsidies and special economic zones have contributed to the spread of globalisation into new global regions including Manaus, since the 1950s</li> <li>• This has encouraged TNC investment, waged work and poverty reduction and stimulated rural-urban migration</li> <li>• TNCs and investment have made changes to land uses and opportunities and for local people and their lived experience of place</li> <li>• Different groups have contrasting perceptions of urban and rural spaces</li> </ul> <p><b>AO2</b></p> <p><b>Workers/ TNCs:</b></p> <ul style="list-style-type: none"> <li>• The government decision in 2016 to extend <i>zona franca's</i> (Special Economic zone) life span for another 50 years can be justified economically because it employs large numbers both directly and indirectly</li> <li>• The government investment via low taxes and rates could be seen as encouraging this growth, which is good for businesses and investors but it may not be sustainable in the long term. Other projects such as improvements in housing or water supply, will lose out</li> <li>• Training and skills-transfer may enable Brazilians to set up their own businesses in the future</li> <li>• The city has grown rapidly in population alongside the lifetime of the <i>zona franca</i> suggesting the two are strongly linked, and this is likely to have encouraged migration from elsewhere in the country</li> <li>• Although the <i>zona franca</i> employs 120,000 in globally known TNCs, so wages are likely to be high, these jobs are likely to go to already qualified skilled labour from the educated migrants, and poorer people are likely to be earning a living as cleaners or labourers or in the informal economy</li> </ul> <p><b>Government:</b></p> <ul style="list-style-type: none"> <li>• The multiplier effect will spread benefits wider via spending in local communities, and through tax revenue enable the government to invest in infrastructure</li> </ul> <p><b>Residents:</b></p> <ul style="list-style-type: none"> <li>• The social consequences of this growth are negative: poor quality housing</li> </ul>

	<p>much of which floods, health problems (e.g. AIDS), crime and drugs, and lack of child care meaning women may not be able to work. These groups benefit little from the <i>zona franca</i></p> <ul style="list-style-type: none"> <li>• It is likely that many of those experiencing the worst quality of living conditions are Mixed race and Black as on average they are poorer than the rest of the population, creating a divided community</li> <li>• As they form the majority of the urban residents, these people are likely to be living in the 83% of homes that do not have a sewage system and are made of scrap materials (photo)</li> </ul> <p><b>Young people:</b></p> <ul style="list-style-type: none"> <li>• Lack of hope for young people may mean this group are drawn to crime and drugs as they have little hope</li> </ul> <p><b>Indigenous:</b></p> <ul style="list-style-type: none"> <li>• Some of the Indigenous people are benefiting from the city's growth by earning and income from tourism, but this could be seen as exploitative of their culture</li> </ul> <p>Allow other groups, e.g. women, by ethnicity or others</p> <p>Therefore it could be concluded that Brazil's government decision to continue to allow the <i>zona franca</i> to operate is justified economically but the rapid growth of the city is unsustainable because of the social costs involved and the likely damage to the environment.</p>
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Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	<b>1–4</b>	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1)</li> <li>• 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)</li> <li>• 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)</li> <li>• Limited synthesis of geographical ideas from across the course of study. (AO2)</li> </ul>
<b>Level 2</b>	<b>5–8</b>	<ul style="list-style-type: none"> <li>• Demonstrates geographical knowledge and understanding, which is occasionally relevant and may include some inaccuracies. (AO1)</li> <li>• 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)</li> <li>• Applies knowledge and understanding of geographical information/ideas to come to a conclusion, partially supported by an unbalanced argument with limited coherence. (AO2)</li> <li>• Argument partially synthesises some geographical ideas from across the course of study, but lacks meaningful connections.</li> </ul>

		(AO2)
<b>Level 3</b>	<b>9–12</b>	<ul style="list-style-type: none"> <li>• Demonstrates geographical knowledge and understanding, which is mostly relevant and accurate. (AO1)</li> <li>• 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)</li> <li>• 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)</li> <li>• Argument synthesises some geographical ideas from across the course of study, making some meaningful connections. (AO2)</li> </ul>
<b>Level 4</b>	<b>13–16</b>	<ul style="list-style-type: none"> <li>• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)</li> <li>• 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)</li> <li>• 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)</li> <li>• Argument comprehensively and meaningfully synthesises geographical ideas from across the course of study throughout the response. (AO2)</li> </ul>