



# Mark Scheme (Results)

Summer 2025

Pearson Edexcel GCE  
In Geography (8GE0)  
Paper 2: Dynamic Places

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Summer 2025

Question Paper Log Number P72991A

Publications Code 8GE0\_02\_2506\_MS

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- 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 may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

| Question number | Define the term 'international migration'.<br>Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                | Mark |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 1(a)            | <p style="text-align: center;"><b>AO1 (1 mark)</b></p> <p>Award 1 mark for correct answer:</p> <ul style="list-style-type: none"> <li>• Movement of people across a national border (1)</li> <li>• Any person who has changed his or her country of residence (1)</li> <li>• People who cross state boundaries and stay in the host state for some minimum length of time (1).</li> <li>• Movement from one country/nation to another (1).</li> </ul> <p>Accept any other appropriate response.</p> | (1)  |

| Question number | Calculate the range in HDI for the countries shown. Give your answer to three D.P.<br>Answer                                                                                                                                                                                                                                                                                                   | Mark  |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 1(b)(i)         | <p style="text-align: center;"><b>A03 (2 marks)</b></p> <p>Award 1 mark for working and 1 mark for the correct answer.</p> <ul style="list-style-type: none"> <li>• 0.962-0.731 (1)</li> <li>• 0.231 (1)</li> </ul> <p>Accept 0.731-0.962 for the working mark</p> <p>Please note that a correct answer without working DOES score 2 marks. Pearson have changed this from previous years.</p> | (1+1) |

| Question number | Suggest one reason why countries with a high HDI often have a high level of globalisation, as indicated by the KOF Index.<br>Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Mark |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 1(b)(ii)        | <p style="text-align: center;"><b>AO1 (2 marks)/AO2 (1 mark)</b></p> <p>Award 1 mark for analysing the resource to identify one reason a high HDI is linked to high levels of globalisation, and a further 2 marks for expansion up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> <li>• High HDI is associated with a high number of years schooling (e.g. Switzerland) (1) so the country has residents with the qualifications to attract TNCs (1) which specialize in banking so need high levels of financial skills (1).</li> <li>• High HDI tends to mean the country has a high GDP per capita (1) so the so TNCs are attracted to locate there (1) and this makes the country more 'switched on' and globalised (1).</li> <li>• Some residents in a country with a high HDI have high incomes so they can afford to travel more (1) as flights and cruises are expensive (1) and so they experience the food and customs of other cultures (1).</li> <li>• A country with a high HDI such as Switzerland or Australia has high incomes and wages (1) so international migrants are attracted (1) and bring their language/culture/ food to the country (1).</li> <li>• High HDI includes high life expectancy (1) which could be due to access to quality health care/modern technology (1) gained from scientific research shared globally (1).</li> </ul> <p>NB to score 3 marks, one mark MUST come from the data, or refer to HDI or KOF index or a country in the resource booklet.</p> <p>Accept any other appropriate response.</p> | (3)  |

| Question number | Explain two reasons why national governments promote free trade blocs.<br>Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1(c)            | <p style="text-align: center;"><b>AO1 (4 marks)</b></p> <p>For each way, award 1 mark for a reason national governments join trade blocs, and a further 1 mark for expansion, up to a maximum 2 marks each. For example:</p> <ul style="list-style-type: none"> <li>• Trade bloc membership means that taxes /tariffs are removed or are lower (1) so businesses can trade more profitably /prices of imports/exports are cheaper (1).</li> <li>• Trade bloc membership means a country can access a new market with more customers (1) so more jobs can be created to meet the demand(1).</li> <li>• Agreements to lower or remove taxes/tariffs (1) so goods/money/ services can move across borders more easily (1).</li> <li>• Trade blocs enable countries to specialize in producing goods and services where they have a comparative advantage (1) , leading to increased efficiency and competitiveness and profit, as borders can be crossed easily (1).</li> <li>• Trade blocs can help countries cooperate politically (1) and member countries can work together to achieve shared goals and support each other, as seen in the EU (1).</li> </ul> <p>Accept any other appropriate response.</p> |

| Question number | Explain why there are variations in environmental problems caused by manufacturing.<br>Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1(d)            | <p style="text-align: center;"><b>AO1 (6 marks)</b></p> <p><b>Marking instructions</b><br/>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><br/>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"> <li>• The environmental costs of global manufacturing are one of the results of the global shift of manufacturing to places where wages and land are at a lower cost.</li> <li>• There is likely to be loss of biodiversity, pollution of water and air and noise, and loss of farmland/forest in places where manufacturing is located.</li> <li>• Some countries may not have codes of practice, or these may not be enforced so TNCs can operate with impunity. National governments may fear the loss of the TNC as they bring employment and tax revenue, so they do not challenge the practices of the TNC. E.g. overuse of water by soft drinks manufacturers.</li> <li>• High levels of waste as a result of the manufacture of cheap goods, some of which has been shipped overseas for disposal, e.g. e-waste</li> <li>• Deindustrialised regions have contaminated land and devastated habitats which may take decades to recover as manufacturing has moved overseas.</li> <li>• Long journeys move goods via containerisation resulting in pollution along shipping lanes. Amongst the busiest are the Malacca Strait, English Channel and Suez Canal, as a result of the movement of goods from Asia to Europe and other destinations.</li> <li>• Some industries lead to higher environmental costs than others, such manufacturing plastics or dyeing material, so it likely that places that specialise in these will have more threats to biodiversity and contamination of water, air and land.</li> <li>• Allow a wide definition of manufacturing, including all types and recycling. Also allow generation of electricity/power to fuel the manufacturing.</li> <li>• For 6 marks, expect reason/s for the distribution of costs in different places, as well as a detailed account of reasons environmental costs occur.</li> <li>• The 'variation of environmental costs' may be in terms of the type of cost to the environment, as well as the locations where this is occurring. i.e. the variation does not have to be spatial.</li> </ul> <p>Accept any other appropriate response.</p> |

| Level   | Mark | Descriptor                                                                                                                                                                                                                                                                                          |
|---------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | 0    | No rewardable material.                                                                                                                                                                                                                                                                             |
| Level 1 | 1-2  | <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>              |
| Level 2 | 3-4  | <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> |
| Level 3 | 5-6  | <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 transnational corporations (TNCs) in increasing global connections.<br>Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1(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>• TNCs are important in globalisation as they contribute to its spread (through global production networks, glocalisation and the development of new markets).</li> <li>• They also take advantage of economic liberalisation through outsourcing and off shoring.</li> <li>• TNCs have enabled cultural diffusion to occur through tourism and migration, and through social media.</li> </ul> <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>• Global production networks including complex supply chains have grown in length and in frequency of use in the 20<sup>th</sup> and 21<sup>st</sup> century, enabling TNCs to produce goods globally and transport them to markets. TNCs also build and operate these supply chains themselves (Airbus, Easyjet, Maersk, underwater cable companies).</li> <li>• TNCs are driven by profit, which is a powerful motivator both for both privately-owned (Apple, McDonalds, and state-owned TNCs including Sinopec), so any actions that enable them to produce cheaply and sell to as wide a market as possible will be attractive.</li> <li>• TNC wages enable local people employed or those who supply raw materials and goods to benefit through increased incomes. These people may be enabled to be more globalised as they can afford mobiles, internet connectivity and can afford to travel.</li> <li>• Foreign Direct Investment (FDI) by TNCs leads to economic links, but these may become cultural too, as cultural traits are exchanged alongside flows of money and commodities. Some local places may become highly connected e.g. export processing zones so globalisation is speeded up here ahead of the rest of country.</li> <li>• TNCs spread culture making the world more connected through film, food, social media, games for example.</li> <li>• TNCs, especially technology companies, have enormous power on account of their investments and the ideas and cultures that spread via different forms of trade, including music, language, food and clothing, social media, tourism.</li> <li>• TNCs operate where they can, so their role is controlled by the rules imposed by national governments. Governments may allow TNC investment (e.g. China's Open Door Policy in 1978, which set up special economic zones) but they also make decisions to join (8 countries currently waiting to join the EU) or leave (UK in 2016) a trade bloc, or to limit the export of profits. These actions may speed up or hold back the contribution TNCs can make to globalisation in certain places and time periods.</li> <li>• National investment rules and laws allow TNCs to deploy (or not) financial strategies such as mergers and acquisitions and joint ventures.</li> <li>• TNCs need to repatriate their profits for shareholders, and some follow tax avoidance strategies, which limit the wealth shared with local communities.</li> </ul> |

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|  | <p>Assessment:</p> <ul style="list-style-type: none"> <li>• TNCs make an enormous contribution to globalisation through connecting the world via supply chains, as well as providing the technology and the social media networks to make deeper links.</li> <li>• Other factors are also crucial, particularly the role of national governments to encourage or prohibit the actions of TNCs.</li> <li>• TNCs could not make the world more connected without developments in technology, particularly the internet and transport systems.</li> </ul> |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Level   | Mark | Descriptor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | 0    | No rewardable material.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Level 1 | 1-4  | <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>                       |
| Level 2 | 5-8  | <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> |
| Level 3 | 9-12 | <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 | Identify the term for a knowledge-based research and development business.<br>Answer                                                                                                                                                                                                                                                                                                                                                         | Mark |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 2(a)            | <p style="text-align: center;"><b>AO1 (1 mark)</b></p> <p>B Quaternary is correct as knowledge-based and research and development are key features of this sector of the economy.</p> <p>A Primary is not a correct category for this business<br/>C Secondary is not a correct category for this business<br/>D Tertiary is a broad category but is not appropriate for this employment type as there is no element of service included</p> | (1)  |

| Question number | Calculate the percentage (%) of the total number of people in the UK aged 16-64 who are full-time workers.<br>Answer                                                                                                                                                                                                                  | Mark   |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| 2(b)(i)         | <p style="text-align: center;"><b>AO3 (2 marks)</b></p> <p style="text-align: center;"><b>24.12 ÷ 43.25 X100 (1)</b><br/><b>= 55.77 (to 2DP) (1)</b></p> <p>Please note that a correct answer without working DOES score 2 marks.<br/>Pearson have changed this from previous years.<br/>Allow other routes to the correct answer</p> | (1 +1) |

| Question number | Suggest <b>one</b> way in which the health of a person in the UK may affect their economic activity.<br>Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Mark |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 2(b)(ii)        | <p style="text-align: center;"><b>AO1 (2 marks)/AO2 (1 mark)</b></p> <p>Award 1 mark for analysing the resource to identify a way in which health affects economic activity and a further 2 marks for expansion, up to a maximum 3 marks. For example:</p> <ul style="list-style-type: none"> <li>• 35.8% of those not working have poor health (1) perhaps because they need to rest/go to appointments (1) and may not be able to get the time off from their job (1).</li> <li>• Some work is very stressful and causes mental health problems (1) so a person may not be able to work (1) to ensure they can look after their own well-being (1).</li> <li>• Those with poor health may suffer discrimination (1) because an employer may think they are unable to do the job effectively(1) so may not be appointed and may have to remain unemployed(1).</li> <li>• 85% of those in work have excellent, very good or good health, compared to 64.2% of those not working (1). Healthy people will have a wider range of job opportunities open to them (1) as they may be able to travel/stand /use machinery more than a person with poor health (1).</li> </ul> <p>Accept any other appropriate response.<br/>Allow one mark for use of data connected to a valid reason.</p> | (3)  |

| Question number | Explain <b>two</b> ways in which physical factors influence the functions of <b>one</b> of your chosen places.<br><b>Indicative content</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Mark |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 2(c)            | <p style="text-align: center;"><b>AO1 (4 marks)</b></p> <p>Award 1 mark for explanation of a way physical geography (including beaches, rivers, relief, location, weather has influenced the function of a place and a further 1 mark for expansion, up to 2 marks each.</p> <ul style="list-style-type: none"> <li>• Location of resources led to a focus on mining in the past e.g. coal, oil (1) so skills and infrastructure grew around this, which were left exposed when mining ended in the 1990s (1).</li> <li>• Shallow sea and sandy beach is suitable for tourism (1) so hotels and restaurants have been established and provide employment. (1)</li> <li>• Flat land / river crossing points allowed housing and trade to be established(1) so the city grew up around these and other firms located there, leading to specialization in finance and business /accessible for those who are less mobile. (1).</li> <li>• Only accept physical factors. Accept location as a physical factor, in terms of location in relation to other places.</li> <li>• No mark for naming the chosen place. Accept any place as their chosen place.</li> <li>• If no place is named, credit the answer according to the mark scheme</li> <li>• Accept any other appropriate response</li> </ul> | (4)  |

| Question number | Explain how international influences have shaped the characteristics of <b>one</b> of your chosen places.<br><b>Answer</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2(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. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• International influences could shape the characteristics of a place in terms of migrant enclaves which could be long standing or more recent. Migrants cluster for many reasons, with the benefits that they can develop systems of interpersonal relations to pass on knowledge, for example about employment, affordable housing, government assistance and helpful local networks or NGOs. This may be reflected in the built environment e.g. street signs/road names in a language appropriate to the community e.g. in Chinatown in London.</li> <li>• Places of worship (mosque/temple) and shops/services locate there to meet people's needs. Culture may be reflected in the clothing/head coverings, in food and restaurants and in banks and other financial services, and in cultural festivals and ceremonies.</li> <li>• International influences in the economic characteristics could be in terms of factories that have moved overseas due the global shift in services/ manufacturing leaving high rates of unemployment, and a spiral of decline may lead to outmigration and other social issues.</li> <li>• Some locations have international TNC businesses or shops or providing employment or cultural influence to the community.</li> <li>• Food from elsewhere in the world is popular so takeaways dominate most high streets with fewer UK choices.</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• Deindustrialisation in parts of the UK due to global shift has led to a spiral of decline.</li> <li>• Tourists or sports supporters from overseas may provide economic opportunities, particularly in major tourist hotspots or when a major event takes place, e.g. Olympics or Euro football tournament.</li> <li>• Students and workers from overseas rent property.</li> <li>• Allow the idea that there have been minimal international influences on the economic or social characteristics of a place. The reasons for this would need to be developed in a relevant way to go out of level 1.</li> </ul> <p>If not linked to the chosen place, the answer is unlikely to go out of level 2.</p> <p>No mark for naming the chosen place and accept any place. Large places may be over-generalised. Reward specific detail.</p> <p>Allow a range of characteristics, including economic or social characteristics and the built environment, and appearance of the place.</p> <p>Accept any other appropriate response.</p> |
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| Level   | Mark | Descriptor                                                                                                                                                                                                                                                                                          |
|---------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | 0    | No rewardable material.                                                                                                                                                                                                                                                                             |
| Level 1 | 1-2  | <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>              |
| Level 2 | 3-4  | <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> |
| Level 3 | 5-6  | <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 why conflicts may occur between stakeholders involved in managing regeneration.<br>Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| 2(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>• Economic and social inequalities change stakeholders' perceptions of an area and how both the need for regeneration and its success are regarded.</li> <li>• Regeneration may change the lived experience, perceptions, and attachments of groups of people/ stakeholders to their places, and this varies according to demographic factors and length of residence.</li> <li>• Stakeholders include local residents and business people, government (local and national), environmentalists.</li> <li>• A spiral of decline triggered by economic restructuring has occurred in some places, which has increased deprivation.</li> <li>• Decisions and judgements about managing regeneration are often contested, as stakeholders or groups weigh economic, social, demographic and environmental priorities by their own perceptions of the image and reality of the place.</li> </ul> <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>• Views about regeneration are different for each location, and each stakeholder or group will have their own perception, so conflict may occur where opinions are different.</li> <li>• Local and national governments have key roles in managing regeneration and their priorities are wide ranging. They might hope for a reduction inequality and improvements in terms of the built environment, but there might be conflicts over financial costs in terms of generating enough funding and staying within budget. For example, the recent Aviva Studio regeneration of the Granada Studios in Manchester went over budget, but was able to find private funding from Aviva, an insurance company.</li> <li>• Local residents might lack power in managing regeneration but will have strong views, for example they might welcome new housing and an improved built environment with safer streets, but conflict might occur over the limited affordability of housing for local people, or congestion and pollution brought by more visitors.</li> <li>• Businesses might welcome new contracts or customers, but they may experience costs through delays and disruption if the construction period is delayed (Aviva has taken over 9 years).</li> </ul> <p>Judgements will depend on the places and groups of people chosen and are likely to be partial and tentative given the complex nature of perceptions and time scales.</p> <p>For Level 3 expect discussion about management as well as reasons for conflict.</p> <p>Accept any other appropriate response</p> |

| Level   | Mark | Descriptor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | 0    | No rewardable material.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Level 1 | 1-4  | <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>                       |
| Level 2 | 5-8  | <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> |
| Level 3 | 9-12 | <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 | Explain <b>two</b> limitations of this data collection sheet.<br>Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Mark  |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 3(a)            | <p style="text-align: center;"><b>AO3 (4 marks)</b></p> <p>Award 1 mark for a limitation and a further expansion mark up to a maximum of 2 marks for each limitation</p> <ul style="list-style-type: none"> <li>• There are no numbers used (1) so this makes it difficult to compare across categories/hard to collate the results (1).</li> <li>• The descriptors used are vague / not clear (1) so the person filling it in would be unsure as to how to score (1).</li> <li>• "OK" doesn't mean anything and has no value (1) therefore doesn't help with the assessment (1).</li> <li>• The survey sheet is subjective (1) with no guidance about how to allocate scores (1).</li> <li>• There are only three categories shown for each criteria (1) which could be quite limiting in terms of range for some areas (1).</li> <li>• The question / context asked is not shown (1), so it makes it difficult to know how to score (1).</li> <li>• There is no weighting used (1) so this survey assumes all categories are of equal importance which they may not be (1).</li> <li>• It is not fully completed with blank categories (1) therefore judgements unreliable (1).</li> <li>• In 'Exterior appearance of shops' category two words are circled (1) therefore can't make mind up on decision (1).</li> <li>• Allow mark/s about where the data was collected, as this is recorded on the sheet.</li> <li>• There is no place to record the date or the time of the day (1) this is needed to make comparisons possible and to improve the reliability of the data collection (1).</li> </ul> <p>Accept any other appropriate response.<br/>Do not credit points about the frequency of the survey as the question asks about the data collection sheet itself.</p> | (2+2) |

| Question number | Explain <b>one</b> reason why sample size is important when collecting primary fieldwork data<br>Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Mark |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 3(b)            | <p style="text-align: center;"><b>AO3 (3 marks)</b></p> <p>Award 1 mark for a reason and further expansion / development marks up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> <li>• Suitable sample size in relation to population is a key part of fieldwork design (1) since a larger sample size will cover a wider range of the diversity of the whole population (1) which improves the reliability of any conclusions (1).</li> <li>• Resources are going to be limited when collecting fieldwork data (1) so there won't be enough time (1) to survey all parts of an environment so people have to make allowances for the fact (1).</li> <li>• Sample size might be controlled by the number of students (1) so the fieldwork design needs to consider the optimum size in order to get reliability (1) which then makes analysis and conclusions more valid (1).</li> <li>• A larger sample size means the average values will be more accurate (1) because the outliers in data will be identified (1) as more of the range of possible values is included in the sample (1).</li> </ul> <p>Accept any other appropriate response.</p> | (3)  |

| Question number | Explain one risk students might experience when collecting data in an urban environment.<br><b>Answer</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Mark |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 3(c)            | <p style="text-align: center;"><b>AO3 (2 marks)</b></p> <p>Award 1 mark for a an explanation of a risk, and a second mark for an extension, up to a maximum 2 marks. For example:</p> <ul style="list-style-type: none"> <li>• Danger from traffic (1) leading to harm/injury /death (1).</li> <li>• Urban places can be very busy (1) and students might lose the rest of the group (1).</li> <li>• Risk of crime (1) and the student might have their phone stolen and be unable to contact the group (1).</li> <li>• Slips, trips, bumps (1) which cause bruising (1).</li> <li>• Sprained ankles from uneven surfaces, e/g/ pavement (1) leading to possible hospitalisation (1).</li> <li>• Air pollution (1) leading to breathing problems (1)</li> <li>• Weather related - sunburn / cold / hypothermia (1) leading to swelling / inflammation / heart respiratory problems (1)</li> </ul><br><ul style="list-style-type: none"> <li>• Accept any other appropriate response.</li> </ul> | (2)  |

| Question number | Assess the value of secondary data used at different stages of your geographical investigation.<br><b>Answer</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3(d)            | <p style="text-align: center;"><b>AO3 (9 marks)</b></p> <p><b>Marking instructions</b><br/>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><br/><i>Please remember that the descriptor provides guidance as to the appropriate level. Bullet points covering the indicative content do not translate directly into marks.</i></p> <p>Content will depend on a student's choice of geographical enquiry question.</p> <ul style="list-style-type: none"> <li>• Secondary data helps in understanding/ confirming an idea for investigation.</li> <li>• It could be used in planning, drawing up enquiry questions/hypotheses or in interpreting the results.</li> <li>• It also helps in planning safe and suitable locations for primary data collection, and helps carry out a risk assessment (e.g. weather forecast).</li> <li>• Secondary data may help interpret the primary data.</li> <li>• Expect details on secondary data used and its source, which could be assessed for the contribution to the investigation/ question.</li> <li>• Large scale surveys such as a census or ONS data are more representative than any primary data survey carried out in person, and comparisons with previous data may be possible, but census dates are 10 years apart, with delays before new data is published.</li> <li>• Index of Multiple Deprivation (IMD) is carried out more regularly than the census (e.g.2015 and 2019) but it quickly becomes out of date.</li> <li>• Maps (current OS or Google maps, and older maps) allow comparison with past land-uses or the extent of housing areas or populations.</li> <li>• Trip Advisor website and blogs and Face Book pages give a useful insight into opinions and may be a safer/less confrontational option to primary data collection, but care in interpretation is needed as they are likely to be unrepresentative of the population as a whole, and may show extreme views so are not reliable.</li> <li>• Other possible sources include blogs, magazines, Geofile, DVDs or websites like Francis Frith or Trip Advisor. Each have their own contribution which could be assessed.</li> </ul> |

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|  | <p>Assessment could:</p> <ul style="list-style-type: none"> <li>• Compare the different secondary sources for their contribution to investigating the research, e.g. assess their bias/validity/ accuracy/ reliability. It could assess where secondary data was most /least useful.</li> <li>• Consider the difficulties in comparing data sets (e.g. old photos not precisely located or dated).</li> <li>• Consider which sources were the most or least useful for particular aspects of the investigation.</li> </ul> <p>All judgements are likely to be partial and tentative given the limited range of primary sources used.</p> <p>No marks if no secondary sources/methods are identified. No marks for secondary data about Coasts or Glaciation unless specifically linked to the research question.</p> <p>Accept any other appropriate response.</p> |
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| Level   | Mark | Descriptor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | 0    | No rewardable material.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Level 1 | 1-3  | <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>                                                                           |
| Level 2 | 4-6  | <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>                       |
| Level 3 | 7-9  | <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> |

| Question number | Evaluate the extent to which Totnes is a sustainable place to live.<br>Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4               | <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>• Globalisation has created winners and losers for people and physical environments in all parts of the world.</li> <li>• Ethical and environmental concerns about unsustainability have led to increased localism and the awareness of the impacts of a consumer society.</li> <li>• Local groups and NGOs promote local sourcing, including Transition Towns which respond to global concerns by increasing sustainability, which has economic, social and environmental costs and benefits.</li> <li>• Ethical consumption schemes may reduce environmental degradation.</li> <li>• Consideration of the ways economic and social changes have influenced people's identity.</li> <li>• Places change their functions over time.</li> <li>• International and global influences have shaped places, and lives of people are affected.</li> </ul> <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>• Globalisation has had massive impacts on the environment in terms of waste, pollution, long supply chains and the effects of consumerism.</li> <li>• The lived experience for many people in Totnes includes economic, social and environmental problems, and the community is seeking ways forward to improve the quality of life for its people, but also for the wider world.</li> <li>• Local places have sought strategies to help achieve net zero in terms of encouraging local production and sales and reduce carbon footprints, often on a small scale.</li> <li>• Alongside this regeneration of the local economy and improving social welfare helps to change perceptions of places.</li> <li>• The council, local NGOs and people of Totnes have rebranded the town through the Transition Towns organisation.</li> <li>• The UK government made the commitment to net zero in terms of cutting carbon emissions and local councils like Totnes and NGOs like the Transition Towns movement find strategies to implement this.</li> <li>• The town experiences its own environmental challenges in terms of congestion and importing food, and economic and social problems in terms of low incomes, rising house prices and food insecurity.</li> <li>• These are measured through the different criteria of the IMD data, showing that Totnes is in the 30% lowest deciles for housing, income and income affecting children, and in the 20% most deprived in terms of employment.</li> <li>• Strategies to reduce the unsustainability of the town include Eco homes, local food production and sales, the Reconomy Centre, the Totnes Pound and a community food bank.</li> <li>• Evaluation is likely to consider the extent to which these schemes are successfully addressing global issues. Each of these are small scale schemes and though they do help, they are dependent on volunteers, and some have closed (e.g. the Totnes Pound).</li> </ul> <p>Accept any other appropriate response.</p> |

| Level   | Mark  | Descriptor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | 0     | No rewardable material.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Level 1 | 1-4   | <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>                                                   |
| Level 2 | 5-8   | <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> |
| Level 3 | 9-12  | <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>                               |
| Level 4 | 13-16 | <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 | Identify the location on the rural-urban continuum where population density is likely to be the lowest.<br>Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Mark |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 5(a)            | <p style="text-align: center;"><b>AO1 (1 mark)</b></p> <ul style="list-style-type: none"> <li>• <b>C Remote village</b> is correct because very few people live here, and housing may be more dispersed.</li> <li>• <b>A Commuter village</b> is incorrect because although it has lower population density than an inner city or suburbs, density is higher than a remote village.</li> <li>• <b>B Inner city</b> is incorrect because population density is high.</li> <li>• <b>D Suburban part of a city</b> is incorrect because it has a denser population than a remote village and a commuter village.</li> </ul> | (1)  |

| Question number | Calculate the percentage (%) of the UK population which is aged 14 years and under.<br>Answer                                                                                                                                                                                                                                                                                                    | Mark |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 5(b)(i)         | <p style="text-align: center;"><b>AO3 (2 marks)</b></p> <p style="text-align: center;"><math>11.75 \div 66.56 \times 100</math> (1)</p> <p style="text-align: center;"><math>= 17.65</math> (to 2DP) (1)</p> <p>Allow other routes to the correct answer.</p> <p>Please note that a correct answer without working DOES score 2 marks.</p> <p>Pearson have changed this from previous years.</p> | (2)  |

| Question number | Suggest <b>one</b> way the accessibility of rural places in the UK affects their population structure.<br>Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Mark |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 5(b)(ii)        | <p style="text-align: center;"><b>AO1 (2 marks)/AO2 (1 mark)</b></p> <p>Award 1 mark for interpreting the resource to identify one way accessibility of rural places in the UK may affect population structure, and a further 2 marks for expansion, up to a maximum 3 marks.</p> <ul style="list-style-type: none"> <li>• Rural places in the UK have a smaller percentage (%) of young people (1) as there are too few buses and therefore the accessibility is less good (1) so young people cannot get to school/social activities (1).</li> <li>• There are fewer people of working age (only 59%)(1) because most jobs are in urban places, (1) and working people prefer to live closer to work (1).</li> <li>• More older people live in rural places than urban places (1) because they do not need to travel to work/education daily (1) so they can plan their lives around the limited public transport connections.</li> </ul> <p>Note that answers must be linked to accessibility and not to other factors.</p> <p>Accept any other appropriate response.</p> | (3)  |

| Question number | Explain two ways physical factors influence cultural diversity in one of your chosen places.<br>Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Mark |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 5(c)            | <p style="text-align: center;"><b>AO1 (4 marks)</b></p> <p>For each reason, award 1 mark for a relevant factor and a further 1 mark for expansion, up to a maximum 2 marks each. For example:</p> <ul style="list-style-type: none"> <li>• A place that is a long distance from an urban place/airport/port may have low ethnic diversity (1) because recent migrants may want to be able to access transport to visit their homes/families overseas (1).</li> <li>• Cities are usually based on flat land/ river crossing points and have ethnic diversity (1) because housing/jobs are focussed there (1).</li> </ul> <p>No mark for naming the chosen place. Accept any place as their chosen place. Large places may be over-generalised.<br/>Accept any other appropriate response.</p> | (4)  |

| Question number | Explain how international influences have shaped the characteristics of one of your chosen places.<br>Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5(d)            | <p style="text-align: center;"><b>AO1 (6 marks)</b></p> <p><b>Marking instructions</b><br/>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><br/>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"> <li>• Demographic characteristics could be the age or ethnicity, and possibly the gender of the place, and culture might include the different religions or customs of the place.</li> <li>• These are likely to be influenced by the past and present international connections in terms of the people who live in the places now.</li> <li>• Migrant people may cluster with others who speak the same language or share the culture, and find safety, places of worship, shops and restaurants that enrich their lives.</li> <li>• International influences could be the global shift of manufacturing and services to elsewhere in the world, leaving some communities without their traditional employment, so out-migration of working age people and their families may have occurred, affecting the demography of the place.</li> <li>• Allow the idea that there have been minimal international influences on the demographic or cultural characteristics of a place. The reasons for this would need to be developed in a relevant way to go out of level 1.</li> </ul> <p>If not linked to the chosen place, the answer is unlikely to go out of level 2.<br/>No mark for naming the chosen place, and accept any place. Large places may be over-generalised. Reward specific detail.<br/>Allow a range of characteristics, including economic or social characteristics, the built environment and the appearance of the place and its people.</p> <p>Accept any other appropriate response</p> |

| Level   | Mark | Descriptor                                                                                                                                                                                                                                                                                          |
|---------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | 0    | No rewardable material.                                                                                                                                                                                                                                                                             |
| Level 1 | 1-2  | <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>              |
| Level 2 | 3-4  | <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> |
| Level 3 | 5-6  | <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 why conflicts may occur between stakeholders involved in managing change in diverse places.<br>Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| 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>• Different stakeholders include local and national government, local businesses and residents as well as a range of specific groups, such as pressure or community groups.</li> <li>• Change could involve the influx of new groups into an area. These could be ethnically different or from different countries but ethnically similar, or asylum seekers rehoused from elsewhere in the country. Another change might be in terms of the age profile with younger or older residents arriving, perhaps over a longer time frame.</li> <li>• Change could involve changes to land use, services, employment and the built environment, including the building of new housing in rural areas or around towns/cities.</li> <li>• Both rural and urban places can be perceived differently by newcomers compared to those who have lived there for longer because of their lived experience.</li> </ul> <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>• Local councils could be argued as the key player in managing rapid cultural change as this may be highly localised; councils provide culturally specific and also more general services in terms of education, health and social services.</li> <li>• In places with rapid cultural change and population movement, there may be challenges in providing some services, especially education, if numbers of children are rapidly rising and special language provision needs to be made.</li> <li>• Tensions or conflicts could occur, unless successful management is able to minimise this.</li> <li>• Places may also experience change in the numbers of elderly people with care needs. This may lead to shortages of staff creating a need for recruitment by businesses and social services, and the National Health Service.</li> <li>• Rural areas may lack provision of services and distances travelled add costs to meet the needs of different groups.</li> <li>• The national government makes decisions about locations of asylum seekers, e.g. Bibby Stockholm moored in Portland, Dorset a rural place where provision of support services will be a challenge. Success could be assessed in terms of managing attitudes to newcomers although there will be jobs and spending locally to benefits some businesses.</li> <li>• Local community groups (ethnic / national groups or religious groups) may help provide community engagement and encourage integration; and build outreach and understanding with the host population, reducing clashes.</li> <li>• Celebrations at special times of the year may generate opportunities for outreach with shared spaces and meals.</li> <li>• Businesses also provide services in areas of rapid cultural change in terms of shops and other services, meeting the needs of the newcomers, but also benefiting from their willingness to work (for those groups allowed to do so) either set up by entrepreneurs from an ethnic group or by others.</li> </ul> <p>Judgements will depend on the chosen places, stakeholders and communities. Local councils and community groups might be seen as most significant in terms of managing the process of integration and promoting understanding in areas where there is rapid cultural change.</p> |

| Level   | Mark | Descriptor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | 0    | No rewardable material.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Level 1 | 1-4  | <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>                       |
| Level 2 | 5-8  | <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> |
| Level 3 | 9-12 | <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 | Explain two limitations of this data collection sheet.<br>Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Mark  |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 6(a)            | <p style="text-align: center;"><b>AO3 (4 marks)</b></p> <p>Award 1 mark for a limitation and a further expansion mark up to a maximum of 2 marks for each limitation.</p> <ul style="list-style-type: none"> <li>• There are no numbers used (1) so this makes it difficult to compare across categories/hard to collate the results (1).</li> <li>• The descriptors used are vague / not clear (1) so the person filling it in would be unsure as to how to score (1).</li> <li>• “OK” doesn’t mean anything and has no value (1) therefore doesn’t help with the assessment (1).</li> <li>• There are only three categories shown for each criteria (1) which could be quite limiting in terms of range for some areas (1).</li> <li>• The question / context asked is not shown (1), so it makes it difficult to know how to score (1).</li> <li>• There is no weighting used (1) so this survey assumes all categories are of equal importance which they may not be (1).</li> <li>• It is not fully completed with blank categories (1) therefore judgements unreliable (1).</li> <li>• In ‘Exterior appearance of shops’ category two words are circled (1) therefore can’t make mind up on decision (1).</li> <li>• Accept any other appropriate response.</li> </ul> | (2+2) |

| Question number | Explain one reason why sample size is important when collecting primary fieldwork data.<br>Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Mark |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 6(b)            | <p style="text-align: center;"><b>AO3 (3 marks)</b></p> <p>Award 1 mark for a reason and further expansion / development marks up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> <li>• Suitable sample size in relation to population is a key part of fieldwork design (1) since larger samples will have greater reliability (1) which improves the reliability of any conclusions (1).</li> <li>• Resources are going to be limited when collecting fieldwork data (1) so there won’t be enough time (1) to survey all parts of an environment so people have to make allowances for the fact (1).</li> <li>• Sample size might be controlled by the number of students (1) so the fieldwork design needs to consider the optimum size in order to get reliability (1) which then makes analysis and conclusions more valid (1).</li> <li>• A larger sample size means the average values will be more accurate (1) because the outliers in data will be identified (1) as more of the range of possible values is included in the sample (1).</li> <li>• Accept any other appropriate response.</li> </ul> | (3)  |

| Question number | Explain one risk students might experience when collecting data in an urban environment.<br>Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Mark |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 6(c)            | <p style="text-align: center;"><b>A03 (2 marks)</b></p> <p>Award 1 mark for an explanation of a risk, and a second mark for an extension, up to a maximum 2 marks. For example:</p> <ul style="list-style-type: none"> <li>• <b>Danger from traffic (1) leading to harm/injury /death (1).</b></li> <li>• Slips, trips, bumps (1) which cause bruising (1).</li> <li>• Sprained ankles from uneven surfaces, e/g/ pavement (1) leading to possible hospitalisation (1).</li> <li>• Air pollution (1) leading to breathing problems (1)</li> <li>• Weather related - sunburn / cold / hypothermia (1) leading to swelling / inflammation / heart respiratory problems (1)</li> </ul> <p>Accept any other appropriate response.</p> | (2)  |

| Question number | Assess the value of secondary data used at different stages of your geographical investigation.<br>Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6(d)            | <p style="text-align: center;"><b>A03 (9 marks)</b></p> <p style="text-align: center;"><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 style="text-align: center;"><b>Indicative content guidance</b></p> <p><i>Please remember that the descriptor provides guidance as to the appropriate level. Bullet points covering the indicative content do not translate directly into marks.</i></p> <p>Content will depend on a student's choice of geographical enquiry question.</p> <ul style="list-style-type: none"> <li>• Secondary data helps in understanding/ confirming an idea for investigation.</li> <li>• It also helps in planning safe and suitable locations for primary data collection, and helps carry out a risk assessment (e.g. weather forecast).</li> <li>• Secondary data may help interpret the primary data.</li> <li>• Expect details on secondary data used and its source, which could be assessed for the contribution to the investigation/ question.</li> <li>• Large scale surveys such as a census or ONS data are more representative than any primary data survey carried out in person, and comparisons with previous data may be possible, but census dates are 10 years apart, with delays before new data is published.</li> <li>• Index of Multiple Deprivation (IMD) is carried out more regularly than the census (e.g.2015 and 2019) but it quickly becomes out of date.</li> <li>• Maps (current OS or Google maps, and older maps) allow comparison with past land-uses or the extent of housing areas or populations.</li> <li>• Trip Advisor website and blogs and Face Book pages give a useful insight into opinions and may be a safer/less confrontational option to primary data collection, but care in interpretation is needed as they are likely to be unrepresentative of the population as a whole, and may show extreme views so are not reliable.</li> <li>• Other possible sources include blogs, magazines, Geofile, DVDs or websites like Francis Frith or Trip Advisor. Each have their own contribution which could be assessed.</li> </ul> <p>Assessment could:</p> <ul style="list-style-type: none"> <li>• Compare the different secondary sources for their contribution to investigating the research, e.g. assess their bias/validity/ accuracy/ reliability. This could be in planning, drawing up enquiry questions/hypotheses or in interpreting the results.</li> <li>• Consider the difficulties in comparing data sets (e.g. old photos not precisely located or dated).</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>Consider which sources were the most or least useful for particular aspects of the investigation.</li> </ul> <p>All judgements are likely to be partial and tentative given the limited range of primary sources used.</p> <p>No marks if no secondary sources/methods are identified. No marks for secondary data about Coasts or Glaciation unless specifically linked to the research question.</p> <p>All judgements are likely to be partial and tentative given the limited range of primary sources used.</p> <p>Accept any other appropriate response.</p> |
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| Level   | Mark | Descriptor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | 0    | No rewardable material.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Level 1 | 1-3  | <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>                                                                           |
| Level 2 | 4-6  | <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>                       |
| Level 3 | 7-9  | <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> |

| Question number | Evaluate the extent to which Southwark is a sustainable place to live.<br>Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 7               | <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>• Globalisation has created winners and losers for people and physical environments in all parts of the world.</li> <li>• Ethical and environmental concerns about unsustainability have led to increased localism and the awareness of the impacts of a consumer society.</li> <li>• Local groups and NGOs promote local sourcing, including Transition Towns which respond to global concerns by increasing sustainability, which has economic, social and environmental costs and benefits.</li> <li>• Demographic and ethnic groups/stakeholders view places differently, and within the same spaces find ways to implement national and local strategies</li> <li>• International and global influences have impacts on local places, where success will be judged by contrasting criteria, depending on the reality and the images that the place holds for each stakeholder (national and local).</li> </ul> <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>• Global concerns about carbon footprints, migration, economic and social inequalities are being addressed in Southwark in different ways, with varying success.</li> <li>• Economic issues in Southwark include: Low incomes, housing shortages, children and elderly are particularly affected.</li> <li>• Social issues in Southwark include: Pollution leading to premature deaths, much food is imported, in the past exam were below the national average, many people experienced loneliness and crime is extremely high.</li> <li>• These issues are being addressed with varying success:</li> <li>• Environmental unsustainability is being addressed via improvements to insulation, and by the local market in Crustal Palace selling locally produced goods. These seems likely to be available to the better off people as the one third who live in poverty will not be able to afford these.</li> <li>• Social inequalities appear to be being addressed in a wider range of ways, with Eagles providing a change for older people to meet socially, and the market enabling interactions weekly for a wider range of people, and business opportunities and training helping build resilience in the community.</li> <li>• Local schools are highly effective with recent results above the national average, meaning that young people are equipped with the qualifications to study further and achieve higher incomes than in the past, and than their parents. Palace for Life offers sports activities, but not all young people will want to participate, and travel may be a problem for less well-off families.</li> <li>• Evaluation is likely to consider the extent to which these schemes are successfully addressing global issues. Each of these are small scale schemes and though they do help they are dependent on volunteers, and so may not last. Although exam results are improving, and potentially could reduce the high deprivation figures in the future, will these people remain in Southwark?</li> <li>• Comparison with other places studied may be included.</li> </ul> |

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|--|----------------------------------------|
|  | Accept any other appropriate response. |
|--|----------------------------------------|

| 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 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>         |

