Mark Scheme (Standardisation)

Summer 2018

Pearson Edexcel GCE in
Geography (8GE0)
Paper 2

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General marking guidance

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

Paper 2 Mark scheme

Question number	Answer	Mark
1(a)	**AO1 (1 mark)** **D** International economic organisation **Other answers wrong because:** **A** NGO (Non-Governmental Organisation) - *WTO is not an NGO (e.g.Oxfam, Save the Children)* **B** TNC (Trans-National Corporation)- *WTO is not a TNC (e.g. Mcdonalds, Nissan)* **C** Free trade bloc - *WTO is not a free trade bloc (e.g.NAFTA, EU)*	**(1)**

Question number	Answer	Mark
1(b)	**AO3 (1 mark)** **B** UK's trade in goods is four times larger than any African country **Other answers wrong because:** **A** All European countries have a larger trade in goods than China- *Spain and Italy's is smaller* **C** Brazil's trade in goods is twice as large as China's – *China's is larger* **D** Australia's trade in goods is larger than India's - *India's is larger*	**(1)**

Question number	Answer	Mark
1(c)(i)	**AO3 (1 mark)** $2400 - $550 = 1850 US$ billion	**(1)**

Question number	Answer	Mark
	Suggest **one** development in transport that has contributed to the growth of trade shown in Figure 1b.	
1(c)(ii)	**AO1 (2 marks)/AO2 (1 mark)** Award **1** mark for identifying a change in transport that has contributed to the growth in trade shown, and a further **2** marks for expansion, up to a possible **3** marks. For example: Transport changes include: - Standardised containers are now used globally (e.g. China to USA) on ships, trains and roads (1) so goods can be loaded and unloaded faster (1) lowering costs/economies of scale/speeding travel between producer/consumer(1) - Improved/larger port facilities in China (1) allows more access points for trade (1) so importers/exporters can carry goods more cheaply(1) - Cheaper/faster air/train/travel for people/goods (1) makes a lengthy supply chain financially possible (1)as goods manufactured in China can be moved long distances (1) Accept any other appropriate response. Only 1 mark for quicker/cheaper/easier unless they are explained	**(3)**

Question number	Answer	Mark
	Explain **two** national government policies that have assisted economic growth in some countries.	
1(d)	**AO1 (4 marks)** For each way, award **1** mark for a way national government policies have helped some countries' economies grow and a further **1** mark for expansion, up to a maximum **2** marks each. For example: • Removal/lowering of taxes and tariffs (allow 'free trade') (1) so goods can be exported/imported more cheaply(1) • Open Door policy in China has provided opportunities for foreign migrants/ (1) so Foreign Direct Investment /TNCs have set up(1). • Membership/joining a trade bloc (1) so more customers/more imports and exports(1) • Special Economic Zones provide sites/incentives (1) to encourage TNC investment (1). • Subsidies/ financial advice/training provided (1) encourages business start-ups/ helps farming (1) • Privatisation of nationalised industries (like railways)(1) has encouraged new companies to compete with each other(1). • Protectionism places tariffs on imported goods (1) to allow home industries to grow without competition(1). • Relaxed border control/Migration policy allows free movement of labour (1) to fill vacancies (1) Accept any other appropriate response. Only allow the same extension point once.	**2+2**

Question number	Answer
	Explain why the global shift in manufacturing and services has made some people 'losers'.
1(e)	**AO1 (6 marks)** **Marking instructions** Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. **Indicative content guidance** The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: Global shift involves mass movement of employment to Asian countries. 'Losers' are people who have lost out economically, socially or environmentally in emerging, developed or developing world. Emerging world: • Can be seen as largely benefitting, but competition for jobs may mean that wages are reduced for employees so livelihoods are affected and families lose income (clothing factories in Bangladesh). • Working conditions may be poor, leading to accidents or exploitation. • Profits often are concentrated in the hands of a few so there may be an increase in income inequality e.g seen in South Africa and India. • Local businesses may not be able to compete so closure may follow. Developed world: • Loss of employment in textiles, car making etc. has led to loss of wages/ jobs, and a fall in local spending in shops/services, resulting in a spiral of decline affecting families in post- industrial sites all over Europe and USA.

	• Communities have suffered deprivation with few permanent full-time jobs. Social consequences such as alcoholism, depression and ill-health have followed, e.g. steel-making communities in parts of south Wales and chemical industry in Teesside
	Developing world:
	• Many African countries have seen little benefit at all in global shift, as TNCs look elsewhere for skilled labour, new markets, and reliable infrastructure.
	Separate coverage of manufacturing and services is not required for Level 3. Answers may cover one or more parts of the world.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Understanding addresses a narrow range of geographical ideas, which lack detail. (AO1)
Level 2	3–4	• Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1) • Understanding addresses a range of geographical ideas, which are not fully detailed and/or developed. (AO1)
Level 3	5–6	• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Understanding addresses a broad range of geographical ideas, which are detailed and fully developed. (AO1)

Question number	Answer
	Assess the impacts of rural-urban migration on the wellbeing of people in cities in developing countries.
1(f)	**AO1 (3 marks)/AO2 (9 marks)** **Marking instructions** Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. Responses that demonstrate **only** AO1 without any AO2 should be awarded marks as follows: - Level 1 AO1 performance: 1 mark - Level 2 AO1 performance: 2 marks - Level 3 AO1 performance: 3 marks. **Indicative content guidance** The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: **AO1** • Migration has economic and social impacts, (both positive and negative) for cities (host regions) • Rapid urban growth creates social and environmental challenges • Migrants move to megacities hoping for jobs and improved quality of life • Major environmental problems (air/water pollution, land degradation have impacts on people's health and wellbeing)

- Wellbeing is a wide ranging idea, including social and economic factors.

AO2

Improved wellbeing in cities in developing countries

- Economic: Migrants may earn a regular wage/spend money locally/ generating a new market for goods and services.
- Social: more preventative health are available as there is access to vaccines and improved diets and treatment (e.g.trained maternity care and Accident and Emergency)
- Although these may be overcrowded, they are better than the rural situation with no trained support at all, and will result in falling Infant and Maternal Mortality rates, as seen in many developing megacities.
- Access to secondary/university education more likely e.g. Nairobi, and greater opportunities particularly for girls/women and minority groups including disabled.
- LGBT migrants may find more acceptance, but persecution continues e.g. in Ugandan cities.
- Businesses gain new workers willing to do unpopular jobs and this helps keep wages low and businesses profitable.

Worsened well-being in cities

- New arrivals increase overcrowding and pressure on services.
- This may adversely affect those already resident, as migrants may work for lower pay and push up rent prices
- Many rural-urban migrants start by living in squatter settlements with few facilities or services.
- Pressure on governments increases to provide water, housing, sanitation, transport, education and health care.

Assessment might consider that there are many benefits for individuals in cities but first generation migrants in particular suffer poor conditions, hoping to improve opportunities for future generations.

Expect answers to see both sides of argument for Level 3.

Answers that cover developed cities should be considered for credit within L1 for generic issues. Allow a broad definition of 'developing' cities.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	**1–4**	- Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) - Applies knowledge and understanding of geographical information/ideas, making limited logical connections/relationships. (AO2) - Applies knowledge and understanding of geographical information/ideas to produce an interpretation with limited relevance and/or support. (AO2) - Applies knowledge and understanding of geographical information/ideas to make unsupported or generic judgements about the significance of few factors, leading to an argument that is unbalanced or lacks coherence. (AO2)

Level 2	5–8	• Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1) • Applies knowledge and understanding of geographical information/ideas logically, making some relevant connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce a partial but coherent interpretation that is mostly relevant and supported by evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to make judgements about the significance of some factors, to produce an argument that may be unbalanced or partially coherent. (AO2)
Level 3	9–12	• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Applies knowledge and understanding of geographical information/ideas logically, making relevant connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce a full and coherent interpretation that is relevant and supported by evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to make supported judgements about the significance of factors throughout the response, leading to a balanced and coherent argument. (AO2)

Question number	Answer	Mark
2(a)	**AO1 (1 mark)** C High speed rail development **Other answers wrong because:** **A** Permission for fracking: *resource exploitation, not infrastructure* **B** Education about diet: *welfare not infrastructure* **D** Deregulation of markets: *economic strategy not infrastructure*	**(1)**

Question number	Answer	Mark
2(b)(i)	**AO3 (1 mark)** 6.2km Allow +/- 0.1km (i.e. allow answers between 6.1km and 6.3km)	**(1)**

Question number	Answer	Mark
2(b)(ii)	**AO3 (1 mark)** **D**10 km^2 **All other answers are inaccurate**	**(1)**

Question number	Answer Suggest **one** reason local people in Harmondsworth may object to the expansion of Heathrow Airport.	Mark
2(b)(iii)	**AO1 (2 marks)/AO2 (1 mark)** Award **1** mark for analysing the resource to find a reason local people in Harmondsworth may object and a further **2** marks for expansion, up to a maximum **3** marks. For example: • Loss of housing/roads/village in Harmondsworth (1) and existing community spirit/sense of place will disappear (1) particularly affecting those who have lived here a long time (1). • Extra noise from more planes/building work (1) cuts house prices for nearby communities (1) and disturbs sleep and outdoor activities/costs for additional sound-proofing(1). • Additional traffic from passengers will overwhelm local roads(1) leading to accidents and delays(1) and extra pollution (1) . • Loss of farmland/open space/dog walks (1) so decrease in food production/leisure opportunities (1) and loss of jobs (1). Accept any other appropriate response	**(3)**
Question number	Answer Explain **two** rebranding strategies used to attract visitors to the post-production countryside.	Mark
2(c)	**AO1 (4 marks)** For each **rebranding** strategy, award **1** mark for an appropriate strategy to attract visitors and a further **1** mark for expansion up to a maximum **2** marks each. For example:	**(4)**

| | • Farm diversification to theme park (1) encourages families to visit by providing a range of activities based around animals/food which increases employment (1)
• Literary/heritage links (e.g.Brontës/Hardy/castles) draw in international tourists (1) spending money in hotels/cafés(1)
• Outdoor adventure activities like rock climbing or kayaking (1) bring a new set of visitors spending in shops and bars (1)
• Top down strategy brings government/EU funding(e.g.Eden Project)(1) improving infrastructure and publicity(1)
Accept any other appropriate response, as long as it is 'countryside' based. No extension mark unless there is an appropriate strategy.
No mark for 'more visitors/tourists/hotels' (this is the question) | |

Question number	Answer Explain the factors that may lead residents to have a low level of engagement in their local community.
2(d)	**AO1 (6 marks)** **Marking instructions** Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. **Indicative content guidance** The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: • Engagement could be considered in a range of ways, including voting, joining in community groups or volunteering. • Answers focusing on the UK are likely but allow other locations, where a range of factors may be explored. Context could be rural/urban/both • Age: younger people may have less time or desire to be involved in community or national politics than older people (more time at work/social activities/ disengaged/not registered to vote). • Gender: in UK general elections there is no clear gender difference in voting patterns, but men may be less likely to participate in some community/ volunteering projects, for numerous reasons. Those at home may have more time to join in. • Incomes: deprivation may reduce involvement. • Ethnicity: participation of some minority groups may be lower, linked to language, religion, level of registration. However the reverse may occur in areas where people feel confident enough to participate. • Length of residence: students/ commuters/ recent arrivals/second home owners in communities may be less likely to be engaged but the reverse may be true e.g.recent retirees may have time/money/skills to contribute. • However individual issues can alter general patterns (e.g. hospital closure/ referenda/coal mine or steel works closure). Accept any other appropriate response

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1)

		• Understanding addresses a narrow range of geographical ideas, which lack detail. (AO1)
Level 2	**3–4**	• Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1) • Understanding addresses a range of geographical ideas, which are not fully detailed and/or developed. (AO1)
Level 3	**5–6**	• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Understanding addresses a broad range of geographical ideas, which are detailed and fully developed. (AO1)

Question number	Answer
	Assess whether the demographic characteristics of your local place and your contrasting place are the result of economic factors.

2(e)	**AO1 (3 marks)/AO2 (9 marks)**
	Marking instructions
	Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.
	Responses that demonstrate **only** AO1 without any AO2 should be awarded marks as follows:
	• Level 1 AO1 performance: 1 mark • Level 2 AO1 performance: 2 marks • Level 3 AO1 performance: 3 marks.
	Indicative content guidance
	The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:
	Answers should be based around comparison of the candidate's local and contrasting places, in any locations, UK or elsewhere. Answers which do not make detailed reference to these places are likely to be self-penalising, as they are too generalised.
	Answers that only identify one area are likely to stay in Level 1 as will answers without named places. Search the answer carefully to see if the places can be identified.
	Large areas lacking a local context (e.g.London) are likely to lack the 'relevance and accuracy' required for Level 3.
	AO1
	• Demographic characteristics include age and gender and ethnicity. • Change could include growth or decline of total population, or emigration or immigration, or growth of an ageing population. • Economic factors could be considered by sector (primary, secondary, tertiary, quaternary) and change in earnings. • The balance between types of employment is also important, part/full time, temporary/permanent, employed/self-employed. • National/global factors may also be significant, depending on locations chosen.
	AO2
	• Possible contrasts could be drawn e.g. between a thriving and a declining area within a city, or between local urban/seaside/rural areas.
	Economic factors

- Growth/decline in population could be linked to changes in economic function, with many UK locations seeing a decline in primary and secondary employment and rise in tertiary and quaternary.
- Migration could alter the age balance of the population as well as the ethnicity of the residents, which is likely to be due to economic factors, though other reasons may be significant too.
- Some areas have large numbers of male/female migrants depending on the demand for labour (e.g. need for agricultural workers, care assistants). Alongside this is a growth in part time work and self-employment, and more women now work than in the past, also cost/availability of child care.

Other factors

- Demographic changes, for example an ageing population, are not explained solely by economic factors, but by improved health care, diet and exercise.
- Smaller families are becoming more common, explained by the changing role of women, availability of contraception and costs of raising a child.
- Young people leave an area because of lack of education opportunities (University) and social life as well as limited job choices and low wages.
- Migrants may encourage others from the same country/area to move one of the chosen places, for jobs, or cultural or family reasons.

Assessment is likely to acknowledge that economic factors play a key role, as they influence the social wellbeing of the areas. Assessment might also draw comparisons between the two chosen LOCAL areas.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Applies knowledge and understanding of geographical information/ideas, making limited logical connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce an interpretation with limited relevance and/or support. (AO2) • Applies knowledge and understanding of geographical information/ideas to make unsupported or generic judgements about the significance of few factors, leading to an argument is unbalanced or lacks coherence. (AO2)
Level 2	5–8	• Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1) • Applies knowledge and understanding of geographical information/ideas logically, making some relevant connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce a partial but coherent interpretation that is mostly relevant and supported by evidence. (AO2)

		• Applies knowledge and understanding of geographical information/ideas to make judgements about the significance of some factors, to produce an argument that may be unbalanced or partially coherent. (AO2)
Level 3	**9–12**	• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Applies knowledge and understanding of geographical information/ideas logically, making relevant connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce a full and coherent interpretation that is relevant and supported by evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to make supported judgements about the significance of factors throughout the response, leading to a balanced and coherent argument. (AO2)

Question number	Answer	Mark
3(a)(i)	**AO3 (1 mark)** Current or former place of worship/Church/Church with tower	**(1)**

Question number	Answer	Mark
3(a)(ii)	**AO3 (1 mark)** Acceptable answers: 348972 347972 348973 347973 There is also a second set of masts, so allow 361966 362967 361967 362966 Allow 348,972 etc.	**(1)**

Question number	Answer	Mark
3(a)(iii)	**AO3 (1 mark)** **C** Systematic **Other answers wrong because:** **A** random: *sample is every 200m so is not random* **B** qualitative: *not a sampling method* **D** stratified: *sampling from a subsection of the whole population*	**(1)**

Question number	Indicative content Explain **two** data collection techniques that could be used at the sampling points to investigate urban change.	Mark
3(a)(iv)	**AO3 (4 marks)** Award **1** mark for identification of an appropriate data collection technique, and a further **1** mark for expansion showing how the	**(2+2)**

method could be used to show change, or else a detail about the method, up to **2** marks each.

- Questionnaire (1) to find out opinions about what has changed/asking both closed and open questions(1).
- Structured interview (1) of a local resident/expert (1)recorded for coding later(1)
- Quality of Environment survey (1) using a bipolar scale tp record state of repair, litter and graffiti(1)
- Complete a RICEPOTS landuse survey/count vacant buildings (1) to show how landuse varies along the road(1)
- Complete a pedestrian survey (1) counting males/females for 1 minute(1)
- Take photo/360^0 photo, make field sketch/ non-participant observation(1) to compare with an older image(1)

Accept any other appropriate response. The answer must allow **change,** either along the transect or over time, to be measured.

Do not allow secondary data methods (e.g.census) unless used as a comparison

Question number	Answer	Mark
	Identify **two** hazards that should be included in a risk assessment for fieldwork in an urban location.	
3(b)	**AO3 (2 marks)** Award **1** mark for each suitable hazard • Getting lost/wandering off • Weather: cold/wet/sunburn • Traffic/stepping off pavement • Personal safety /stranger danger • Terrorism Accept any other appropriate response. Allow methods to reduce the risk only if the **hazard** is clear.	**(1+1)**

Question number	Answer
	You then used a number of data presentation methods. Assess how effective these were in showing the results of your fieldwork**.**
3(c)	**AO3 (9 marks)** **Marking instructions** Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. No marks for stating research question, but this should be used as the context for the answer. An answer is unlikely to reach higher L2 without a question as it is difficult to judge that the methods are 'appropriate and effective' without this context. **Indicative content guidance** Content depends on students' choices of field research and the results, and could include secondary data as well as primary data. • Methods used to display/present data might include: graphs, annotated photographs, located proportional circles on a map/GIS/overlays. Assessment could include the following:

- Expect assessment of the strengths and weaknesses of methods used, and some statement about which methods were most useful, or worthwhile in terms of time taken/cost/ difficulty to complete.
- Degree to which the chosen data presentation methods helped to investigate the research question and results obtained.
- Comments about identifying relationships, e.g. between sets of data or change along a transect or over time.

Accept any other appropriate response. *Do not credit data collection methods. Answers with no presentation methods score 0.*

If a candidate uses a question that seems to be regeneration based rather than diverse places based, mark it on its merits, as there is overlap in topics

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	• Shows evidence that fieldwork investigation skills used may not have been fully appropriate or effective for the investigation of the geographical questions/issue. (AO3) • Considers the fieldwork investigation process/data/evidence, with limited relevant connections and/or judgements. (AO3) • Argument about the investigation is simplistic and/or generic. (AO3)
Level 2	4–6	• Shows evidence that fieldwork investigation skills used were largely appropriate and effective for the investigation of the geographical questions/issue. (AO3) • Critically considers the fieldwork investigation process/data/evidence in order to make some relevant connections and valid judgements. (AO3) • Argument about the investigation may have unbalanced consideration of factors, but is mostly coherent. (AO3)
Level 3	7–9	• Shows evidence that fieldwork investigation skills used were appropriate and effective for the investigation of the geographical questions/issue. (AO3) • Critically considers the fieldwork investigation process/data/evidence in order to make relevant connections and judgements that are supported by evidence. (AO3) • Argument about the investigation includes balanced consideration of factors and is fully developed and coherent. (AO3)

Question number	Answer **Swansea faces many challenges. Evaluate the effectiveness of the strategies shown in meeting these.**
4	**AO1 (4 marks)/AO2 (12 marks)** **Marking instructions** Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. Responses that demonstrate **only** AO1 without any AO2 should be awarded marks as follows:

Question number	Answer
	Swansea faces many challenges. Evaluate the effectiveness of the strategies shown in meeting these.
	• Level 1 AO1 performance: 1 mark • Level 2 AO1 performance: 2 marks • Level 3 AO1 performance: 3 marks • Level 4 AO1 performance: 4 marks **Indicative content guidance** The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: Note that no prior knowledge of Swansea is expected. Candidates may make reference to other places/ideas they have studied, which is to be credited. **AO1** • Some deindustrialised regions in developed countries face social and environmental problems as a result of economic restructuring. • Movement of global economic centre of gravity to Asia has consequences for deindustrialised places in developed world. • Success of regeneration strategies uses a range of measures: economic, social, demographic and environmental. **AO2** **Challenges with evaluative points** • 289 sites are still contaminated by past industry, and this is restricting options for housebuilding, leisure use and business enterprise. • Environmental clean-up has been partial • Ongoing growth in population and car ownership is increasing the environmental challenges facing the city. • Significant change has been achieved already as shown in two photographs **Strategies with evaluative points** • Strategies suggested are varied but each will only solve part of the problem. • A change in attitude of residents and businesses is required as well as investment in infrastructure and small scale community clean-up projects • Cooperation between local groups/council will help generate changed attitudes. New image and growth of tourism suggests this is working • As wealth grows, residents may prefer to use their own cars for transport and are likely to be reluctant to use bikes or public transport regularly, and park and ride seems unpopular as one site closed recently • Further environmental improvement is overdue and cannot be managed by residents alone as costs and scale are high. • Options for redevelopment are hampered by lasting contamination from the past, e.g. tourism could be developed but a clean beach is required. ***Overall**, future improvements will depend on income the city has available, so linked to economic success, as well as small scale environmental projects.*

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1)

Level	Mark	Descriptor
		• Applies knowledge and understanding of geographical information/ideas, making limited and rarely logical connections/relationships, to produce an interpretation with limited relevance and/or support. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce an unsupported or generic conclusion, drawn from an argument that is unbalanced or lacks coherence. (AO2) • Limited synthesis of geographical ideas from across the course of study. (AO2)
Level 2	5–8	• Demonstrates geographical knowledge and understanding, which is occasionally relevant and may include some inaccuracies. (AO1) • Applies knowledge and understanding of geographical information/ideas with limited but logical connections/relationships to produce a partial interpretation that is supported by some evidence but has limited coherence. (AO2) • Applies knowledge and understanding of geographical information/ideas to come to a conclusion, partially supported by an unbalanced argument with limited coherence. (AO2) • Argument partially synthesises some geographical ideas from across the course of study, but lacks meaningful connections. (AO2)
Level 3	9–12	• Demonstrates geographical knowledge and understanding, which is mostly relevant and accurate. (AO1) • Applies knowledge and understanding of geographical information/ideas to find some logical and relevant connections/relationships to produce a partial but coherent interpretation that is supported by some evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to come to a conclusion, largely supported by an argument that may be unbalanced or partially coherent. (AO2) • Argument synthesises some geographical ideas from across the course of study, making some meaningful connections. (AO2)
Level 4	13–16	• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Applies knowledge and understanding of geographical information/ideas to find fully logical and relevant connections/relationships to produce a full and coherent interpretation that is supported by evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to come to a rational, substantiated conclusion, fully supported by a balanced argument that is drawn together coherently. (AO2)

Level	Mark	Descriptor
		• Argument comprehensively and meaningfully synthesises geographical ideas from across the course of study throughout the response. (AO2)

Question number	Answer	Mark
5(a)	**AO1 (1 mark)** • **A** Higher fertility rate than mortality rate **Other answers wrong because:** **B** Lower birth rate than death rate *leads to a falling population* **C** Higher death rate than fertility rate *leads to a falling population* **D** High levels of out-migration *leads to a falling population*	**(1)**

Question number	Answer	Mark
5(b)(i)	**AO3 (1 mark)** • 840m (allow answers between 830m and 850m)	**(1)**

Question number	Answer	Mark
5(b)(ii)	**AO3 (1 mark)** • **D** 75,000 m^2 **Other answers wrong because:** **A** 2,500 m^2 *inaccurate measurement* **B** 10,000 m^2 *inaccurate measurement* **C** 30,000 m^2 *inaccurate measurement*	**(1)**

Question number	Answer Suggest **one** reason local people may object to this development.	Mark
5(b)(iii)	**AO1 (2 marks)/AO2 (1 mark)** Award **1** mark for interpreting the resource to identify a valid reason for objecting to the development, and a further **2** marks for expansion, up to a maximum **3** marks**.** • In the middle of existing housing (1) so noise during building work/views blocked(1) so house prices will fall/more congestion on roads(1) • Community centre/school have been closed(1)disrupts current activities(1) leading to loss of community spirit (1) • Jobs in the council depot/school are lost (1) leading to tension between long term residents/in-migrants (1) and many who lose their livelihoods will move away(1). Accept any other appropriate response.	**(3)**

Question number	Answer	Mark
	Explain two changes to UK culture as a result of migration from the European Union (EU).	
5(c)	**AO1 (4 marks)** For each change, award **1** mark for identifying a change, and a further **1** mark for expansion, up to a maximum **2** marks each. For example: • Migrants from east European countries attend religious worship regularly (1) so many churches/synagogues have seen growth in numbers /have services in new languages(1) • Food and other needs are different (1) so new shops and businesses are set up in high streets, and new lines carried by supermarkets (1). • Migrants come with a hard-work ethic to find jobs/improve incomes (1) so are willing to work long hours/accept minimum wage pay, which can undermine existing residents' ability to find jobs (1). • More diverse culture/ethnic diversity(1) leading to understanding between different groups(1) • Erosion of UK culture(1) leads to tension between different groups (1) Accept any other appropriate response *Note that the question asks about EU migration only.*	**(2+2)**

Question number	Answer
	Explain the factors that may result in ethnically segregated communities
5(d)	**AO1 (6 marks)** **Marking instructions** Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. **Indicative content guidance** The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: • **Historic:** initial migrants (bridge-headers) establish an enclave community in a few houses/streets in a community and allow family/locals from their area to live/work with them e.g. east London. • **Social:** shops/cafes/places of worship established and community grows, attracting other migrants from the same parts of the world. • **Social:** Language/religious groups stay together to help preserve shared identity. People feel safer from racism with their own ethnic community around them. • **Economic:** migrants may earn low pay and be attracted to low cost housing near work. Word of mouth spreads news of work to other migrants. • **Economic/social**: wealthy migrants are attracted to live in desirable expensive areas where they feel safe and have the shops/entertainment/ education they desire near to them. (e.g. Chelsea). • **Cultural**: As more migrants move in, previous residents may move elsewhere as they feel less welcome, intensifying the level of segregation Accept any other appropriate response

Level	Mark	Descriptor

	0	No rewardable material.
Level 1	**1–2**	• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Understanding addresses a narrow range of geographical ideas, which lack detail. (AO1)
Level 2	**3–4**	• Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1) • Understanding addresses a range of geographical ideas, which are not fully detailed and/or developed. (AO1)
Level 3	**5–6**	• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Understanding addresses a broad range of geographical ideas, which are detailed and fully developed. (AO1)

Question number	Answer
	Assess whether the cultural characteristics of your local place and contrasting place are the result of global influences.

5(e)	**AO1 (3 marks)/AO2 (9 marks)**
	Marking instructions
	Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.
	Responses that demonstrate **only** AO1 without any AO2 should be awarded marks as follows:
	
	    • Level 1 AO1 performance: 1 mark
	    • Level 2 AO1 performance: 2 marks
	    • Level 3 AO1 performance: 3 marks.
	Indicative content guidance
	The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:
	Answers should be based around comparison of the candidate's local and contrasting places, in any locations, UK or elsewhere. Answers which do not make detailed reference to these places are likely to be self-penalising, as they are too generalised.
	Answers that only identify one area are likely to stay in Level 1 as will answers without named places. Search the answer carefully to see if the places can be identified.
	Large areas lacking a local context (e.g.London) are likely to lack the 'relevance and accuracy' required for Level 3.
	AO1
	• There can be considerable variation in ethnicity and culture of populations in settlements.
	• Levels of cultural diversity and characteristics in your local and contrasting places can be explained by international and global influences.
	• Cultural diversity can also be explained by physical factors, accessibility to key cities, government planning policy and social clustering.
	• Cultural characteristics include religion/beliefs/ethnicity/food/clothing/ sense of identity/language/education and employment/ lifestyle and other factors.

Question number	Answer
	Assess whether the cultural characteristics of your local place and contrasting place are the result of global influences.

- These are reflected in fertility and mortality rates
- In depth study of your local place and a contrasting place.

AO2

Global influences:

- Levels and patterns of international migration have shaped cultural diversity and hence characteristics in the UK and other places.
- Global factors push migrants from their source countries (e.g. war/ persecution/environmental threats).
- A strong economy/level of development in comparison to others globally, earlier openness to post-colonial and east European migrants and historic reputation for freedom of expression has pulled people to the UK.

However, other factors also play a part:

- **Physical location:** some areas are more accessible than others (Norfolk compared to Scottish Highlands or Cornwall), weather, coastal location all play a part in a place's culture, for example retirement migration.
- **Access to key cities** (e.g. London, Birmingham, Manchester) influences cultural diversity, as people want to find work, and travel back to place of origin, or meet others from same ethnic group.
- **Skill of migrants** as SAWs (Seasonal Agricultural Workers) are likely to be dispersed across rural areas, and skilled medical staff may be located in any town /city hospital, and business people are likely to be city-based.
- **Government planning policy**, for example in dispersal of asylum seekers across the UK, has led to culturally diverse groups distributed across UK.
- **Cultural diversity** is also linked to education, wealth, employment and many other factors.

Assessment may conclude that global factors play a key part in cultural characteristics, linked to ethnicity, but other factors are also crucial and may be of greater importance. Choice of examples will be key here. Assessment might also draw comparisons between the two chosen areas.

Answers that only discuss one area are likely to be in L1.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	- Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) - Applies knowledge and understanding of geographical information/ideas, making limited logical connections/ relationships. (AO2) - Applies knowledge and understanding of geographical information/ideas to produce an interpretation with limited relevance and/or support. (AO2) - Applies knowledge and understanding of geographical information/ideas to make unsupported or generic judgements about the significance of few factors, leading to an argument is unbalanced or lacks coherence. (AO2)

Level	Mark	Descriptor
Level 2	5–8	• Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1) • Applies knowledge and understanding of geographical information/ideas logically, making some relevant connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce a partial but coherent interpretation that is mostly relevant and supported by evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to make judgements about the significance of some factors, to produce an argument that may be unbalanced or partially coherent. (AO2)
Level 3	9–12	• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Applies knowledge and understanding of geographical information/ideas logically, making relevant connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce a full and coherent interpretation that is relevant and supported by evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to make supported judgements about the significance of factors throughout the response, leading to a balanced and coherent argument. (AO2)

Question number	Answer	Mark
6(a)(i)	**AO3 (1 mark)** Current or former place of worship/Church/Church with tower	**(1)**

Question number	Answer	Mark
6(a)(ii)	**AO3 (1 mark)** Acceptable answers: 348972 347972 348973 347973 There is also a second set of masts, so allow 361966 362967 361967 362966 Allow 348,972 etc.	**(1)**

Question number	Answer	Mark
6(a)(iii)	**AO3 (1 mark)**	**(1)**

	C Systematic	
	Other answers wrong because: **A** random: *sample is every 200m so is not random* **B** qualitative: *not a sampling method* **D** stratified: *sampling from a subsection of the whole population*	

Question number	**Answer** Explain **two** data collection techniques that could be used at the sampling points to investigate urban deprivation.	**Mark**
6(a)(iv)	**AO3 (4 marks)** Award **1** mark for identification of an appropriate data collection technique, and a further **1** mark for expansion showing how the method could be used to investigate deprivation, or else a detail about the method, up to **2** marks each. • Questionnaire (1) to find out opinions about what deprivation/asking both closed and open questions(1). • Structured interview (1) of a local resident/expert (1)recorded for coding later(1) • Quality of Environment survey (1) using a bipolar scale to record state of repair, litter and graffiti(1) • Complete a pedestrian survey (1) counting males/females for 1 minute(1) • Take photo/360⁰ photo, make field sketch/non-participant observation(1) to compare with an older image(1) Accept any other appropriate response. The answer must allow **deprivation,** either along the transect or over time, to be measured. Do not allow secondary data methods (e.g.census) unless used as a comparison.	**(2+2)**

Question number	**Answer** Identify **two** hazards that should be included in a risk assessment for fieldwork in an urban location.	**Mark**
6(b)	**AO3 (2 marks)** Award **1** mark for each suitable hazard • Getting lost/wandering off • Weather: cold/wet/sunburn • Traffic/stepping off pavement • Personal safety /stranger danger • Terrorism Accept any other appropriate response. Allow methods to reduce the risk ONLY if the hazard is clear. Hazards must be clearly different (e.g. only one traffic hazard)	**(1+1)**

Question number	**Answer** You then used a number of data presentation methods. Assess how effective these were in showing the results of your fieldwork.
6(c)	**AO3 (9 marks)** **Marking instructions**

Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.

No marks for stating research question, but this should be used as the context for the answer. An answer is unlikely to reach higher L2 without a question as it is difficult to judge that the methods are 'appropriate and effective' without this context.

Indicative content guidance

Content depends on students' choices of field research and the results, and could include secondary data as well as primary data.

- Methods used to display/present data might include: graphs, annotated photographs, located proportional circles on a map/GIS/overlays.

Assessment could include the following:

- Expect assessment of the strengths and weaknesses of methods used, and some statement about which methods were most useful, or worthwhile in terms of time taken/cost/ difficulty to complete.
- Degree to which the chosen data presentation methods helped to investigate the research question and results obtained.
- Comments about identifying relationships, e.g. between sets of data or change along a transect or over time.

Accept any other appropriate response. *Do not credit data collection methods. Answers with no presentation methods score 0.*

If a candidate uses a question that seems to be regeneration based rather than diverse places based, mark it on its merits, as there is overlap in topics

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	• Shows evidence that fieldwork investigation skills used may not have been fully appropriate or effective for the investigation of the geographical questions/issue. (AO3) • Considers the fieldwork investigation process/data/evidence, with limited relevant connections and/or judgements. (AO3) • Argument about the investigation is simplistic and/or generic. (AO3)
Level 2	4–6	• Shows evidence that fieldwork investigation skills used were largely appropriate and effective for the investigation of the geographical questions/issue. (AO3) • Critically considers the fieldwork investigation process/data/evidence in order to make some relevant connections and valid judgements. (AO3) • Argument about the investigation may have unbalanced consideration of factors, but is mostly coherent. (AO3)

Level	Mark	Descriptor
Level 3	**7–9**	• Shows evidence that fieldwork investigation skills used were appropriate and effective for the investigation of the geographical questions/issue. (AO3) • Critically considers the fieldwork investigation process/data/evidence in order to make relevant connections and judgements that are supported by evidence. (AO3) • Argument about the investigation includes balanced consideration of factors and is fully developed and coherent. (AO3)

Question number	Answer
	Rhyl faces many challenges. Evaluate the effectiveness of the strategies shown in meeting these.
7	**AO1 (4 marks)/AO2 (12 marks)** **Marking instructions** Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. Responses that demonstrate **only** AO1 without any AO2 should be awarded marks as follows: • Level 1 AO1 performance: 1 mark • Level 2 AO1 performance: 2 marks • Level 3 AO1 performance: 3 marks • Level 4 AO1 performance: 4 marks **Indicative content guidance** The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: Note that no prior knowledge of Rhyl is expected. Candidates may make reference to other places/ideas they have studied, which is to be credited. **AO1** • Some (deindustrialised) regions in developed countries face social problems as a result of economic change (dereliction, depopulation, crime and high unemployment). • Social progress can be measured by reductions in inequalities and deprivation within areas. • Different community groups, local and national governments may make changes to land use that create challenges and opportunities for local people. **AO2**

		Challenges with evaluative points
		• Rhyl has experienced major decline as a result of improved transport links overseas e.g. Greece and Spain so tourist numbers have dropped.
		• Deprivation is seen in numerous ways, presenting challenges to families, local communities, local/national governments, and the European Commission.
		• Challenges can be seen in terms of income, unemployment, lack of hope for the future (people moving out) and closure of many local facilities.
		• There are strengths in terms of improving education, the physical environment and access to services (likely to be due to considerable investment by governments over the years to try to improve Rhyl).
		• However, the continued position of Rhyl in the top 2 most deprived places in Wales shows the extent of the problems.
		Strategies with evaluative points
		• Strategies shown include approaches by local and national government ("top down" or "flagship") and smaller scale community projects.
		• Expect discussion of merits of different strategies, possibly with comparison to other examples, and a weighing of how far each might meet the challenges identified.
		• In deprived areas, a lack of initiative or hope of seeing any change can occur as people lack skills or confidence to contribute.
		• Local initiatives e.g.food bankare low cost and small scale, targeted at very specific needs. These may help, but are unlikely to make a major difference to Rhyl's problems.
		• Large cost schemes like broadband and council's strategies may encourage more investment and bring income to the area, thereby creating jobs and increasing income
		Overall: the levels of deprivation are high, and progress is slow. It could be concluded that considerable further investment in education and infrastructure is the way forward.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	**1−4**	• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Applies knowledge and understanding of geographical information/ideas, making limited and rarely logical connections/relationships, to produce an interpretation with limited relevance and/or support. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce an unsupported or generic conclusion, drawn from an argument that is unbalanced or lacks coherence. (AO2) • Limited synthesis of geographical ideas from across the course of study. (AO2)
Level 2	**5−8**	• Demonstrates geographical knowledge and understanding, which is occasionally relevant and may include some inaccuracies. (AO1)

		• Applies knowledge and understanding of geographical information/ideas with limited but logical connections/relationships to produce a partial interpretation that is supported by some evidence but has limited coherence. (AO2) • Applies knowledge and understanding of geographical information/ideas to come to a conclusion, partially supported by an unbalanced argument with limited coherence. (AO2) • Argument partially synthesises some geographical ideas from across the course of study, but lacks meaningful connections. (AO2)
Level 3	**9–12**	• Demonstrates geographical knowledge and understanding, which is mostly relevant and accurate. (AO1) • Applies knowledge and understanding of geographical information/ideas to find some logical and relevant connections/relationships to produce a partial but coherent interpretation that is supported by some evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to come to a conclusion, largely supported by an argument that may be unbalanced or partially coherent. (AO2) • Argument synthesises some geographical ideas from across the course of study, making some meaningful connections. (AO2)
Level	**13–16**	• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Applies knowledge and understanding of geographical information/ideas to find fully logical and relevant connections/relationships to produce a full and coherent interpretation that is supported by evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to come to a rational, substantiated conclusion, fully supported by a balanced argument that is drawn together coherently. (AO2) • Argument comprehensively and meaningfully synthesises geographical ideas from across the course of study throughout the response. (AO2)