



Mark Scheme (Results)

Summer 2019

Pearson Edexcel GCE  
In Geography (8GE0) Paper 02

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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.

## AS Paper 2 Mark scheme

Question number	Answer	Mark
1(a)(i)	<p style="text-align: center;"><b>AO1 (1 mark)</b></p> <p>Award <b>1</b> mark for correct answer:</p> <p><b>B</b> Development of a new market</p> <p><b>Incorrect answers:</b></p> <p>A Food outlet is not a Fair Trade investment</p> <p>C Deindustrialisation involves closure of heavy industry</p> <p>D Outsourcing is not involved in this investment</p>	<b>(1)</b>

Question number	Answer	Mark
1(a)(ii)	<p>Suggest one impact of this TNC on local people's culture</p> <p style="text-align: center;"><b>AO1 (2 marks)/AO2 (1 mark)</b></p> <p>Award <b>1</b> mark for analysing the information to identify an impact on local people's culture and a further <b>2</b> marks for expansion, up to a possible <b>3</b> marks. For example:</p> <ul style="list-style-type: none"> <li>• Cultural diffusion/ erosion/dilution/ homogenisation takes place (1) as local Thai food is replaced by American/western-style fast food (1) so local restaurants close/more foreign fast food outlets open(1).</li> <li>• Local colours/street furniture/signs replaced (1) homogenising/ uniform appearance/ looking the same as anywhere else (1) so undermining local community pride/ culture(1).</li> <li>• Americanisation/westernisation takes place (1) leading to altered diet including more meat/fewer vegetables (1) which impacts local health/obesity levels (1).</li> </ul> <p>Answers must relate to fast food TNCs.</p> <p>Accept any other appropriate response.</p>	<b>(3)</b>

Question number	Answer	Mark
1(b)	<p style="text-align: center;"><b>AO3 (2 marks)</b></p> <p><b>(1)for working and (1) for correct answer</b></p> <p><u>Difference between 2015 and 2020</u> x100</p> <p>Starting Number</p> <p>= 215-97= 118 (1 mark for working)</p> <p>= 118÷ 97 x100 (1 mark for working)</p>	<b>(2)</b>

	<p>= 1.21649 x100 (1 mark for working)</p> <p>= <b>122%</b> to nearest whole number</p> <p>Allow a maximum of (1) for a correct method.</p> <p>No mark if answer is given including a decimal point.</p>	
<b>Question number</b>	Describe two different ways disadvantaged groups have benefited from the spread of global culture. <b>Answer</b>	<b>Mark</b>
<b>1(c)</b>	<p style="text-align: center;"><b>AO1 (4 marks)</b></p> <p>For each way: Award <b>1</b> mark for a way a global culture element spreads, and a further <b>1</b> mark for the benefit to a disadvantaged group or people, up to a maximum <b>2</b> marks.</p> <p>Another approach might be to focus on the group and to explain how they have benefited. Or to focus on the cultural benefit (e.g.human rights).</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Paralympic movement celebrates success/achievement of disabled people(1) encouraging equality of opportunity(1).</li> <li>• Tourists demand wheel chair access in hotels /public transport (1) encouraging broader provision for local people (1).</li> <li>• Global media/Youtube has raised awareness of social attitudes/ human rights (1) so minority genders/ sexualities/indigenous groups demand rights / chance to vote / education / equal job opportunities (1).</li> <li>• Rural-urban migrants in developing countries are exposed to equality of opportunity for disadvantaged groups (1) and challenge treatment of women/LGBT and other minorities in their home area(1).</li> <li>• Human rights are seen as more important (1) and women are now allowed to work outside the home(1).</li> </ul> <p>Accept any other appropriate response.</p> <p>Possible aspects of global culture include meat eating, inclusivity of social attitudes, consumerism, western fashion, music and cinema.</p> <p>No mark for naming a group.</p> <p>The answer must be based on culture.</p>	<b>(2+2)</b>

Question number	Answer
1(d)	<p style="text-align: center;"><b>AO1 (6 marks)</b></p> <p><b>Marking instructions</b></p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p><b>Indicative content guidance</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited.</p> <p><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>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Rapid global changes might include: Open borders, deregulation and encouragement of foreign direct investment/TNCS. Also migration and use of social media, which have led to tensions in some locations.</li> <li>• Tensions include: migration pressures, economic development but growing inequalities, structural change in employment, environmental damage, political/cultural pressures, tourism leading to clashes of culture, social media leading to intergenerational clashes role of women (Saudi Arabia).</li> <li>• Political tensions could involve growth of nationalist groups (Anti-EU and free movement of people, Trump Wall), anti-globalisation groups (Occupy), environmental action groups (Extinction Rebellion, Green Peace).</li> <li>• Explanation could include resistance to change (anti-migrant protests, restrictions in culturally conservative countries).</li> <li>• Role of key players may be explored, e.g. Government/leadership attitudes may prevent or encourage tensions. China and North Korea have responded through censorship. Saudi Arabia is making small gestures e.g. relaxing driving ban on women, at same time as clamping down on any protests.</li> <li>• Other locations have embraced change, limiting tensions (gay marriage, economic benefits invested in education/housing).</li> <li>• Tensions may be between countries or on a more local scale within countries, or between organisations (e.g. trade blocs) and countries.</li> </ul> <p>Do not expect specific discussion of 'rapid' globalisation.</p> <p>Look for implied tensions through use of similar words (fear/ prevention/ inhibiting participation).</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> </ul>

		<ul style="list-style-type: none"><li>• Understanding addresses a range of geographical ideas, which are not fully detailed and/or developed. (AO1)</li></ul>
<b>Level 3</b>	<b>5-6</b>	<ul style="list-style-type: none"><li>• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)</li><li>• Understanding addresses a broad range of geographical ideas, which are detailed and fully developed. (AO1)</li></ul>

Question number	Assess whether the economic benefits of globalisation always outweigh the social costs. 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.</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>Relevant points may include:</p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• Globalisation has led to the shift of the global economic centre to Asia via outsourcing of manufacturing and services with economic benefits (infrastructure, waged work, poverty reduction).</li> <li>• Economic restructuring in developed countries has led to social problems (high unemployment, crime and depopulation).</li> <li>• Income inequality has widened within and between countries, and though there are 'losers', many have benefited.</li> <li>• Social costs include increase in unplanned settlements, water shortages, worsened health and well-being linked to pollution</li> </ul> <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>• Economic benefits are numerous with rising middle classes, leading to millions being lifted out of poverty in China and India and much of South America. But job losses elsewhere, often replaced with part-time, zero hours work.</li> <li>• Economic advantages exist for TNCs and governments (Arab world selling oil, Chinese/Indonesian investment in Africa (oil, copper, uranium), leasing/selling land for farming).</li> <li>• National scale benefits via taxes have increased GDP and therefore enabled investment in infrastructure (China, Brazil) and services.</li> <li>• Permanent jobs for those who previously worked as subsistence farmers have increased income.</li> <li>• This has enabled families to improve social welfare e.g. diet, education, quality of housing/water systems.</li> <li>• Social costs in developing/emerging world have been via exploitation of people (jobs often involve long hours, low pay, dangerous conditions, no job security, lack of union support) and environment (pollution has social costs in terms of health)</li> </ul>

	<ul style="list-style-type: none"> <li>• Social costs experienced in the deindustrialised world have affected whole communities e.g ex-mining and steel work towns where globalisation has led to multigenerational unemployment</li> <li>• Further evidence might include poverty, deprivation, crime, mental health problems, shorter life expectancy and outmigration of young.</li> </ul> <p><b>Overall:</b> assessment moving towards L3 might involve considering whether economic benefits <i>always</i> outweigh social costs.</p> <p><b>Or</b> assessing impacts in different places, or within a country, or by assessing whether social benefits may outweigh social costs, or assessing who benefits and who loses.</p>
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Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	<b>1-4</b>	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1)</li> <li>• Applies knowledge and understanding of geographical information/ideas, making limited logical connections/relationships. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to produce an interpretation with limited relevance and/or support. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to make unsupported or generic judgements about the significance of few factors, leading to an argument is unbalanced or lacks coherence. (AO2)</li> </ul>
<b>Level 2</b>	<b>5-8</b>	<ul style="list-style-type: none"> <li>• Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1)</li> <li>• Applies knowledge and understanding of geographical information/ideas logically, making some relevant connections/relationships. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to produce a partial but coherent interpretation that is mostly relevant and supported by evidence. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to make judgements about the significance of some factors, to produce an argument that may be unbalanced or partially coherent. (AO2)</li> </ul>
<b>Level 3</b>	<b>9-12</b>	<ul style="list-style-type: none"> <li>• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)</li> <li>• Applies knowledge and understanding of geographical information/ideas logically, making relevant connections/relationships. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to produce a full and coherent interpretation that is relevant and supported by evidence. (AO2)</li> </ul>

		<ul style="list-style-type: none"> <li>Applies knowledge and understanding of geographical information/ideas to make supported judgements about the significance of factors throughout the response, leading to a balanced and coherent argument. (AO2)</li> </ul>
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Question number	Answer	Mark
2(a)	<p style="text-align: center;"><b>AO1 (1 mark)</b></p> <p><i>Lived experience</i> of a place involves a person's feelings about a place, including what it means to them or why it is important to them. It involves the idea of attachment, perception and memories.</p> <p>Do not credit definitions that solely repeat the words in the question without adding meaning.</p>	<b>(1)</b>

Question number	Answer	Mark
2(b)	<p style="text-align: center;"><b>A03 (1 mark)</b></p> <p><b>D</b> More aged 60–69 years voted than the average</p> <p>Correct because average is 69% but 77% of 60-69 age voted. Incorrect answers:</p> <p>A Highest % who did not vote were aged 18-19 B More over 70s voted than aged 18-19 C Lowest % who did not vote were 70+</p>	<b>(1)</b>

Question number	Answer	Mark
2(c)(i)	<p style="text-align: center;"><b>A03 (1 mark)</b></p> <p>43%</p>	<b>(1)</b>

Question number	Answer	Mark
2(c)(ii)	<p style="text-align: center;"><b>A01 (2 marks)/AO2 (1 mark)</b></p> <p>Award <b>1</b> mark for analysing the resource to identify a reason for the level of voting shown, and a further <b>2</b> marks for expansion, up to a maximum <b>3</b> marks. For example:</p> <ul style="list-style-type: none"> <li>They have lower level of engagement with politics (1) because they feel their views are not represented by politicians (1) who do not understand their needs or the pressures on their lives/ feel the system has failed them and their families (1).</li> </ul>	<b>(3)</b>

	<ul style="list-style-type: none"> <li>• They may not have registered to vote (1) because they are more likely to have moved house/ homeless (1) looking for work or to be in short term tenancies(1).</li> <li>• Those with 'low' qualifications are likely to include recent migrants(1) who may lack language skills/low literacy levels(1) and not be registered to vote / informed about the political system / lack of translation services(1).</li> </ul> <p>Accept any other appropriate response.</p>	
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<b>Question number</b>	<b>Answer</b>	<b>Mark</b>
<b>2(d)</b>	<p style="text-align: center;"><b>AO1 (4 marks)</b></p> <p>For each international influence, award <b>1</b> mark for the influence on the local place, and a further <b>1</b> mark for expansion up to a maximum <b>2</b> marks each. For example:</p> <ul style="list-style-type: none"> <li>• Large numbers of migrants from a particular religion live there (1) so places of worship (mosque/temple) are located there to meet the needs of local people(1).</li> <li>• Factories have moved overseas due global shift in services/ manufacturing(1) leaving high rates of unemployment(1)</li> <li>• Clothing/head coverings reflect the people's culture/ for religious reasons (1) and shops supply these due to local demand (1)</li> <li>• Street signs/road names (1) maybe in language appropriate to the community e.g. in Chinatown (1)</li> <li>• Behaviour of local people reflects local religious observance (1) e.g. shopping patterns in north-west London on Fridays/Saturdays where Jewish people observe holy days(1)</li> <li>• Food from elsewhere in the world is popular(1) so takeaways dominate most high streets with fewer UK choices (1).</li> </ul> <p>Accept any other appropriate response. Detail about the named place is not required. The same place must be used for each idea.</p> <p>Allow 'City of Culture' ideas as this was originally a European scheme, also Olympics. These also attract tourists from overseas.</p> <p>No mark for simply naming a place.</p> <p>If no place is named, or a large place is named (e.g. a country) read the answer and credit where you can. The answer is likely to be self-penalising.</p>	<b>(2+2)</b>

<b>Question number</b>	Explain contrasting ways of measuring the success of regeneration strategies.	
<b>Answer</b>		
<b>2(e)</b>	<b>AO1 (6 marks)</b>	
	<b>Marking instructions</b>	
	Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.	
	<b>Indicative content guidance</b>	
	The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited.	
	<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>	
	Relevant points may include:	
	<ul style="list-style-type: none"> <li>• Regeneration usually aims to improve an area economically, so could be measured in terms of increased incomes, numbers of visitors and spending in the community (e.g. reduced numbers of vacant shops).</li> <li>• Success could also be measured in terms of reduction of levels of deprivation in social terms (improved education levels, and life expectancy, or in safe places for children to play or for elderly people to meet or engage in healthy lifestyle activities). A renewed sense of pride in the area may be difficult to measure but still provides evidence of success, so credit discussion of this.</li> <li>• Success could be measured in improvements to the living environment (reduced levels of pollution and fewer areas of abandoned and derelict land, or in terms of replanted areas or increased biodiversity).</li> <li>• Some strategies might see improvement in each of these, or in one or two areas only.</li> <li>• Some may use different players and explain the ways they judge success.</li> </ul>	
<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
	0	No rewardable material.
<b>Level 1</b>	<b>1-2</b>	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1)</li> <li>• Understanding addresses a narrow range of geographical ideas, which lack detail. (AO1)</li> </ul>
<b>Level 2</b>	<b>3-4</b>	<ul style="list-style-type: none"> <li>• Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1)</li> <li>• Understanding addresses a range of geographical ideas, which are not fully detailed and/or developed. (AO1)</li> </ul>
<b>Level 3</b>	<b>5-6</b>	<ul style="list-style-type: none"> <li>• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)</li> <li>• Understanding addresses a broad range of geographical ideas, which are detailed and fully developed. (AO1)</li> </ul>

Question number	Assess why conflicts may occur between stakeholders involved in the regeneration of places. Answer
2(f)	<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.</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>Relevant points may include:</p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• Stakeholders include national government, local councils, retailers, landlords, businesses and local interest groups and residents.</li> <li>• Conflicts can occur among contrasting groups in communities that have different views about the priorities and strategies for regeneration.</li> <li>• Stakeholders use different criteria in judging success of regeneration in both urban and rural places.</li> </ul> <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>• In the past government decisions about nationalising industry (coal and steel) or locations of navy/air bases had major impacts on employment and success or otherwise for local communities.</li> <li>• National governments set targets (e.g. house building) but decisions about locations are made locally leading to conflict.</li> <li>• Local government strategies like Local Enterprise Partnerships (LEPs) or Business Improvement Districts (BID) focus on local needs but often lack sufficient funding or leadership needed to keep a scheme running successfully.</li> <li>• Smaller local projects seek to manage change, and may have ideas and understanding of local needs, so less conflict. Local history groups or Wildlife Trusts may seek to minimise negative impacts of change (e.g clean up derelict sites/ preserve habitats/ old buildings).</li> </ul> <p><b>Overall:</b> A summary/conclusion is not required, but assessing points are essential, but will depend on the chosen approach. This could include:</p> <ul style="list-style-type: none"> <li>• Stakeholders have different levels of influence or power or 'agency' to make decisions, so for example, even if locals object to the regeneration strategy in an area, there is little they can do.</li> <li>• The social, economic or environmental concerns of the stakeholders may be compared in terms of which are most important.</li> <li>• Assessment about why some are 'winners' and some 'losers' may be provided.</li> </ul>

<b>Question number</b>	Assess why conflicts may occur between stakeholders involved in the regeneration of places.
<b>Answer</b>	There are many different ways of approaching this question, and rural, urban or both. Do not expect coverage of all the ideas here. Depending on the areas and type of change and stakeholders chosen, very different ideas will be relevant.

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

Question number	Describe the variation in average house prices from central to east London Answer	Mark
3(a)(i)	<p style="text-align: center;"><b>AO3 (3 marks)</b></p> <p>Prices are highest in central London (1) and decline gradually towards the east (1) an exception to this pattern is the drop between Tottenham Court Road and Holborn (1).</p> <p>Allow 1 mark for correct use of data in support of any one point. E.g. states highest and lowest prices. The largest drop of £1.1m to £728k is between St Paul's and Bank.(1)</p>	(3)

Question number	State one strength and one weakness of using average data to compare areas Answer	Mark
3(a)(ii)	<p style="text-align: center;"><b>AO3 (2 marks)</b></p> <p>Award <b>1</b> mark for a valid strength and <b>1</b> mark for a valid weakness.</p> <p><b>Strength:</b> All data is taken into consideration(1) it is easy to understand/calculate(1) gives an overall picture quickly (1)</p> <p><b>Weakness:</b> Extremes/ anomalies/ outliers (high or low) can alter the mean to a large extent(1) prices may change quickly in some areas, so mean may go out of date very quickly(1).If the prices are very skewed it is not appropriate to use mean (1).</p>	(1+1)

Question number	Explain how one qualitative and one quantitative technique could be used as part of the student's primary data collection into regeneration Answer	Mark
3(b)	<p style="text-align: center;"><b>AO3 (4 marks)</b></p> <p>Award <b>1</b> mark for a valid possible piece of information/method linked to evidence for regeneration, and a further <b>1</b> mark for expansion (this could be a detail on the technique, or why it would be useful) up to a maximum <b>2</b> marks. For example:</p> <p><b>Qualitative:</b></p> <ul style="list-style-type: none"> <li>• Field sketch (1) which can be selective (e.g. leaving out weather, vehicles or people) and annotated to highlight key changes(1)</li> <li>• Photo/360° photo of the area after regeneration (1) which can be compared to an old photo /postcard to show changes (1).</li> <li>• Questionnaires/in depth interviews with locals (1) enable student to find out opinions/understand impacts of regeneration on the community (1)</li> </ul> <p><b>Quantitative</b></p> <ul style="list-style-type: none"> <li>• Numerical data (e.g. counts/measurements of sound/ pollution)(1) which can be compared to another area (1).</li> <li>• Pedestrian counts (1) can be represented graphically, or analysed statistically for relationships/trends(1)</li> </ul> <p>If qualitative and quantitative are the wrong way round, 0 marks.</p>	(2+2)

	If either section is entirely about use of secondary data without reference to primary data collection then 0 marks. Accept any other appropriate response.	
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<b>Question number</b>	Assess the contribution of the secondary research data you used in investigating your geographical enquiry question. <b>Answer</b>
3(c)	<p style="text-align: center;"><b>AO3 (9 marks)</b></p> <p><b>Marking instructions</b> Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. No marks for stating research question, but this should be used as the context for the answer. This must be relevant to Regenerating Places.</p> <p><b>Indicative content guidance</b> Content depends on students' choices of field research and the conclusions drawn. <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>Assessment might include the following:</p> <ul style="list-style-type: none"> <li>• Secondary data helps in understanding/ confirming an idea or in planning locations/risk assessment.</li> <li>• Details on secondary data used and its source could be assessed for its contribution to the question.</li> <li>• e.g.Census data attempts to sample whole population so very accurate but we are currently using 2011 data so it may not be very reliable as populations have changed considerably in some areas.</li> <li>• Such large scale surveys are more representative than any primary data survey carried out in person</li> <li>• Index of Multiple Deprivation (IMD) is carried out more regularly than census (e.g.2010 and 2015) 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 extent of housing areas or populations</li> <li>• Trip Advisor website and blogs give a useful insight into opinions and be a safer/less confrontational 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>

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

Question number	Evaluate the extent to which Brighton could be described as a successful city. 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.</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>Relevant points may include:</p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• Globalisation has affected some places more than others</li> <li>• TNCs are important in globalisation contributing to its spread and taking advantage of economic liberalisation (outsourcing and offshoring)</li> <li>• Scale of migration has increased as the world has become more interconnected (including elite migration).</li> <li>• Successful regions have high rates of employment and levels of multiple deprivation but also high property prices</li> <li>• Infrastructure investment helps maintain growth and improve accessibility to help regeneration</li> </ul> <p><b>AO2</b></p> <p>There are many signs that Brighton is a successful city, though some are more significant than others:</p> <ul style="list-style-type: none"> <li>• Fast transport links within and beyond the UK.</li> <li>• Improving levels of deprivation (fewer LSOAs in deprived deciles and more in the lower deprivation deciles)</li> <li>• Large numbers of global visitors who spend and support jobs</li> <li>• Two universities bring thousands of students who spend locally and many are likely to remain in the area, setting up businesses and creating jobs, and working in local businesses/services</li> </ul> <p>However it also experiences challenges:</p> <ul style="list-style-type: none"> <li>• Continued growth of population and traffic congestion (Fig 4a)</li> <li>• Inequalities as high levels of deprivation contrast with wealth elsewhere (Fig 4a)</li> <li>• Rapid growth is unsustainable causing pressure on housing, schools and hospitals</li> </ul>

<b>Question number</b>	Evaluate the extent to which Brighton could be described as a successful city.
<b>Answer</b>	<ul style="list-style-type: none"> <li>• Universities(Fig 4a) increase 'studentification' with pressures of noise and overcrowding leading to rising house/flat prices and noise</li> <li>• Homelessness (photo) is a result of overcrowding/ high house prices (Fig 4c) but also social pressures and mental illness</li> <li>• Massive visitor numbers cause litter and making area rundown. Regeneration may be needed to keep the visitors coming.</li> <li>• Diversity (e.g. LGBT and foreign born footballers) brings benefits and challenges</li> <li>• Inequalities as high levels of deprivation contrast with wealth elsewhere</li> </ul> <p>Evaluation might include:</p> <ul style="list-style-type: none"> <li>• City has been very successful in recent years, but is perhaps reaching a limit as house prices rising and infrastructure is struggling to cope</li> <li>• Seen as successful because global links are strong and the city has visitors (more tourists than other seaside towns) and elite migrants</li> <li>• Links to London means it has benefited from rapid growth of incomes there as people commute or move out to coastal location</li> <li>• Brexit may reduce need for links to Europe</li> <li>• Wealth and success attract homeless hoping for support/handouts which reduces attractiveness of city centre as people may feel unsafe</li> </ul>

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> </ul>

Level	Mark	Descriptor
		<ul style="list-style-type: none"> <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>

Question number	Answer	Mark
5(a)	<p style="text-align: center;"><b>AO1 (1 mark)</b></p> <p><i>Lived experience</i> of a place involves a person's feelings about a place, including what it means to them or why it is important to them. It involves the idea of attachment, perception and memories.</p> <p>Do not credit definitions that solely repeat the words in the question without adding meaning.</p>	(1)

Question number	Answer	Mark
5(b)	<p style="text-align: center;"><b>AO3 (1 mark)</b></p> <p>72%</p>	(1)

Question number	Answer	Mark
5(c)(i)	<p style="text-align: center;"><b>AO3 (1 mark)</b></p> <p><b>B</b> Oxford had higher anxiety levels than the UK average Oxford's anxiety levels are 35% (average is 29%)</p> <p><b>Incorrect answers:</b></p> <p>A Lowest anxiety levels in Craven C Highest anxiety levels are in Derry City, Oxford and Edinburgh D Urban areas have higher anxiety rates than rural ones</p>	(1)

Question number	Suggest <b>one</b> reason why anxiety levels are so high in urban areas Answer	Mark
5(c)(ii)	<p style="text-align: center;"><b>AO1 (2 marks)/AO2 (1 mark)</b></p> <p>Award <b>1</b> mark for interpreting the resource to identify the pattern and suggesting a valid reason for high/low anxiety levels, and a further <b>2</b> marks for expansion, up to a maximum <b>3</b> marks.</p> <ul style="list-style-type: none"> <li>A higher % of people are at High anxiety levels in urban areas, perhaps because of the high costs of living (housing, transport)(1) leading to high levels of debt(1) meaning that many have to work long hours or have more than one job(1).</li> <li>A lower % are at High anxiety levels in rural areas because there is more exposure to environment/trees/fields/greenery (1) so people are calmer and able to relax(1) through walking dog/exercise outdoors/enjoying night sky (1).</li> </ul> <p>Accept any other appropriate response.</p>	(3)

Question number	Explain two reasons why people's age affects their view of a local place you have studied <b>Answer</b>	<b>Mark</b>
<b>5(d)</b>	<p style="text-align: center;"><b>AO1 (4 marks)</b></p> <p>For each reason, award <b>1</b> mark for a reason for a view and a further <b>1</b> mark for expansion, up to a maximum <b>2</b> marks each. For example:</p> <ul style="list-style-type: none"> <li>• Older people may have attachment to the place as they have lived there a long time (1) and value the peace and beauty of the living space (1).</li> <li>• Young people may want to leave as the opportunities for social activities, higher education, friendship and employment are limited(1), because there are not enough people to provide a market for pubs/shops/schools/cinema (1).</li> </ul> <p>Accept any other appropriate response. Detail about the place is not required. No mark for naming an age group.</p> <p>Do not credit 'mirror' points which present similar points for two age-groups.</p> <p>If no place is named, or a large place is named (e.g. a country) read the answer and credit where you can. The answer is likely to be self-penalising.</p>	<b>(4)</b>

<b>Question number</b>	Explain different ways of measuring the success of the management of cultural and demographic issues
	<b>Answer</b>
<b>5e</b>	<p style="text-align: center;"><b>AO1 (6 marks)</b></p> <p><b>Marking instructions</b> Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p><b>Indicative content guidance</b> The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. <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>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Cultural and demographic issues might include access to health services, education standards, quality of life, hate crime/ racist abuse, lack of engagement, life expectancy, ageing populations.</li> <li>• Improvements in these may be measured by improved incomes and levels of happiness and degree of assimilation /participation in life of community.</li> <li>• Improved health could reduce inequality of life expectancy between groups.</li> <li>• Improved quality of education could enable more from deprived communities to go to university/higher level apprenticeships so they can gain jobs with higher earnings, reducing economic inequalities.</li> <li>• Improved levels of English for migrant people could increase political engagement, meaning improved % election turnout. Also more representation at all levels of government as people feel more confidence about speaking for their community.</li> </ul> <p><b>Do not expect balance between cultural and demographic issues.</b></p>

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

Question number	Assess why conflicts may occur between stakeholders involved in demographic and cultural change. <b>Answer</b>
5(f)	<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.</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>Relevant points may include:</p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• Changes can lead to tension and conflict between stakeholders.</li> <li>• Stakeholders include different community groups, NGOs, local people, environmentalists, local and national governments, TNCs (who may seek to invest in a community they are located in).</li> <li>• Tensions over the diversity of living spaces may occur between long term residents who seek continuity and recent in-migrants who may seek change, or between age groups.</li> <li>• Changes to built environment bring benefits to some but may provoke hostility, as migrants may be seen as a threat to culture,</li> <li>• Different criteria are used by stakeholders to assess success.</li> </ul> <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>• Conflicts are numerous, and depend on the examples chosen. They could be seen in terms of scale (e.g.housing shortage) or economic terms (public funding is limited) or clashes of priorities (tourists compared to locals).</li> <li>• Housing provision is a massive source of tension. A building company/TNC share holders want to make profits but local residents would be concerned at number/ costs of new homes/ low cost rental properties/loss of view.</li> <li>• National government seeks to reduce risk of terrorism through the Prevent strategy, but is accused of only focusing on Islam and is at risk of alienating the people it is trying to engage with.</li> <li>• Local governments have run programmes (youth centres, sport) for young people in the past but many have suffered cuts in funding and have reduced their programmes significantly.</li> <li>• Tourism is a major contributor to the economy in many rural areas (e.g Lake District, Yorkshire Dales) bringing wealthier short term residents. Tourists often have high expectations leading to tensions (housing/ farming). Jobs are provided but these are often seasonal and low paid.</li> </ul>

<b>Question number</b>	Assess why conflicts may occur between stakeholders involved in demographic and cultural change.
	<p><b>Answer</b></p> <p>A summary/conclusion is not required, but assessment is essential, but will depend on the chosen example. It could include:</p> <ul style="list-style-type: none"> <li>• Level of influence of stakeholders varies, as there is likely to be inequality of power/agency, so for example, even if locals object to numbers of second homes in an area, there is little they can do.</li> <li>• Reasons for different levels of conflict could be assessed.</li> <li>• TNCs are likely to have considerable financial backing so may influence decision making about planning permission more significantly than the RSPB who might object to a new development.</li> </ul>

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

Level	Mark	Descriptor
		<ul style="list-style-type: none"> <li>• Applies knowledge and understanding of geographical information/ideas to produce a full and coherent interpretation that is relevant and supported by evidence. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to make supported judgements about the significance of factors throughout the response, leading to a balanced and coherent argument. (AO2)</li> </ul>

Question number	Answer	Mark
6(a)(i)	<p style="text-align: center;"><b>AO3 (3 marks)</b></p> <p>Life expectancy increases away from central London (1) then declines towards the east after Liverpool Street (1). The largest drop is between Liverpool Street and Bethnal Green (1) which is a 9 year drop (1).</p> <p>Allow 1 mark for correct use of data in support of any one point.</p> <p>Do not award a mark for merely stating a number.</p>	(3)

Question number	Answer	Mark
6(a)(ii)	<p style="text-align: center;"><b>AO3 (2 marks)</b></p> <p>Award <b>1</b> mark for a valid strength and <b>1</b> mark for a valid weakness.</p> <p><b>Strength:</b> All data is taken into consideration (1). It gives an overall picture quickly (1)</p> <p><b>Weakness:</b> Extremes (high or low) can alter the mean to a large extent (1). If life expectancies are very skewed it is not appropriate to use mean (1).</p>	(1+1)

Question number	Answer	Mark
6(b)	<p style="text-align: center;"><b>AO3 (4 marks)</b></p> <p>Award <b>1</b> mark for a valid possible piece of information/method linked to levels of deprivation and a further <b>1</b> mark for expansion (this could be a detail on the technique, or why it would be useful) up to a maximum <b>2</b> marks. For example:</p> <p><b>Qualitative:</b></p> <ul style="list-style-type: none"> <li>• Field sketch (1) which can be selective (e.g.leaving out weather, vehicles or people) and annotated to highlight key changes(1).</li> <li>• Annotated photo/360° photo (1) can be compared to an old photo/postcard to show changes (1).</li> <li>• Questionnaires/in depth interviews (1) enable student to find out opinions/understand impacts of deprivation on local people (1).</li> </ul>	(2+2)

	<p><b>Quantitative</b></p> <ul style="list-style-type: none"> <li>Numerical data (e.g. counts/measurements of sound/ pollution, environmental quality surveys)(1) which can be compared to another area (1) .</li> <li>Pedestrian counts etc.(1) can be represented graphically, or analysed for relationships/trends(1).</li> </ul> <p>If qualitative and quantitative are the wrong way round, 0 marks. If either section is entirely about use of secondary data 0 marks. Accept any other appropriate response.</p>	
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Question number	Assess the contribution of the secondary research data you used in investigating your geographical enquiry question. <b>Indicative content</b>
<b>6(c)</b>	<p style="text-align: center;"><b>AO3 (9 marks)</b></p> <p><b>Marking instructions</b></p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>No marks for stating research question, but this should be used as the context for the answer. This must be relevant to Diverse Places.</p> <p><b>Indicative content guidance</b></p> <p>Content depends on students' choices of field research and the conclusions drawn. <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>Assessment may include the following:</p> <ul style="list-style-type: none"> <li>Details on secondary data used and its source could be assessed for bias, accuracy and reliability</li> <li>e.g. Census data attempts to sample whole population so very accurate but we are currently using 2011 data so it may not be very reliable as populations have changed considerably in some areas.</li> <li>Such large scale surveys are always going to be more representative than any primary data survey carried out in person</li> <li>Index of Multiple Deprivation is carried out more regularly (e.g. 2010 and 2015) but it quickly becomes out of date</li> <li>Maps (current OS or Google maps, and older maps) are likely to be accurate allow comparison with past land-uses or extent of housing areas or populations.</li> <li>Trip Advisor website and blogs may give useful insight into opinions and be a safer/less confrontational 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 expertise and value which could be explained.</li> </ul> <p>Assessment could:</p>

	<ul style="list-style-type: none"> <li>• Compare the different secondary sources for their validity/ accuracy/ reliability, or consider the extent to which the chosen sources helped to investigate the research question. 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. differences in questions asked, old photos not precisely located or dated)</li> </ul> <p>No marks if no secondary sources/methods are identified. No marks for secondary data about Physical Geography unless it is specifically linked to the research question.</p>
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Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	<b>1-3</b>	<ul style="list-style-type: none"> <li>• Shows evidence that fieldwork investigation skills used may not have been fully appropriate or effective for the investigation of the geographical questions/issue. (AO3)</li> <li>• Considers the fieldwork investigation process/data/evidence, with limited relevant connections and/or judgements. (AO3)</li> <li>• Argument about the investigation is simplistic and/or generic. (AO3)</li> </ul>
<b>Level 2</b>	<b>4-6</b>	<ul style="list-style-type: none"> <li>• Shows evidence that fieldwork investigation skills used were largely appropriate and effective for the investigation of the geographical questions/issue. (AO3)</li> <li>• Critically considers the fieldwork investigation process/data/evidence in order to make some relevant connections and valid judgements. (AO3)</li> <li>• Argument about the investigation may have unbalanced consideration of factors, but is mostly coherent. (AO3)</li> </ul>
<b>Level 3</b>	<b>7-9</b>	<ul style="list-style-type: none"> <li>• Shows evidence that fieldwork investigation skills used were appropriate and effective for the investigation of the geographical questions/issue. (AO3)</li> <li>• Critically considers the fieldwork investigation process/data/evidence in order to make relevant connections and judgements that are supported by evidence. (AO3)</li> <li>• Argument about the investigation includes balanced consideration of factors and is fully developed and coherent. (AO3)</li> </ul>

Question number	Evaluate the extent to which west Cornwall could be described as a rural idyll. 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.</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>Relevant points may include:</p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• The global shift has created winners and loser for people</li> <li>• Some deindustrialised regions face problems as a result of economic restructuring (depopulations and high unemployment)</li> <li>• Migration has economic/social costs and benefits for host regions.</li> <li>• Rural places are seen differently by different groups because of their lived experience and perceptions of those places.</li> <li>• Rural places have a strong sense of place and environmental value and some groups will want to protect these against change.</li> </ul> <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>• Rural idyll' implies a positive perception of the area, held by visitors or those who move for retirement, or EU migrants (Fig 7a) as well as by many who have lived here all their lives (top photo 7d).</li> <li>• West Cornwall has many attractions (e.g. Coast 7d photo, as seen in Poldark, air BnB) despite isolation and industrial decline (tin/copper mining linked to global shift) (Fig 7a)</li> <li>• Tourism and migration for retirement counter the poor opportunities for young people, resulting in growing but ageing population.</li> <li>• House prices are less affordable (Fig 7c) for local people than elsewhere in the country(forced higher by migrants from elsewhere)</li> <li>• Young people often move away for education, higher paid jobs (low salaries Fig4b), affordable accommodation or settle for low seasonal incomes so for some it is a place to escape from.</li> <li>• Transport connections are seasonal and often slow, though fast broadband helped by EU funding has enabled global communications.</li> </ul> <p>Evaluation might include:</p> <ul style="list-style-type: none"> <li>• The degree to which Cornwall is seen as an idyll varies with groups.</li> </ul>

		<ul style="list-style-type: none"> <li>• Quality of life socially and economically is positive for migrants and tourists, but not for all local groups</li> <li>• The elderly dependent on council services struggle due to cuts</li> <li>• Decisions by young people vary, depending on their priorities</li> <li>• Uncertainty for the future as EU funding ends with Brexit.</li> </ul>
<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
	0	No rewardable material.
<b>Level 1</b>	<b>1-4</b>	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1)</li> <li>• Applies knowledge and understanding of geographical information/ideas, making limited 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> </ul>

		<ul style="list-style-type: none"><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>
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