Mark Scheme (Results)

October 2020

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

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Question number	Identify the policy used by national governments which contributes to globalisation. **Answer**	**Mark**
1(a)	**AO1 (1 mark)** **D** Privatisation of industries: correct because this was used by the UK government under Margaret Thatcher **A** Internet censorship: Incorrect because this limits globalisation **B** Increasing tariffs: Incorrect because this limits globalisation **C** Restricting migration: Incorrect because this limits globalisation	**(1)**

Question number	Calculate the total tonnes of blueberries imported in 2015 **Answer**	**Mark**
1(b)(i)	**AO3 (1 mark)** • **7400** (1) Do not accept other answers.	**(1)**

Question number	Calculate the increase in tonnes of blueberries imported between 2000 and 2015. **Answer**	**Mark**
1(b)(ii)	**AO3 (1 mark)** 7400 - 568 = **6832** (1) If answer to b(i) is wrong, but subtraction carried out, allow (1) if answer is correct for data used.	**(1)**

Question number	Suggest **one** way Information and Communications Technology (ICT) accelerates food imports between countries. **Answer**	**Mark**
1(b)(iii)	**AO1 (2 marks)/AO2 (1 mark)** Award **1** mark for identifying a way ICT accelerates imports and and a further **2** marks for expansion, up to a possible **3** marks. For example: Food Imports are speeded up because: • Orders/payments are made online (1) so can respond quickly to demand (1) without waiting for a paper trail (1).	**(3)**

| | Online systems for logistics (1) so food is shipped by lorry/plane/containership (1) increasing speed of transport as transport is waiting (1). GPS enables transport to find producer(1) so food can be moved efficiently (1) before it goes off and is worthless (1). Accept any other appropriate response. | |

Question number	Explain **two** ways the global shift of industry has affected the health of people living in developing countries.	Mark
	Answer	
1(c)	**AO1 (4 marks)** For each, award **1** mark for explaining an impact of an environmental problem and a further **1** mark for expansion, up to a maximum **2** marks each. For example: - Factory waste causes contamination of rivers (e.g. chromium, manganese) (1) leading to illness as it lowers immunity and can cause birth defects(1). - Polluted air in cities is caused by burning of coal to generate electricity(1) leading to high incidence of breathing problems(1). - Increased tax paid by TNC (1) so government can increase investment in hospitals/ (1). - Workers earn more through regular employment (1) so can afford medicine/ hospital care for families (1). Answers must make a link to health of people. Impacts can be positive or negative. Accept any other appropriate response.	(4)

Question number	Explain how Trans National Corporations (TNCs) contribute to the spread of globalisation.	
	Answer	
1(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: - Globalisation involves connectivity between places and the exchange of goods, services, ideas and capital between them. - TNCs facilitate trade between countries, and require many of the elements of globalisation to do so, including infrastructure and fast ICT connections to move orders, goods and capital.	

	• They seek new markets for goods and services for profit, thereby connecting some places but ignoring others. • They seek new places for production to lower costs. • They provide the means whereby connectivity occurs, e.g.Easyjet, Microsoft, Apple and are therefore both exploit people's need for connectivity and reach into new places. • Cultural exchange occurs as TNCs glocalise products but retain branding via colour, name or architecture of store. • Tourism TNCs enable travel(Easyjet) to experience new culture (Thomson, Kuoni) For L3 answers are likely to include the of growing/increasing spread, and/or discuss other factors that also contribute (e.g. IT, transport).

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	Assess the causes and consequences of the contrasting migration patterns experienced by Italy and Romania.
	Answer
1(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:

AO1

- The scale and pace of economic migration has increased as the world has become more interconnected, creating consequences for people and the physical environment.
- International migration has economic, social, political and environmental costs and benefits for both host and source locations.
- Some deindustrialised regions in developed countries face social problems including depopulation and high unemployment.

AO2

- Resource shows migration from Romania to Italy is high.
- Likely reasons are a more successful economy (higher GDP per capita), suggesting higher wages and more opportunities for promotion, and higher HDI suggesting more opportunity for education and health provision.
- Italy is a founder member of EU and its fore-runners and is more integrated into global economy (high GDP per capita) with high % employment in permanent full time tertiary/quaternary jobs.
- As Romania's GDP per capita is relatively low it is likely many are still employed in primary industry and relatively few have the qualifications or skills to help build a successful modern economy.

	- Therefore many leave, particularly those of working age and with qualifications, further decreasing work force (including medical staff). - If those who leave have entrepreneurial skills, wealth creation in Italy is boosted but reduced in Romania - The social costs of this are transferred fertility rates, with populations growing in Italy but falling in Romania, and ongoing economic costs as dependency ratios worsen and tax base is undermined. - Italy is likely to experience social costs as migration numbers rise and there is the possibility of restrictions over movement, if not from Romania (EU permits free movement) then from elsewhere. - There are benefits for both as migrants may fill skills and worker shortages and help reduce wages for employers so helping improve global competiveness of businesses. Assessment: Costs for both, yet benefits with increased opportunity and shared cultures.

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	Identify **one** way of comparing economic inequality between two places in the same country.	Mark
	Answer	
2(a)	**AO1 (1 mark)**	**(1)**
	• Average wages (1) • Level of disposable income(1) • Unemployment (1) • Job vacancies (1) • House prices (1) • Housing affordability (1). Accept any other appropriate response.	

Question number	Calculate the mean value for derelict area for the local authorities shown.	Mark
	Answer	
2(b)(i)	**AO3 (1 mark)**	**(1)**
	• Mean value is • 1660 ÷ 11 = **150.9** Only accept this answer.	

Question number	Calculate the median value for derelict area for the local authorities shown.	Mark
	Answer	
2(b)(ii)	**AO3 (1 mark)**	**(1)**
	14,16, 48,73,91,**94,**105,117,210,341,551 Answer is 94 Only accept this answer.	

Question number	Suggest **one** reason why the amount of derelict land might differ between these different local authorities. **Answer**	**Mark**
2(b)(iii)	**AO1 (2 marks)/AO2 (1 mark)** Award **1** mark for analysing the resource to find the variation shown, and a further **2** marks for expansion, up to a maximum **3** marks. For example: • Amount of local authority or business/private income to redevelop derelict land varies (1) and therefore the level of investment to clear contaminated land (1) so this might be higher in urban areas, many of which have low levels of derelict land (1). • Economic history/ industrialisation varies (1) so areas with heavy industry or coal/slate mining will be much more expensive to clear (1) so large areas may be left derelict for decades (1). • Many rural areas (and areas with urban and rural) have not experienced industrialisation (1) so there is a low level of derelict/contaminated land(1) and areas may be protected as National Parks so is likely to stay undamaged (1). Accept any other appropriate response. Note that specialised knowledge of Scotland is not expected, so accept reasonable suggestions.	**(3)**

Question number	Describe two different viewpoints shown in media sources about the need for regeneration in your chosen local place. **Answer**	**Mark**
2(c)	**AO1 (4 marks)** For each reason, award **1** mark for describing an appropriate media source and a further **1** mark for expansion up to a maximum **2** marks each. For example: • Local newspaper Dorset Echo (1)tends to stress negative stories e.g. Weymouth is said to have the lowest wages in the whole of England so new jobs opportunities are needed (1). • Blogs by local people (1) are often very honest, presenting personal qualitative accounts of the limited opportunities (1). • News letter published online by the local authority (1) is often very positive to attract visitors so publishes footfall data and stresses profit increases on previous years (1).	**(4)**

	A local area provides the context but there is no mark for naming an area.	
	Allow a broad interpretation of media sources.	
	Accept any other appropriate response.	

Question number	Explain why local opinions may differ about ways to regenerate places.
	Answer
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:

- Opinions vary as stakeholders hold different priorities and perceptions of the needs of the area and the best way forward.
- For example, local governments, local businesses and residents, and those of different ages/genders/ethnicity and length of residence will assess regeneration ideas using contrasting criteria.
- Views will depend on the meaning and lived experiences of an urban place and the impact of change on both the reality and the image of that place.
- For example, businesses may welcome investment in a flagship pedestrianised project which will encourage anchor stores as this will draw in customers who will also spend elsewhere.
- Longer term residents may have attachment to the appearance of the older buildings and those less able to walk may want the convenience of buses stopping outside shops.

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	Assess why stakeholders might use different criteria when judging the success of regeneration strategies in EITHER urban OR rural places.
	Answer
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:

AO1

- Regeneration includes a range of strategies, including infrastructure change, development, rebranding, local government policies , retail-led, tourism, leisure, sport, and public, community or private initiatives.

- Rebranding represent areas as being more attractive by changing public perception of them and might include creating a specific place identity building on industrial heritage, or on heritage and literary associations.

- Stakeholders are likely to use different criteria to assess the success or limitations of the strategies.

- Success of regeneration strategies could be measured by economic, demographic, social and environmental criteria.

- The scale of a strategy could be regional or local.

AO2

- Choice of locations and strategies will influence the factors discussed

- For example, in comparison to previous problems experienced, a regenerated area might have more visitors/profit, which a business owner would assess as a success, or more jobs valued by locals.

- But local people might feel this increases level of litter or overcrowding on public transport so see it as a frustration.

- Families might value a cleaner environment with more children's activities.

- Environmentalists might judge success through measuring biodiversity or reduction in pollution levels.

Question number	Assess why stakeholders might use different criteria when judging the success of regeneration strategies in EITHER urban OR rural places.
	Answer

- The local health authority might assess opportunities created for a healthier lifestyle (e.g. an outdoor gym as part of a rebranded park).
- However if access/parking/public transport is limited then locals might see the regeneration as a failure if they can no longer park outside their houses.

Assessment might include a judgement about economic, social or environmental criteria stakeholders use. Statistical criteria might be more objective, whereas local people might make subjective judgements.

Businesses might use economic criteria but environmentalists use criteria based on pollution levels or number of species/ habitats.

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	Describe the change in level of income deprivation from the start of the transect to the finish. **Answer**	**Mark**
3(a)(i)	**AO3 (2 marks)** Award **1** mark for each correct description of the changes in income deprivation. • Levels of income deprivation decline from the start (20-30% deprived) to the finish (10% most deprived) of transect (1) • The change is not regular (1), with less income deprivation approximately two thirds along the transect(1). • One section has markedly different income deprivation on the left hand side of the road to the right hand side(1). • Allow 1 mark for a data point supporting a correctly made description of a change. Accept any other appropriate response.	**(2)**

Question number	State **one** advantage and **one** disadvantage of displaying data using a choropleth map as shown in Figure 3. **Answer**	**Mark**
3(a)(ii)	**AO3 (2 marks)** Award **1** mark for a valid advantage and **1** for a valid disadvantage. **Advantages:** • Shows distribution of a factor over an area allowing for comparison(1). • Easy to see the deprived and less deprived areas (1) **Disadvantages:** • Sudden changes are implied by the LSOA boundaries which are unlikely in reality (1). • Mean for the LSOA hides the inequality within it. • It can be difficult to distinguish different shades of colour (1). Accept any other appropriate response.	**(2)**

Question number	State a suitable null hypothesis the students could use to analyse this data **Answer**	**Mark**
3(a)(iii)	**AO3 (1 mark)** • There is no relationship between level of income deprivation and environmental quality in this area of Haringey (1).	**(1)**

	There is no statistically significant relationship between income deprivation and environmental quality (1). Accept any other appropriate response	

Question number	Complete the table **Answer**	Mark
3(a)(iv)	**AO3 (2 marks)** Award **1** mark for 2 correct answers, to a total of 2 marks	**(2)**

8	13.5	1.5	2.25

Do not accept any other response.

Question number	Explain whether they should accept the null hypothesis. **Answer**	Mark
3(a)(v)	**AO3 (2 marks)** Award **1 mark** for a valid reason and a further **1 mark** for a development, extension or a second reason. - Reject it because the Rs score of 0.944 is greater than the figures at both 0.05 and 0.01 significance level (1) which means that there is a strong correlation between the two variables (1). - They can be 99% confident that there is a relationship between income deprivation and environmental quality (1) because a place with high levels of incomes deprivation also has a high levels of environmental problems (1). Accept any other appropriate response.	**(2)**

Question number	Assess the accuracy and reliability of the methods used to collect primary data for your own enquiry.
	Answer
3(b)	**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. **Indicative content guidance** Content depends on students' choices of field research and the conclusions drawn. Assessment should include the following: - Shows a clear understanding of the aim of the enquiry - Explains the data collection methods used , and assesses the ways they helped achieve the aim - Assessment is likely to include comments on the strengths and weaknesses of the methods used. - Accuracy, reliability and validity of the methods used are likely to be considered in answers. - Also a consideration of how representative the data collected was. - Allow consideration of ways the methods used could be improved as part of the answer.

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)

Level	Mark	Descriptor
		• 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	The Indian government has prevented any further changes in function by the TNC in the Niyamgiri hills. Evaluate the extent to which this decision will benefit **the players in the Niyamgiri hills.** **Answer**
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: - 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: **AO1** - National governments encourage economic liberalisation. - TNCs contribute to the spread of globalisation through global production networks. - Globalisation has affected some places more than others. - Communities in developing countries have experienced major environmental problems (including air and water pollution, land degradation, over-exploitation of resources, and loss of biodiversity), which impact on people's health and wellbeing. - Places have changed their function and characteristics over time, which influences the residents' sense of identity. - Conflicts can occur among contrasting groups in communities with different views about priorities and strategies. **AO2** - Groups in the RB include: Dongria Kondh, farmers, people in plains below the mountains, the TNC, its employees and the wider world. - Dongria Kondh's identity will be protected as they can continue their way of life, land, community and food and energy sources, and for the environment. if mining is banned, - As the refinery will still exist, there will be threats to life style. - They have benefited from the school and hospital provided by TNC, which may be removed if the mine does not go ahead.

Question number	The Indian government has prevented any further changes in function by the TNC in the Niyamgiri hills. Evaluate the extent to which this decision will benefit **the players in the Niyamgiri hills.** **Answer**
	- TNC provides jobs and revenue which benefit both local communities and through tax, the national government, - TNC loses out from having reliable, local and low cost supplies. - There are costs for TNCs and governments if they are exposed to public disapproval via objections and publicity. - Drinking water will still be available. - Possible cures and food supplies may be obtained from the forest, which may benefit the rest of India or the world's people. Evaluation is likely to consider the benefits to Dongria Kondh, whose lifestyle can continue, but the economic losses to the TNC and to a lesser extent the government. Benefits to the wider world include crops and medical cures.

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

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

Question number	Identify **one** reason some rural places may be perceived as undesirable. **Answer**	Mark
5(a)	**AO1 (1 mark)** • Remote location(1) • Limited access to services (1) • Few social opportunities (1) • High transport costs (1). Accept any other appropriate response (1).	**(1)**

Question number	Calculate the mean value for crimes in 2017 for the counties shown. **Answer**	Mark
5(b)(i)	**AO3 (1 mark)** • Mean value is 781.4/11 = 71.03 • **71.0** (to 1 decimal place) (1) Also accept 71.	**(1)**

Question number	Calculate the median value for crimes in 2017 for the counties shown. **Answer**	Mark
5(b)(ii)	**AO3 (1 mark)** • Median value is • 74 (1). Only accept this answer.	**(1)**

Question number	Suggest **one** reason why the rate of crime might vary between these counties. **Answer**	Mark
5(b)(iii)	**AO1 (2 marks)/AO2 (1 mark)** Award **1** mark for interpreting the resource to identify a valid reason for high/low crime rates, and a further **2** marks for expansion, up to a maximum **3** marks**.** • Higher crime rates in urban areas (1) because population is denser /higher number of pubs/ more students live there (1) so more opportunity to commit a crime/rob someone (1).	**(3)**

| | • Lower crime rates in rural areas (1) because people are more likely to know each other (1) so someone who is there without a good reason will be noticed (1).
• Accept any other appropriate response. | |

Question number	Describe the contrasting evidence provided by **two** different media sources of the image of your local place. **Answer**
5(c)	**AO1 (4 marks)** For each reason, award **1** mark for describing an appropriate media source and a further **1** mark for expansion up to a maximum **2** marks each. For example: • Local newspaper Dorset Echo (1)tends to stress negative stories e.g. Weymouth is said to have lowest wages in the whole of England so there are few opportunities for young(1). • Blogs by local people (1) are often very honest, presenting personal qualitative accounts of their lives/problems(1). • News letter published online by the local authority (1) is often very positive to attract visitors so publishes footfall data and stresses profit increases on previous years (1). A local area provides the context but there is no mark for naming an area. Allow a broad interpretation of media sources. Accept any other appropriate response.

Question number	Explain why perceptions of inner city areas have changed over time.
	Answer
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: - In Victorian times cities were perceived as dangerous due to poor quality drinking water, polluted air, risk of crime and overcrowded slums. E.g. Shoreditch in east London, Angel Meadow in Manchester. - Parts were used for wealth creation (City of London) or designed for wealthy elite (e.g.Bloomsbury, Piccadilly) so perceptions were positive, and these areas remained desirable in 21st century - Many areas in inner cities became over-crowded in 20th century, and large houses were split into multiple occupancy homes and wealthier people chose to move to the suburbs as public transport improved. - In recent years, regeneration of inner areas has encouraged counter-urbanisation and wealthy elites, young workers and students perceive the high rental/purchase prices are worth paying for the benefits of shorter, cheaper journeys to work and the social opportunities. - Heavily polluted air (by traffic) and risk of knife crime means areas formerly perceived as unattractive may still be seen this way.

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	Assess why stakeholders may use different criteria for judging the success of managing social tensions in **EITHER** urban **OR** rural places. **Answer**
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: **AO1** • Tensions arise in diverse living spaces, both urban and rural, especially between long-term residents who seek continuity and recent in-migrants who may seek change. • Each area will have different issues requiring management. • Stakeholders include national government, local government, community leaders, business, school leaders, as well as demographic groups and their spokespeople, each with their own strategies. • Criteria used for measuring success include a range of range of economic, social, demographic and environmental variables. **AO2** • National government tends to have funds and makes decision over major policies such as migration or access to funds for social

Question number	Assess why stakeholders may use different criteria for judging the success of managing social tensions in **EITHER** urban **OR** rural places.
	Answer
	housing, and is likely to judge success in terms of targets set out at the start. • Success may be measured according to the policy (e.g.in houses built, or reduction in migrant numbers). • Local community leaders will have contacts within migrant/youth/ elderly groups and measure success through reduction in isolation or in racist incidents as they seek to support their interests and maintain cultural links. • Housing strategies provoke issues in both rural and urban areas as people want to protect their own investments, and will measure success in terms of number houses/flats built or people rehoused. • Some stakeholders have more influence and power in reducing tensions than others giving their criteria more influence. • Environmentalists may work with community groups to reduce social tension but also want to achieve a wider biodiversity. • Schools may judge success in terms of reduced exclusions or relocations but also be accountable to governors and parents. Assessment might include a judgement the relative levels of successes and failures in terms of social criteria.

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)

Question number	Assess why stakeholders may use different criteria for judging the success of managing social tensions in **EITHER** urban **OR** rural places.
	Answer

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	Describe the change in level of income deprivation from the start of the transect to the finish	Mark
	Answer	
6(a)(i)	**AO3 (2 marks)** Award **1** mark for each correct description of the changes in income deprivation. - Levels of income deprivation decline from the start (20-30% deprived) to the finish (10% most deprived) of transect (1) - The change is not regular, with less income deprivation approximately two thirds along the transect.	**(2)**

	• One section has markedly different income deprivation on the left hand side of the road to the right hand side. Accept any other appropriate response.	

Question number	State **one** advantage and **one** disadvantage of displaying data using a choropleth map as shown in Figure 4. **Answer**	Mark
6(a)(ii)	**AO3 (2 marks)** Award **1** mark for a valid advantage and **1** for a valid disadvantage. **Advantages:** • Shows distribution of a factor over an area allowing for comparison(1). • Easy to see the deprived and less deprived areas (1) **Disadvantages:** • Sudden changes are implied by the boundaries of the LSOA which are unlikely in reality (1). • Mean for the LSOA hides the inequality within it (1). • It can be difficult to distinguish different shades of colour (1). Accept any other appropriate response.	(2)

Question number	State a suitable null hypothesis the students could use to analyse this data **Answer**	Mark
6(a)(iii)	**AO3 (1 mark)** • There is no relationship between level of income deprivation and perception of safety in this area of Haringey (1). • There is no statistically significant relationship between income deprivation and how safe students feel(1). Note that markers should allow up to 2 marks even if the null hypothesis is questionable or poorly phrased. Accept any other appropriate response	(1)

Question number	Complete the table **Answer**	Mark
6(a)(iv)	**AO3 (2 marks)** Award **1** mark for 2 correct answers, to a total of 2 marks | 7 | 12.5 | -0.5 | 0.25 | Do not accept any other appropriate response.	**(2)**

Question number	Explain whether they should accept the null hypothesis. **Answer**	Mark
6(a)(v)	**AO3 (2 marks)** Award **1 mark** for a valid reason and a further **1 mark** for a development, extension or a second reason. • They should reject the null hypothesis because the Rs score of 0.892 is greater than the figures at both 0.05 and 0.01 significance level (1) which means that there is a strong correlation between the two variables (1). • They can be 99% confident that there is a relationship between income deprivation and environmental quality (1) because a place with high levels of incomes deprivation also has a high levels of environmental problems (1). • Accept any other appropriate response.	**(2)**

Question number	Assess the accuracy and reliability of the methods used to collect primary data for your own enquiry.
	Indicative content
6(b)	**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. **Indicative content guidance** Content depends on students' choice of field research and the conclusions drawn. Assessment should include the following: - Shows a clear understanding of the aim of the enquiry - Explains the data collection methods used , and assesses the ways they helped achieve the aim - Assessment is likely to include comments on the strengths and weaknesses of the methods used. - Accuracy, reliability and validity of the methods used are likely to be considered in answers. - Also a consideration of how representative the data collected was. - Allow consideration of ways the methods used could be improved as part of the answer.

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	Different players have made changes in the Niyamgiri hills. Evaluate the extent to which tensions or conflict are inevitable for the local people. **Answer**
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:
	AO1
	- TNCs contribute to the spread of globalisation through supplying global production networks. - Globalisation has affected some places and people more than others. - Communities in developing countries have experienced major environmental problems (including air and water pollution, land degradation, over-exploitation of resources, and loss of biodiversity), which impact on people's health and wellbeing. - Global, international, regional and national influences shape places. - Groups assess success using contrasting criteria, depending on the meaning of the place and the impact of change on both the reality and their image of that place.
	AO2
	- Groups in the RB include: Dongria Kondh, farmers, people in plains below the mountains, the TNC, its employees and the wider world. - The government is a major stakeholder with responsibility for all its people, seeking to provide education for indigenous groups, but is criticised for not protecting them. - Dongria Kondh could lose their distinctive and sustainable lifestyle and identity, and communities lose their ancestral homes in this remote rural place as contact grows with the outside world.

- Environmental damage to ecosystems, rivers, and atmosphere will affect people's wellbeing and biodiversity in the present and future, both locally and in the region and wider world.
- TNCs benefit from economic profit, obtained through the refinery, and brings jobs and revenue which benefit both local communities and national governments via the tax structure. Local people may reject this, wanting to preserve their identity from cultural tensions.
- Middle class and 'modern India' could benefit from use of food and medical products from Niyamgiri.

Evaluation is likely to consider that economic opportunities and global connectivity come at a massive and permanent cost for minority groups. Credit groups of any size, including local and national.

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