

Paper 2 mark scheme

Question number	Answer	Mark
1(a)	<p style="text-align: center;">AO1 (1 mark)</p> <p>Award 1 mark for correct definition, for example:</p> <ul style="list-style-type: none"> • movement of the global economic centre of gravity to Asia (1) • outsourcing of manufacturing and service provision to Asia (accept China, Middle Income Countries) (1). <p>Accept any other appropriate response.</p>	(1)

Question number	Answer	Mark
1(b)(i)	<p style="text-align: center;">AO3 (1 mark)</p> <p>Answer: \$1.70</p> <p>Do not accept any other value.</p>	(1)

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

Question number	Answer	Mark
1(b)(iii)	<p style="text-align: center;">AO1 (2 marks)/AO2 (1 mark)</p> <p>Award 1 mark for analysing the information to identify a possible reason for lower labour costs, and a further 2 marks for expansion, up to a possible 3 marks. For example:</p> <ul style="list-style-type: none"> • lower cost of living (1) as housing/food costs are lower (1) so company can recruit workers on lower wages (1) • large numbers of workers available (1) as there are few other formal job opportunities/many work in informal employment (1) so factories can demand longer hours/fewer breaks which reduces costs (1) • non-unionised labour (1) as there are few government regulations (1) so there is no minimum wage (1) • fewer regulations/employment law in factories (1) so there is no sick pay/maternity pay (1) which means employers only pay for hours that are worked (1). <p>Accept any other appropriate response.</p>	(3)

Question number	Answer	Mark
1(c)	<p style="text-align: center;">AO1 (4 marks)</p> <p>For each way, award 1 mark for a change in transport, and a further 1 mark for expansion, up to a maximum 2 marks each. For example:</p> <ul style="list-style-type: none"> • faster/cheaper trains/ships have resulted in decreased friction of distance (1) which results in apparent shrinking world with cultural/economic/social links (1) • containerisation of shipping has led to reductions in cost of shipping (1) so growth in global trade as it facilitates outsourcing/growth of TNCs and global supply chains (1) • reduction in cost of air flights as aircraft have become larger/more efficient (1) so promotion of tourism/business/migration travel for individuals (1). <p>Accept any other appropriate response.</p>	(4)

Question number	Answer
1(d)	<p style="text-align: center;">AO1 (6 marks)</p> <p>Marking instructions</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>Indicative content guidance</p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <ul style="list-style-type: none"> • Globalisation is often thought to have exported the environmental negative externalities of production from developed to developing countries due to increased environmental regulations in developed countries such as the EU large combustion plant directive on NOX and SO2 emissions leading to the export of these gases to countries such as China • In addition, globalisation has led to the increased development of the natural resource base of developing countries such as the growth of palm-oil production in Indonesia which leads to loss of biodiversity, particularly in the habitat of the orangutan. • regulations may be less stringent and less likely to be enforced in developing countries leading to higher levels of air pollution – Taipei in Taiwan has one of the world’s highest levels of air pollution • Globalisation also increases the length of the production chain: each stage and transport between them can cause air/water/land pollution • pollution and damage to ecosystems may cause long-term problems to ecosystems and to people’s health. There are over 7000 factories in Mexico City which has led to levels of air pollution that are dangerous to human health on 2 out of 3 days as well as to damage to the local water courses.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Understanding addresses a broad range of geographical ideas, which are detailed and fully developed. (AO1)

Question number	Answer
1(e)	<p style="text-align: center;">AO1 (3 marks)/AO2 (9 marks)</p> <p>Marking instructions</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 only AO1 without any AO2 should be awarded marks as follows:</p> <ul style="list-style-type: none"> • Level 1 AO1 performance: 1 mark • Level 2 AO1 performance: 2 marks • Level 3 AO1 performance: 3 marks. <p>Indicative content guidance</p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <p>AO1</p> <ul style="list-style-type: none"> • Globalisation can impact on culture through the sharing of ideas and values linked to consumption, trade, TNCs, migration, tourism, internet, social media, film, music, food, customs, clothing • Globalisation has therefore aided the creation of culturally mixed societies and thriving migrant diasporas in some locations, but social and political tensions have resulted elsewhere • Some groups seek to retain their cultural identity within countries and seek to retain control of culture whereas others embrace its cultural diversity <p>AO2</p> <ul style="list-style-type: none"> • Key cause of social tension has been the 'westernisation' of food/clothes/language seen, for example, by the spread of Coca Cola, Starbucks, and Levi etc. Impacts of western ideas on local tradition and culture are resisted by some individuals, groups or governments. For example: Hasidic Jewish community in Stamford Hill, London, or the First Nations movement in Canada. In these places, western ideas are contrary to deeply held beliefs. • Both diaspora and remote communities may seek to preserve their culture from the spread of western values (for example, Bengali community in London, Amish communities in USA) leading to social tension both within and between communities. Some younger members may have greater exposure to the forces of globalisation (including internet or travel for education) causing tensions with older, more conservative members. • Cultural globalisation can lead to political tension where the spread of the 'western culture' of democracy clashes with the political ideas of another country. This political tension is sometimes shown through the growth of localism, nationalism and political involvement where communities feel threatened. For example, in North Korea the political elite reject the cultural norms of a democratic 'westernized' society leading to tension between countries. • There can also be hidden tension within a country as younger members of the society who have been exposed to global forces (for example through education or use of the internet) seek similar democratic rights as other young people in other countries. Political

	<p>tension is created between these young people and the ruling elite.</p> <ul style="list-style-type: none"> • A key factor in both social and political tension is the access to the forces of globalisation (such as the internet), which can lead to other political tensions within a country if censorship exists, such as in China. • The spread of a global culture has been instrumental in developing awareness of opportunities for disadvantaged groups, such as the increase in the Paralympic movement, which can reduce tension. • Cultural globalisation is not always 'westernization' there are also what are termed 'reciprocal exchanges' where western countries adopt other cultural elements such as Bollywood, Sushi/Thai cuisine, Anime/Cartoons and Eastern religions such as Buddhism which does not result in social tensions. • It is often thought that it is the amount of exposure of the different groups to some of the forces of globalisation, regardless of the age of the people within the group, particularly the internet, which determines the degree of tension created such as the use of social media used (for example Twitter, Facebook) in the Arab Spring. <p>Overall, cultural globalisation therefore influences some communities more deeply than others, depending on their exposure to media and travel. Therefore tensions develop more in some communities than others. Within a community, age seems to be a key factor as young people, who are generally more exposed to the forces of cultural globalisation, often embrace new cultural elements more readily than older, less well connected people. Communities borrow and incorporate cultural elements from each other, often creating hybrid cultural communities. Hybrid communities inevitably lead to a degree of tension but this will vary both spatially and over time.</p>
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Applies knowledge and understanding of geographical information/ideas logically, making relevant connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce a full and coherent interpretation that is relevant and supported by evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to make supported judgements about the significance of factors throughout the response, leading to a balanced and coherent argument. (AO2)

Question number	Answer	Mark
2(a)	C AO1 (1 mark)	(1)

Question number	Answer	Mark
2(b)(i)	Difference (d) = 1.5 / d ² = 2.25 AO3 (2 marks)	(2)

Question number	Answer	Mark
2(b)(ii)	<p style="text-align: center;">AO1 (2 marks)/AO2 (1 mark)</p> <p>Award 1 mark for analysing the resource to identify a region where tourism employment has grown, and a further 2 marks for expansion, up to a maximum 3 marks. For example:</p> <ul style="list-style-type: none"> • parts of the Scottish Highlands have seen rebranding and change of image of places (1) based on film or TV locations, farm parks, whisky tours (1), leading to growth in employment in bars/restaurants hotels etc. (1) • in north Wales, adventure tourism has become more popular (1), linked to accessibility to densely populated areas in the Midlands and north-west (1) as walking/climbing/canoeing has created specialist employment in those sectors (1) <p>Accept any other appropriate response.</p>	(3)

Question number	Answer	Mark
2(c)	<p style="text-align: center;">AO1 (4 marks)</p> <p>For each reason, award 1 mark for an understanding of the variations in attachment to rural places, and a further 1 mark for expansion up to a maximum 2 marks each. For example:</p> <ul style="list-style-type: none"> • Some residents have long-standing economic commitments to rural places/communities (1), which means they may want to preserve traditions/employment, particularly farming communities (1) • seasonal residents/ second-home owners have an idealised perception of rural places based on their own needs for access/peace (1) however their attachment is intermittent and they leave after a while (1) • older and younger residents may have different levels of attachment (1) as the young are likely to move away (e.g. for education) (1). <p>Accept any other appropriate response.</p>	(4)

Question number	Answer
2(d)	<p style="text-align: center;">AO1 (6 marks)</p> <p>Marking instructions</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>Indicative content guidance</p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <ul style="list-style-type: none"> • decline in services occurs because of outmigration/changing lifestyles so less demand for both private and public services such as shops/pubs/schools/buses • this therefore increases deprivation in terms of access to services and may lead to further outmigration • the loss of services will impact differently on different age groups with the 18-25 and 65+ groups both likely to move to seek better access to services • decline/closure in one service may lead to decline in others as negative multiplier impacts, (e.g. school closure impacts on village shop) • social consequences include isolation of residents (loneliness, depression), lack of access to doctor/dentist leading to poorer health • economic consequences are an increase in the costs of living in rural areas as more money has to be spent on transport to obtain goods and services particularly in remote areas where internet companies charge a fee to deliver • public services also likely to be impacted by changing patterns of demand with further decline likely. • however, may lead to revival in community action (e.g. cooperative

ventures in retailing and transport).		
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Understanding addresses a broad range of geographical ideas, which are detailed and fully developed. (AO1)

Question number	Answer
2(e)	<p style="text-align: center;">AO1 (3 marks)/AO2 (9 marks)</p> <p>Marking instructions</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 only AO1 without any AO2 should be awarded marks as follows:</p> <ul style="list-style-type: none"> • Level 1 AO1 performance: 1 mark • Level 2 AO1 performance: 2 marks • Level 3 AO1 performance: 3 marks. <p>Indicative content guidance</p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <p>AO1</p> <ul style="list-style-type: none"> • levels of deprivation are strongly influenced and assessed through economic activity and earnings • levels of deprivation are also assessed through social and environmental factors (health, education, quality of living environment) • levels of deprivation can also be assessed through numerous other quality of life indices (for example life expectancy, life satisfaction, work-life balance, quality of your environment) <p>AO2</p> <ul style="list-style-type: none"> • economic wellbeing is likely to be seen as the most important factor determining the level of deprivation, alongside the Rank in the Deprivation Survey. Here % in full-time employment is the nearest proxy for earnings, alongside car ownership and rented accommodation. The economic data therefore clearly shows that Layton appears to experience lower levels of deprivation compared to Claremont. • employment may influence access to private transport and tenure other key factors that determine deprivation. Furthermore car ownership may influence job opportunities in terms of travel. The employment data therefore clearly shows that Layton appears to experience lower levels of deprivation compared to Claremont • however, in town centres (Claremont) there may be access to public transport and parking problems so car ownership may be less desirable. Claremont may therefore appear not be as deprived in terms of access to transport as it is in terms of economic deprivation • yet deprivation is not only due to economic causes. Social deprivation can be assessed here through use of the education data, population density and 'Very good general health'. For example, the lower % in good health in Claremont may be explained by % smoking, obesity, poor diet and lack of exercise and so also is useful information in comparing the deprivation levels in the two wards. • in addition, the quality of living environment may be assessed through comparison of the open space seen in the photos which also shows that Layton appears to experience lower levels of deprivation compared to Claremont

Question number	Answer
	<ul style="list-style-type: none"> • the use of all of the data contribute to an understanding of deprivation as those people with poorer qualifications are likely to have lower lifetime earnings and those with poor health are less likely to be able to work or participate in other activities. High population density may result in higher risk of disease, overcrowding, lack of green play space or recreation space and possibly to crime or vandalism. However, this may not always be the case • economic and social factors are closely linked and may influence each other, so educational qualifications link to job opportunities, for example, and car ownership widens educational, leisure, social and employment opportunities • however, the nature of the data presented has limitations. The last census was in 2011 so the data are out of date and the characteristics of the areas are likely to have changed • numerous other sources of information would give a fuller picture, both quantitative (other categories such as earnings, unemployment, or past census information from 2001 or 1991 would show changes in the areas) and qualitative (interviews or questionnaires, environmental quality surveys, use of blogs or social media). <p>A summary/conclusion is not required but may be included. The data appears to show that Claremont has a higher levels of deprivation than Layton but this may well be qualified by both the data selected in the figure as well as the fact that age or ethnicity may influence choice of where a person lives, so a young person may see a town-centre location as more desirable than a family would.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Applies knowledge and understanding of geographical information/ideas logically, making relevant connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce a full and coherent interpretation that is relevant and supported by evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to make supported judgements about the significance of factors throughout the response, leading to a balanced and coherent argument. (AO2)

Question number	Answer	Mark
3(a)(i)	<p style="text-align: center;">AO3 (1 mark)</p> <p>Award 1 mark if each point is entered correctly and the line has been drawn correctly.</p> <p style="text-align: center;">No mark for one correct point only.</p>	(1)

Question number	Answer	Mark
3(a)(ii)	<p style="text-align: center;">AO3 (2 marks)</p> <p>Award 1 mark for each valid possible reason up to a maximum 2 marks OR award 1 mark for a valid reason, and a further 1 mark for expansion up to a maximum 2 marks. For example:</p> <ul style="list-style-type: none"> • data is organised into categories (groups of months) (1) • data is displayed as frequencies (1) • total observed data is more than 20 (1) • expected data for each category is greater than 4 (1). 	(2)

Question number	Answer	Mark
3(a)(iii)	<p style="text-align: center;">AO3 (2 marks)</p> <p>Award 1 mark for each valid possible reason, up to a maximum 2 marks. For example:</p> <ul style="list-style-type: none"> • new investment in activities (1) • more advertising such as use of Twitter, Facebook, radio, Visit England (1) • targeted market/Tourist Board featured (1) • higher profile on TripAdvisor or similar websites (1) • warmer temperatures/less rainfall at key times of the year (summer or Easter holidays) (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Indicative content	Mark
3(a)(iv)	<p style="text-align: center;">AO3 (4 marks)</p> <p>Award 1 mark for identification of an appropriate strength/weakness, and a further 1 mark for expansion, up to 2 marks each.</p> <ul style="list-style-type: none"> • <i>Line graphs:</i> – <ul style="list-style-type: none"> ▪ <i>strengths:</i> - it represents continuous data (1), which shows change through the year (1). ▪ <i>weaknesses:</i> - the data is discrete on a daily basis, not monthly (1) as it aggregates the data and may hide factors such as school holidays or special events at the farm park (1). • <i>Bar graphs:</i> – <ul style="list-style-type: none"> ▪ <i>strengths:</i> - discrete data represented (1) can be used for comparison between the two years/with other locations (1). ▪ <i>weaknesses:</i> <i>the data is discrete on a daily basis, not monthly (1) as it aggregates the data and may hide factors such as school holidays or special events at the farm park (1).</i> <p>Do not allow 'easy/quick to draw' or similar reasons. Accept any other appropriate response or type of presentation method.</p>	(4)

Question number	Answer
3(b)	<p style="text-align: center;">AO3 (9 marks)</p> <p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>No marks for stating research question, but this should be used as the context for the answer.</p> <p>Indicative content guidance</p> <p>Content depends on students' choices of field research and the conclusions drawn. Assessment should include the following:</p> <ul style="list-style-type: none"> • ideas should cover secondary data researched (e.g. Census data, newspapers, maps, blogs, other published material such as <i>Geography Review</i> magazine or Geofile, DVDs or websites (e.g. Francis Frith, Old Maps, TripAdvisor) • choice of sources should be explained and assessed with reference to the field research question. A comparison of their relative merits may be included • credit assessment of choice and range of sources used if linked to methodology • credit assessment of bias and reliability of the source if appropriate • critical assessment of the effectiveness of the sources of primary methods used, with a judgement about their value, and degree to which the chosen secondary methods helped to investigate the research question.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Shows evidence that fieldwork investigation skills used were appropriate and effective for the investigation of the geographical questions/issue. (AO3) Critically considers the fieldwork investigation process/data/evidence in order to make relevant connections and judgements that are supported by evidence. (AO3) Argument about the investigation includes balanced consideration of factors and is fully developed and coherent. (AO3)

Question number	Answer
4	<p style="text-align: center;">AO1 (4 marks)/AO2 (12 marks)</p> <p>Marking instructions</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 only AO1 without any AO2 should be awarded marks as follows:</p> <ul style="list-style-type: none"> • Level 1 AO1 performance: 1 mark • Level 2 AO1 performance: 2 marks • Level 3 AO1 performance: 3 marks • Level 4 AO1 performance: 4 marks <p>Indicative content guidance</p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <p>AO1</p> <ul style="list-style-type: none"> • TNCs shift their global locations according to profit, and availability of raw materials, sites and labour • HQ and R&D provision of the TNC is often located in the source country and even the original town/city • a spiral of decline may follow relocation of TNCs elsewhere in the world, resulting in social and economic deprivation • conflict can occur between contrasting groups in a community like Malmesbury over regeneration priorities <p>AO2</p> <ul style="list-style-type: none"> • from the resources Dyson can be seen from the resources to have grown rapidly, and has made decisions to move around the world to facilitate production and profit (Resources 4.1 and 4.2) • the consequences of this for Malmesbury have been varied. <p>Economic costs and benefits:</p> <ul style="list-style-type: none"> • probably the most important benefit is the increase in direct employment levels as well as increases in the skill base built initially from 1993-2002, leading to higher employment levels as well as raising local incomes • this will lead to important 'economic multiplier effect' consequences for the supply chain, local businesses and the community further increasing employment levels and incomes. Potentially, these can again grow if Dyson reinvests further • there will be some marginal economic benefits as the UK government will have benefited from taxes and Malmesbury will also benefit from this through trickle-down economics • these economic benefits were reduced when Dyson relocated to Asia which will increase unemployment levels as well as reduce income levels leading to negative multipliers and the potential loss of further jobs • there will also be important impacts on house prices which may drop, or increase in future according to the decision that Dyson makes.

Question number	Answer
	<p>Social costs and benefits:</p> <ul style="list-style-type: none"> • perhaps the most important social impact is the reduction in levels of deprivation as the expansion of Dyson will help create highly-paid job opportunities for young • another key social benefit is the impact on the school of the presence of a TNC which could create the process of prestige through association encouraging the recruitment of a higher skilled workforce and / or a more committed cohort this in turn could raise educational attainment in the area increasing not only the income of local people but their employment prospects in KBI jobs • another important benefit is the links that Dyson provides for local people with London Universities • a key social cost is loss of direct employment leading to a spiral of decline and further job losses. This could lead to higher levels of deprivation which could have impacts on people's health as well as educational attainment • the loss of employment opportunities will lead to the possible out-migration of skilled labour as well as young people causing negative multiplier effects • some might argue that as the new site will create traffic problems increasing air pollution levels and so negatively impacting upon people's health. Evaluation may be using the structure suggested above, or may involve considering perspectives of different interest groups (residents/school and council are likely).

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none">• 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)
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Question number	Answer	Mark
5(a)	B AO1 (1 mark)	(1)

Question number	Answer	Mark
5(b)(i)	AO3 (2 marks) Award the 2 marks as follows: <ul style="list-style-type: none"> highest near city centre or University of Bristol and Broadmead, and towards north-east and south (1) lower towards the west and away from city centre (1). 	(2)

Question number	Answer	Mark
5(b)(ii)	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. <ul style="list-style-type: none"> High crime rates in centre where population density may be highest (1), this means that there are large numbers of visitors and/or more police (1) so more arrests (1). Lower crime rates in suburbs, although variable, reflect differences in levels of deprivation or gated communities (1) which could be explained by lower population densities (1) and/or levels of policing (1). Accept any other appropriate response.	(3)

Question number	Answer	Mark
5(c)	<p style="text-align: center;">AO1 (4 marks)</p> <p>For each reason, award 1 mark for choice of locations for residence for migrants, and a further 1 mark for expansion, up to a maximum 2 marks each. For example:</p> <ul style="list-style-type: none"> • migrants may have limited resources for access to housing (1), so joining family members will take migrants into particular areas (1) • migrants may have jobs associated with particular industries/sectors (1), so live in accommodation provided by employer (1) • migrants often need support (e.g. because of limited language skills) from earlier 'pioneers' (1), and thus migrant communities tend to evolve around these early entrants changing the communities as a consequence (1) • new arrivals might have distinctive diets and belief systems (1) so prefer to live with others from same culture, resulting in clustering (1) • local authorities may provide accommodation for refugees in distinctive areas (1) so the segregation can be imposed by the state but also by 'informal' processes (1) • housing tends to be segregated by value in most cities (1) so poorer (and wealthier) migrants will gravitate to these places and thus transform them into distinctive areas (1) • a positive feedback loop can operate in which areas become increasingly attractive (1) as the services in the retail, religious and community services develop to serve distinctive communities (1). 	(4)

Question number	Answer
5(d)	<p style="text-align: center;">AO1 (6 marks)</p> <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> • there is a continuum of rural places according to their accessibility to larger towns and cities and this impacts on their age structure • rural places closer to cities are likely to have a large working population for commuter access – this will increase age groups of 25-40 and also the very young as commuting villages are convenient places to live for urban workers but are expensive so tend to have older residents who may have children. • Rural areas that have high house prices will reduce the numbers in 15-25 as it is too expensive for these people to afford the housing that is available. • less-accessible remote villages have few employment opportunities so suffer out-migration of the young (15-30), leaving a 'legacy' population that tends to be older (45+) • rural places also vary economically, offering a range of employment opportunities (farming, tourism, small businesses), which will impact on their age structure with greater numbers in 15-40 range than commuter or declining rural areas • other rural communities attract retirement migrants and thus have older populations (60+).

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Understanding addresses a broad range of geographical ideas, which are detailed and fully developed. (AO1)

Question number	Answer
5(e)	<p style="text-align: center;">AO1 (3 marks)/AO2 (9 marks)</p> <p>Marking instructions</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 only AO1 without any AO2 should be awarded marks as follows:</p> <ul style="list-style-type: none"> • Level 1 AO1 performance: 1 mark • Level 2 AO1 performance: 2 marks • Level 3 AO1 performance: 3 marks. <p>Indicative content guidance</p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <p>AO1</p> <ul style="list-style-type: none"> • population characteristics can include structure, gender, education, cultural diversity, employment, marital status, religion • population characteristics can also be assessed through numerous other criteria such as dynamics, mortality and fertility rates, migration (internal and international) • these vary within and between settlements, and may change over time <p>AO2</p> <ul style="list-style-type: none"> • the data is useful in comparing population characteristics of the two areas as • the differences in the population characteristics in the two areas are clearly shown through the use of the data on gender and age categories which shows that Claremont (town centre) has fewer older people than Layton, as well as fewer children and there are more males in Claremont than in Layton • in addition another key population characteristic – that of ethnicity is also clearly shown by the data highlighting that Claremont has a more ethnically diverse population than Layton • The life expectancy is a key factor in showing the dynamics of the population and this data clearly shows a higher life expectancy in Layton than in Claremont which may be linked to the gender structure of the two areas as women tend to live longer and have a greater number in Layton than in Claremont • the birth of place data also clearly shows the differences in the characteristics of the area as Claremont has a higher number than Layton- this will also support the other data as age and ethnicity/length of time in the UK may influence where a person lives. Migrants are likely to live in places where other migrants cluster, sharing accommodation with family/contacts, particularly in the first years of migration • this data has limitations. The last census was in 2011 so the data are out of date and the characteristics of the areas are likely to have changed • numerous other sources of information would give a fuller picture,

Question number	Answer
	<p>both quantitative (other categories such as fertility rates, disability levels, or place of birth, as well as past census information from 2001 or 1991 to show changes in the areas) and qualitative (interviews or questionnaires, use of blogs or social media).</p> <p>A summary/conclusion is not required but may be included. Claremont appears to have fewer 60+, and also fewer children, so must have more working-age people. However, without employment data, further conclusions are difficult. It has more migrants and is likely to have a more diverse ethnicity. This may well be qualified. For example, age or ethnicity may influence choice of where a person lives, so a young person may see a town-centre location as more desirable than a family might.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Applies knowledge and understanding of geographical information/ideas logically, making relevant connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce a full and coherent interpretation that is relevant and supported by evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to make supported judgements about the significance of factors throughout the response, leading to a balanced and coherent argument. (AO2)

Question number	Answer	Mark
6(a)(i)	<p style="text-align: center;">AO3 (1 mark)</p> <p>Award 1 mark if each point is entered correctly.</p> <div style="text-align: center;"> </div> <p>No mark for one correct point only.</p>	(1)

Question number	Answer	Mark
6(a)(ii)	<p style="text-align: center;">AO3 (2 marks)</p> <p>Award 1 marks for identifying a limitation, and a further 1 mark for expansion, up to a maximum 2 marks. For example:</p> <ul style="list-style-type: none"> • as the data is marked out of 10, in effect it is a % score, not a frequency (1) • data is not in categories (1) • some of the scores are less than 4 (1). 	(2)

Question number	Answer	Mark
6(a)(iii)	<p style="text-align: center;">AO3 (2 marks)</p> <p>Award 1 mark for each valid possible reason up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • More investment in site 2 (1). • More money spent on services/clearing litter (1). • More 'pride' in area, linked to perceptions of local people. • Community group activity (1). • Spiral of decline in area 1 and may suggest reason (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Indicative content	Mark
6(a)(iv)	<p style="text-align: center;">AO3 (4 marks)</p> <p>Award 1 mark for identification of an appropriate strength/weakness, and a further 1 mark for expansion up to a maximum 2 marks each.</p> <ul style="list-style-type: none"> • <i>Line graphs:</i> – <ul style="list-style-type: none"> ▪ <i>strengths:</i> Two areas can be shown on one graph (1) so enables comparison between areas (1). ▪ <i>weaknesses:</i> there is no real relationship between the sets of data (1) so it may not be useful to present them together on a continuous line (1). • <i>Bar graphs:</i> – <ul style="list-style-type: none"> ▪ <i>strengths:</i> discrete data represented (1) can be used for comparison between the two areas /with other locations (1). ▪ <i>weaknesses:</i> Several sets of data to include so multiple graphs will be needed (1) which would make comparison between the areas difficult to distinguish (1). <p>Do not allow 'easy/quick to draw' or similar reasons. Accept any other appropriate response or type of presentation method.</p>	(4)

Question number	Indicative content
6(b)	<p style="text-align: center;">A03 (9 marks)</p> <p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>No marks for stating research question, but this should be used as the context for the answer.</p> <p>Indicative content guidance</p> <p>Content depends on students' choice of field research and the conclusions drawn. Assessment should include the following:</p> <ul style="list-style-type: none"> • ideas should cover secondary data researched (e.g. census data, newspapers, maps, blogs), other published material such as <i>Geography Review</i> magazine or Geofile, DVDs or websites (e.g. Francis Frith, Old Maps, Trip Advisor) • choice of sources should be explained and assessed with reference to the field research question. A comparison of their relative merits may be included • credit assessment of choice and range of sources used if linked to methodology • credit assessment of bias and reliability of the source if appropriate • critical assessment of the effectiveness of the sources of primary methods used, with a judgement about their value, and degree to which the chosen secondary methods helped to investigate the research question.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Shows evidence that fieldwork investigation skills used were appropriate and effective for the investigation of the geographical questions/issue. (AO3) Critically considers the fieldwork investigation process/data/evidence in order to make relevant connections and judgements that are supported by evidence. (AO3) Argument about the investigation includes balanced consideration of factors and is fully developed and coherent. (AO3)

Question number	Answer
7	<p style="text-align: center;">AO1 (4 marks)/AO2 (12 marks)</p> <p>Marking instructions</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 only AO1 without any AO2 should be awarded marks as follows:</p> <ul style="list-style-type: none"> • Level 1 AO1 performance: 1 mark • Level 2 AO1 performance: 2 marks • Level 3 AO1 performance: 3 marks • Level 4 AO1 performance: 4 marks <p>Indicative content guidance</p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <p>AO1</p> <ul style="list-style-type: none"> • global hubs are ‘winners’ in the globalised world, highly connected and the focus of global flows • global hubs often have developed due to their geographical position in terms of trade routes and / or proximity to other global hubs • political decision making as well as historical factors have helped some areas benefit • economic migration has increased and shaped the demographics and culture of places <p>AO2</p> <ul style="list-style-type: none"> • Singapore can be seen to have thrived as a global hub from Figure 7.2 (Timeline) and 7.4 (Development data) <p>geographical location:</p> <ul style="list-style-type: none"> • the harbour on the tip of the Malay peninsula was an important reason for the growth of Singapore in the nineteenth century as it was on the key trade routes linking British colonial territories, so lack of domestic resources was not a limiting factor • Singapore’s significant role in global trade and so its continued importance as a global hub was aided by the geographical location of Singapore with relatively fast connections by sea and air to Australia, Europe and the USA after independence • Singapore’s geographical position has also been crucial in maintaining its status as a global hub as globalisation gathered pace as it lies between two of the BRIC’s – India and China. <p>migration:</p> <ul style="list-style-type: none"> • Singapore has always had a small native population and so a crucial factor in maintaining its global hub status has been migration from other Asian countries • Another key reason for Singapore’s global hub status is that migrants provide crucial labour for job sectors where Singaporeans are unwilling to work • migration is also vital in maintaining Singapore’s global hub status as its ageing population is revealed in Figure 7.3, and, again, migrants help meet the need for young workers. This is likely to grow in the

	<p>future as the dependency ratios continue to worsen, so could be argued as essential in maintaining Singapore's 'hub' status</p> <ul style="list-style-type: none"> • yet migration and geographical position are integrated, as effective transport networks facilitate the movement of workers from surrounding countries.
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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)