



# Mark Scheme (Results)

Summer 2206

Pearson Edexcel GCE  
In Geography (8GE0) Paper 02

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## General Marking Guidance

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

Question number	Answer	Mark
1(a)	<p style="text-align: center;"><b>AO1 (1 mark)</b></p> <p>Award 1 mark for correct answer:  <i>B Impact on the environment from meeting the needs of a person</i>            This is correct because it involves a measure of human impact on the natural world</p> <p><b>Incorrect answers:</b>  <i>A Impact on biodiversity following deforestation in a given region</i> is a result of one specific human impact on one part of the natural world  <i>C Number of species that a region can support</i> is a definition of biodiversity  <i>D Number of people living in a kilometre squared</i> is a definition of population density</p>	(1)

Question number	Answer	Mark
1(b)(i)	<p style="text-align: center;"><b>AO3 (1 mark)</b></p> <p>South west = 49    London = 33 (1)  <math>49 - 33 = 16</math> (1)            Award 1 mark for the two correct readings from the graph (names of regions not required).            Allow 1 mark for correct method, with one or both incorrect readings            Award 1 mark for the correct answer.  <b>Do not penalize if '%' is added.</b></p>	(1+1)

Question number	Answer	Mark
1(b)(ii)	<p style="text-align: center;"><b>AO1 (2 marks)/AO2 (1 mark)</b></p> <p>Award 1 mark for recognising that regions with high population density have low recycling rates and a further 2 marks for explaining the reason, up to a possible 3 marks. For example:</p> <ul style="list-style-type: none"> <li>Some local government waste collection strategies involve providing bins for different types of waste (1) making it easier for householders to recycle (1).</li> <li>Lower recycling rates in regions with large cities (1) as many people will live in flats/apartments (1) where there is nowhere to store recycling bins (1).</li> <li>London has lower recycling rates than other regions (1) because people cannot have compost heaps because they do not have gardens (1) so all food waste is put in black bins (1).</li> <li>Other reasons may be used: income, culture.</li> </ul> <p>Accept any other appropriate response.</p>	(3)

Question number	Answer
1(c)	<p style="text-align: center;"><b>AO1 (4 marks)</b></p> <p>For each way, award 1 mark for a measure of globalisation and a further 1 mark for expansion, up to a maximum 2 marks each. For example:</p> <ul style="list-style-type: none"> <li>• AT Kearney Index uses a range of criteria to identify globalised cities/ countries (1) by comparing criteria (economic integration/ technological connectivity/ political engagement/personal contact) showing how much trade/communication takes place (1).</li> <li>• KOF Index of countries compares variables which measure economic, social and political globalisation (1). More globalised places have more connections with other countries, for example in terms of trade, spread of ideas and degree of political interaction (1).</li> <li>• Amount of imports/ exports that a country has (1) shows the reliance on trade with other countries (1).</li> <li>• Percentage of the population who are foreign born (1) shows level of migration to the country (1).</li> <li>• More globalised countries tend to have more flows of capital, goods and services (1) leading to more developed economies, measured by GDP (1).</li> </ul> <p>Note that economic and social development are not the same as globalisation so do not accept GDP per capita, education or literacy rates or life expectancy or other similar measures unless explained as part of an appropriate answer.</p> <p>Accept any other appropriate response.</p>

Question number	Answer
1(d)	<p style="text-align: center;"><b>AO1 (6 marks)</b></p> <p><b>Marking instructions</b></p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p><b>Indicative content guidance</b></p> <p>The indicative content below is not prescriptive, and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Time space compression occurs as mobile phone networks have become more extensive so most of the world has fast connections by broadband and/or WIFI, making the world seem smaller as communication can be instantaneous.</li> <li>• Therefore, connections are fast and enable sharing of information, ordering, transfer of cash, education, employment without the need for travel, so space/distance appears to be made smaller as.</li> <li>• Many developing countries have 'leapfrogged' expensive landline technologies. Access to mobiles and internet are growing fast, with high speeds and low cost especially in urban areas e.g. Kenya, penetration is 83% of population in 2019.</li> <li>• Time space compression has occurred to a lesser extent for some people because rural areas in UK and elsewhere may lack fast connectivity or access to electricity so they are left behind.</li> <li>• Also elderly and women may experience inequality of access to ICT in some places.</li> <li>• Level 3 answers are likely to discuss both time and space.</li> </ul> <p>Candidates can access Level 3 by different routes as long as the criteria in the LBMS are met.</p>

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

Question number	Answer
1(e)	<p style="text-align: center;"><b>AO1 (3 marks)/AO2 (9 marks)</b></p> <p><b>Marking instructions</b></p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Responses that demonstrate <b>only</b> AO1 without any AO2 should be awarded marks as follows:</p> <ul style="list-style-type: none"> <li>• Level 1 AO1 performance: 1 mark</li> <li>• Level 2 AO1 performance: 2 marks</li> <li>• Level 3 AO1 performance: 3 marks.</li> </ul> <p><b>Indicative content guidance</b></p> <p>The indicative content below is not prescriptive, and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• Development gaps can be measured in terms of income, gender equality, literacy and life expectancy.</li> <li>• Trends show widening income inequality both globally and nationally, suggesting globalisation has created winners and losers for people between and within developed, emerging and developing economies.</li> <li>• International migration has increased in global hub cities and region for example elite migration and mass low-wage economic migration which attracts TNCs.</li> <li>• The global shift of manufacturing and outsourcing of services can bring benefits via infrastructure investment, waged work, poverty reduction, education and training.</li> <li>• Some deindustrialised regions in developed countries face social problems as a result of economic restructuring: depopulation, crime and high unemployment.</li> </ul> <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>• Gaps between countries are closing as incomes rise due to permanent waged jobs, training and education which mean people can afford improved diets, to send their children to school and pay for medication.</li> <li>• Gaps within countries are increasing as wealth is concentrated in the hands of relatively few who offshore their earnings, paying little tax.</li> <li>• Elite international migration has moved wealthy people to a few global hubs, where inequalities are increasing, as low wage jobs exist to support their lifestyle and are filled by other migrants.</li> </ul>

	<ul style="list-style-type: none"> <li>• Deindustrialised regions in developed countries are 'losers' as locals lack skills to participate in modern work-places, leading to dependence on benefits and poor health which persists for generations. North-south divide in the UK persists.</li> <li>• Gaps may be more extreme for elderly and minority groups.</li> <li>• Core-periphery model is a useful tool for discussing gaps between countries, and also winners and losers' terminology.</li> </ul>
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-4	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1)</li> <li>• Applies knowledge and understanding of geographical information/ideas, making limited logical connections/relationships. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to produce an interpretation with limited relevance and/or support. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to make unsupported or generic judgements about the significance of few factors, leading to an argument is unbalanced or lacks coherence. (AO2)</li> </ul>
Level 2	5-8	<ul style="list-style-type: none"> <li>• Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1)</li> <li>• Applies knowledge and understanding of geographical information/ideas logically, making some relevant connections/relationships. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to produce a partial but coherent interpretation that is mostly relevant and supported by evidence. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to make judgements about the significance of some factors, to produce an argument that may be unbalanced or partially coherent. (AO2)</li> </ul>
Level 3	9-12	<ul style="list-style-type: none"> <li>• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)</li> <li>• Applies knowledge and understanding of geographical information/ideas logically, making relevant connections/relationships. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to produce a full and coherent interpretation that is relevant and supported by evidence. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to make supported judgements about the significance of factors throughout the response, leading to a balanced and coherent argument. (AO2)</li> </ul>

Question number	Answer	Mark
2(a)	<p style="text-align: center;"><b>AO1 (1 mark)</b></p> <ul style="list-style-type: none"> <li>• High pay (1)</li> <li>• Skill shortages (1)</li> <li>• Job vacancies/opportunities (1)</li> <li>• Good transport links/infrastructure (1)</li> <li>• University level education (1)</li> </ul> <p>Accept any other appropriate response. Do not credit 'Jobs' alone.</p>	(1)

Question number	Answer	Mark										
2(b)(i)	<table><tr><td colspan="2">AO3 (2 marks)</td></tr><tr><td></td><td>Sharnford to Leicester city centre</td></tr><tr><td>Journey time</td><td>0.5. hours (1) Allow 30 mins or ½ hour</td></tr><tr><td>Speed of journey</td><td>34 km/hour</td></tr><tr><td>Journey distance</td><td>17kms (1)</td></tr></table>	AO3 (2 marks)			Sharnford to Leicester city centre	Journey time	0.5. hours (1) Allow 30 mins or ½ hour	Speed of journey	34 km/hour	Journey distance	17kms (1)	(1 +1)
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Journey time	0.5. hours (1) Allow 30 mins or ½ hour											
Speed of journey	34 km/hour											
Journey distance	17kms (1)											

Question number	Answer	Mark
2(b)(ii)	<p style="text-align: center;"><b>AO1 (2 marks)/AO2 (1 mark)</b></p> <p>Award 1 mark for analysing the resource to identify a way access to transport contributes to social deprivation and a further 2 marks for expansion, up to a maximum 3 marks. For example:</p> <ul style="list-style-type: none"> <li>• Very few buses limits the access for people in village to city centre (1) as those without cars cannot get to work/school/shops for a normal start time (1) so people have to rely on neighbours/family for a lift/shopping(1).</li> <li>• Long journey time makes village seem isolated (1) so young people cannot socialise easily/ get to college/ visit medical services (1) so loneliness and mental health problems are more likely (1).</li> <li>• Distances are large so cost of using the bus is likely to be high (1) so people cannot afford the daily commute (1) so have to take a local job with low pay/few prospects (1).</li> <li>• Shops/pubs close in Sharnford so there are less local services (1) because the buses mean people can commute to find jobs elsewhere (1) so they may spend money in shops/pubs there (1).</li> </ul> <p>Accept any other appropriate response.</p>	(3)



Question number	Indicative content	Mark
2(c)	<p style="text-align: center;"><b>AO3 (4 marks)</b></p> <p>Award 1 mark for identification of an appropriate reason, and a further 1 mark for expansion, up to 2 marks each.</p> <ul style="list-style-type: none"> <li>• Many people want to live here/densely populated overpopulated (1) so there is a shortage of housing/school places (1).</li> <li>• Shops change to restaurants/bars to provide for wealthy incomers (1) leaving others to struggle to find basic foods (1).</li> <li>• High house prices so those who work here have to live a long way from their place of work (1) leading to long journeys times and less time with family (1).</li> <li>• Multiple occupancy of housing is likely due to cost/ unavailability of housing(1) leading to overcrowding, damp, and poor access to heating/bathrooms(1).</li> <li>• Traffic congestion on roads and public transport (1) leading to breathing problems and high incidence of asthma/ cardio vascular disease especially for residents (1).</li> <li>• Long term residents may experience mental health problems and loneliness(1) because they resent newcomers and the change that has occurred.</li> <li>• Unemployed/low waged people in the region will struggle to afford housing (1) as their incomes are low but rent prices high(1).</li> </ul> <p>Groups may be implied. Allow a reason (if valid) even if there is no clear group.</p> <p>Accept any other appropriate response.</p>	(4)

Question number	Answer
2(d)	<p style="text-align: center;"><b>AO1 (6 marks)</b></p> <p><b>Marking instructions</b></p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p><b>Indicative content guidance</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Social progress from regeneration can be measured through a range of deprivation characteristics which include improvements in education, unemployment, health, crime levels, access to services. Index of Multiple Deprivation (IMD) data and maps, and other sources from past and present years show change.</li> <li>• Measures of social progress related to demographic characteristics might include: average age, family size, ethnicity, life expectancy, health.</li> <li>• Inequalities exist within areas and between them, and regeneration may seek to reduce some of these.</li> <li>• Regeneration may involve displacement of long term residents. This may create tensions. If they move away they may be ignored in any measurement of progress.</li> <li>• Interviews with local people/stakeholders, social media and other surveys can help measure change.</li> </ul> <p>Accept any other appropriate response.</p> <p>For Level 3 expect answers to discuss both deprivation and demographic characteristics.</p>

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

Question number	Answer
2(e)	<p style="text-align: center;"><b>AO1 (3 marks)/AO2 (9 marks)</b></p> <p><b>Marking instructions</b></p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Responses that demonstrate <b>only</b> AO1 without any AO2 should be awarded marks as follows:</p> <ul style="list-style-type: none"> <li>• Level 1 AO1 performance: 1 mark</li> <li>• Level 2 AO1 performance: 2 marks</li> <li>• Level 3 AO1 performance: 3 marks.</li> </ul> <p><b>Indicative content guidance</b></p> <p>The indicative content below is not prescriptive, and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <p><i>Answers should be based around comparison of the candidate's local and contrasting places, in any locations, UK or elsewhere. Answers which do not make detailed reference to these places are likely to be self-penalising, as they are too generalised.</i></p> <p><i>Answers that only identify one area are likely to stay in Level 1 as will answers without named places. Search the answer carefully to see if the places can be identified.</i></p> <p><i>Large areas lacking a local context (e.g. London) are likely to lack the 'relevance and accuracy' required for Level 3.</i></p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• National influences have shaped the characteristics of your chosen places.</li> <li>• UK government policy decisions play a key role in regeneration.</li> <li>• Infrastructure investment (high speed rail, airport development) maintains growth and improve accessibility to regenerate regions.</li> <li>• Government sets planning laws, house building targets, influences housing affordability, gives permission for 'fracking', affecting economic regeneration of both rural and urban regions.</li> <li>• UK government decisions about international migration and the deregulation of capital markets</li> <li>• Urban and rural regeneration strategies include retail-led plans, tourism, leisure and sport public/private rural diversification</li> </ul>

	<p><b>AO2</b></p> <ul style="list-style-type: none"> <li>National influences may not have the same perspective as local perceptions of needs and priorities.</li> <li>Improvements to transport or permission for fracking may be nationally required, but locally unpopular.</li> <li>Migration targets and policies are worked out in local places, and there have been benefits from migrants in many places (fill gaps in labour market, reverse ageing populations helping schools stay open in rural areas. Also cultural diversity enriches communities (food/ dance/festivals).</li> <li>However migrants also cause pressure on housing and services (schools/hospitals) and racial tensions may occur.</li> <li>Some places have been chosen for relocation of asylum seekers, placing poor groups lacking language or skills a long way from support services (e.g. Glasgow, Liverpool. Birmingham).</li> <li>Flagship redevelopments supported by governments bring infrastructure redevelopments that local councils would not afford (e.g. roads, sports facilities, Olympic regeneration, EU grants).</li> <li>Consideration of local or regional influences may be assessed alongside national influences.</li> <li>Some places maybe judged to have few national influences, which may be a reasonable assessment but expect this to be explained.</li> </ul> <p>Judgements will depend on the chosen places. Expect contrasts to be made between the two places.</p> <p>Accept any other appropriate response</p>
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-4	<ul style="list-style-type: none"> <li>Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1)</li> <li>Applies knowledge and understanding of geographical information/ideas, making limited logical connections/relationships. (AO2)</li> <li>Applies knowledge and understanding of geographical information/ideas to produce an interpretation with limited relevance and/or support. (AO2)</li> <li>Applies knowledge and understanding of geographical information/ideas to make unsupported or generic judgements about the significance of few factors, leading to an argument is unbalanced or lacks coherence. (AO2)</li> </ul>
Level 2	5-8	<ul style="list-style-type: none"> <li>Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1)</li> <li>Applies knowledge and understanding of geographical information/ideas logically, making some relevant connections/relationships. (AO2)</li> <li>Applies knowledge and understanding of geographical information/ideas to produce a partial but coherent interpretation that is mostly relevant and supported by evidence. (AO2)</li> <li>Applies knowledge and understanding of geographical information/ideas to make judgements about the significance of some factors, to produce an argument that may be unbalanced or partially coherent. (AO2)</li> </ul>
Level 3	9-12	<ul style="list-style-type: none"> <li>Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)</li> </ul>

		<ul style="list-style-type: none"> <li>• Applies knowledge and understanding of geographical information/ideas logically, making relevant connections/relationships. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to produce a full and coherent interpretation that is relevant and supported by evidence. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to make supported judgements about the significance of factors throughout the response, leading to a balanced and coherent argument. (AO2)</li> </ul>
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Question number	Answer
3	<p style="text-align: center;"><b>AO1 (4 marks)/AO2 (12 marks)</b></p> <p><b>Marking instructions</b></p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Responses that demonstrate <b>only</b> AO1 without any AO2 should be awarded marks as follows:</p> <ul style="list-style-type: none"> <li>• Level 1 AO1 performance: 1 mark</li> <li>• Level 2 AO1 performance: 2 marks</li> <li>• Level 3 AO1 performance: 3 marks</li> <li>• Level 4 AO1 performance: 4 marks</li> </ul> <p><b>Indicative content guidance</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• Rural stakeholders have different criteria for judging the success/benefits of rural regeneration.</li> <li>• Trends in widening income inequality nationally suggest globalisation has created winners and losers for people within developed economies.</li> <li>• Rebranding attempts to represent areas as being more attractive by changing public perception of them.</li> </ul> <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>• Views about regeneration often reflect the stakeholder's views about the priorities for regeneration.</li> <li>• Media sources present contrasting images, for example blogs tend to be uncensored comments by the public, stating bluntly often negative views about a project.</li> <li>• Councils are often prime decision makers and keen to move a project forward, so will stress its benefits and may underplay any issues.</li> <li>• Local people often feel ignored or bypassed by decisions.</li> <li>• Here the public see the lack of broadband as a major issue, alongside housing prices which are encouraging young people to leave remote rural places.</li> <li>• The council are promoting sports-led regeneration in Laois, which is likely to produce on seasonal low-paid work as seen in many other locations.</li> <li>• There is a range of ways to evaluate the benefits of regeneration.</li> <li>• National governments are key players in terms of promoting free trade blocs and through policies (free-market liberalisation, privatisation, encouraging business start-ups).</li> <li>• Evaluation could be in terms of benefits as viewed by the different players or by benefits compared to limitations. It could also be structured by the relative scales of economic or social benefits, or whether they are likely to be long term or short term.</li> <li>• Comparison with other places studied may be included.</li> </ul>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-4	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1)</li> <li>• Applies knowledge and understanding of geographical information/ideas, making limited and rarely logical connections/relationships, to produce an interpretation with limited relevance and/or support. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to produce an unsupported or generic conclusion, drawn from an argument that is unbalanced or lacks coherence. (AO2)</li> <li>• Limited synthesis of geographical ideas from across the course of study. (AO2)</li> </ul>
Level 2	5-8	<ul style="list-style-type: none"> <li>• Demonstrates geographical knowledge and understanding, which is occasionally relevant and may include some inaccuracies. (AO1)</li> <li>• Applies knowledge and understanding of geographical information/ideas with limited but logical connections/relationships to produce a partial interpretation that is supported by some evidence but has limited coherence. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to come to a conclusion, partially supported by an unbalanced argument with limited coherence. (AO2)</li> <li>• Argument partially synthesises some geographical ideas from across the course of study, but lacks meaningful connections. (AO2)</li> </ul>
Level 3	9-12	<ul style="list-style-type: none"> <li>• Demonstrates geographical knowledge and understanding, which is mostly relevant and accurate. (AO1)</li> <li>• Applies knowledge and understanding of geographical information/ideas to find some logical and relevant connections/relationships to produce a partial but coherent interpretation that is supported by some evidence. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to come to a conclusion, largely supported by an argument that may be unbalanced or partially coherent. (AO2)</li> <li>• Argument synthesises some geographical ideas from across the course of study, making some meaningful connections. (AO2)</li> </ul>
Level 4	13-16	<ul style="list-style-type: none"> <li>• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)</li> <li>• Applies knowledge and understanding of geographical information/ideas to find fully logical and relevant connections/relationships to produce a full and coherent interpretation that is supported by evidence. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to come to a rational, substantiated conclusion, fully supported by a balanced argument that is drawn together coherently. (AO2)</li> <li>• Argument comprehensively and meaningfully synthesises geographical ideas from across the course of study throughout the response. (AO2)</li> </ul>

Question number	Answer	Mark
4(a)	<p style="text-align: center;"><b>AO1 (1 mark)</b></p> <ul style="list-style-type: none"> <li>• High crimes rates (1).</li> <li>• Fear over demographic changes in the area (1).</li> <li>• Low environmental quality (air quality, traffic, noise, litter) (1).</li> </ul> <p>Accept any other appropriate response.</p>	(1)

Question number	Answer	Mark
4(b)(i)	AO3 (2 marks)	(1+1)
	Journey time	
	Speed of journey	
	Journey distance	

Question number	Answer	Mark
4(b)(ii)	<p style="text-align: center;"><b>AO1 (2 marks)/AO2 (1 mark)</b></p> <p>Award 1 mark for interpreting the resource to identify one way perception may be affected, and a further 2 marks for expansion, up to a maximum 3 marks.</p> <ul style="list-style-type: none"> <li>• The rural place may be perceived as unattractive for people of working age (1) because buses do not start early enough/gaps between buses are too large so access for work/school elsewhere is difficult(1) as a person will have to pay for a taxi or share lifts(1).</li> <li>• If the last bus home is early evening then social opportunities are reduced (1) so a young person will not be able to spend time with friends or take part in sport/use gym(1) so they will feel isolated and more likely to experience mental health problems(1).</li> <li>• Buses provide connections for those without cars(1) so access for school/work is possible(1) whilst still enjoying the benefits of life in Sharnford (1).</li> </ul> <p>Accept any other appropriate response.</p>	(3)

Question number	Answer	Mark
4(c)	<p style="text-align: center;"><b>AO1 (4 marks)</b></p> <p>For each reason, award 1 mark for a reason and a further 1 mark for expansion, up to a maximum 2 marks each. For example:</p> <ul style="list-style-type: none"> <li>• Recently retired people might perceive the area as tranquil (1) because there is less traffic and fewer people/low population density (1).</li> <li>• The natural landscape is seen as calming/tranquil (1) and appreciated by birdwatchers/ those from urban places as it helps their well-being/mental health(1).</li> <li>• Tourists or visitors see the pretty cottages, villages and hills of the Brontë's Yorkshire(1) rather than the reality of the isolation (1).</li> <li>• Role of media/TV shows showing a particular aspect of rural life (1) which shape perceptions of a particular place/give an unrealistic impression(1).</li> <li>• Groups may be implied. Allow a reason (if valid) even if there is no clear group.</li> </ul> <p>Accept any other appropriate response.</p>	(4)

Question number	Answer
4(d)	<p style="text-align: center;"><b>AO1 (6 marks)</b></p> <p><b>Marking instructions</b> Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p><b>Indicative content guidance</b> The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Social progress involves reduction in inequality between one group in a population and another.</li> <li>• This might be within a place, seeing improvement over time (in groups differentiated by wealth for example) or between different places (where populations are segregated by their ethnicity or culture).</li> <li>• Measures of social progress related to deprivation might include: education, unemployment, crime, access to services/healthcare. Index of Multiple Deprivation (IMD) data and maps, and other sources from past and present years show change.</li> <li>• Measures of social progress related to demographic characteristics might include: average age, family size, ethnicity, life expectancy, health.</li> <li>• Interviews with local people/stakeholders, social media and other surveys can help measure change.</li> </ul> <p>Accept any other appropriate response. For Level 3 expect answers to discuss both deprivation and demographic characteristics</p>

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



Question number	Answer
4(e)	<p style="text-align: center;"><b>AO1 (3 marks)/AO2 (9 marks)</b></p> <p><b>Marking instructions</b></p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Responses that demonstrate <b>only</b> AO1 without any AO2 should be awarded marks as follows:</p> <ul style="list-style-type: none"> <li>• Level 1 AO1 performance: 1 mark</li> <li>• Level 2 AO1 performance: 2 marks</li> <li>• Level 3 AO1 performance: 3 marks.</li> </ul> <p><b>Indicative content guidance</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <p><i>Answers should be based around comparison of the candidate's local and contrasting places, in any locations, UK or elsewhere. Answers which do not make detailed reference to these places are likely to be self-penalising, as they are too generalised.</i></p> <p><i>Answers that only identify one area are likely to stay in Level 1 as will answers without named places. Search the answer carefully to see if the places can be identified.</i></p> <p><i>Large areas lacking a local context (e.g. London) are likely to lack the 'relevance and accuracy' required for Level 3.</i></p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• Past and present connections have shaped the demographic and cultural characteristics of your chosen places.</li> <li>• These connections include national influences, for example through unemployment due to recession, government policy, tourism, internal migration, religion and culture for example.</li> <li>• Culture and society in the UK and elsewhere have changed because of migration from within the country (e.g. retirement, students, and also from refugees/asylum seekers rehoused by government policy).</li> <li>• National influences on diverse places can bring benefits in terms of economic growth and cultural diversity, but also bring tension and even conflict.</li> </ul> <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>• National influences bring cultural and demographic diversity, distinctive streets of shops and restaurants, places of worship and clothing.</li> <li>• Incomers may contribute economically and fill gaps in the labour market bringing skills and a willingness to work (e.g. transport/hotels/care/vegetable picking).</li> <li>• Hostility towards incomers can occur as they are seen as a threat.</li> <li>• The migrants themselves can experience social exclusion and isolation, which may reduce their willingness to engage and make segregation more likely.</li> <li>• Local stakeholders may seek to use strategies to increase mixing and resolving issues, for example through schools or community organisations (Aik Saath).</li> <li>• Consideration of local or regional influences (and possibly international) may be assessed alongside national influences, but would not be relevant as the main focus.</li> <li>• Allow national influences in a broad sense, such as the presence of an army base, or a government decision to close a base, also tourism from elsewhere in the country.</li> <li>• International influences such as the role of TNCs or international migration (unless linked to a government policy) are unlikely to be relevant.</li> </ul> <p>Judgements will depend on the chosen places. Expect contrasts about the scale/type of benefits to be made between the two places.</p>

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

Question number	Answer
5	<p style="text-align: center;"><b>AO1 (4 marks)/AO2 (12 marks)</b></p> <p><b>Marking instructions</b></p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Responses that demonstrate <b>only</b> AO1 without any AO2 should be awarded marks as follows:</p> <ul style="list-style-type: none"> <li>• Level 1 AO1 performance: 1 mark</li> <li>• Level 2 AO1 performance: 2 marks</li> <li>• Level 3 AO1 performance: 3 marks</li> <li>• Level 4 AO1 performance: 4 marks</li> </ul> <p><b>Indicative content guidance</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• Social and political tensions have resulted from the rapidity of global change caused by globalisation.</li> <li>• Some deindustrialised regions in developed countries face social problems as a result of economic restructuring (depopulation, crime and high unemployment).</li> <li>• Different urban stakeholders have different criteria for assessing the success/benefits of change in diverse urban communities.</li> </ul> <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>• The employers (including TNCs) and city authorities (Chamber of Commerce) see the changes positively as they think economic, social and environmental improvements are essential.</li> <li>• New jobs and improved living environments should increase life expectancy and quality of life for many residents.</li> <li>• East Liberty has experienced change over the decades, and recent in-migrants are wealthy residents or workers, who have chosen to live in a place which is convenient yet exciting.</li> <li>• Long term residents are ethnically diverse and resent the changes brought to their community as they are priced out by young employees.</li> <li>• Their community is changing and their attachment to the culture, built environment and people of East Liberty is threatened by TNCs bringing global culture and redevelopment.</li> <li>• Evaluation could be in terms of benefits as viewed by the different stakeholders or by benefits compared to losses. It could also be structured by the relative scales of benefits, or whether they are likely to be long term or short term.</li> <li>• Comparison with other places studied may be included.</li> </ul>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-4	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1)</li> <li>• Applies knowledge and understanding of geographical information/ideas, making limited and rarely logical connections/relationships, to produce an interpretation with limited relevance and/or support. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to produce an unsupported or generic conclusion, drawn from an argument that is unbalanced or lacks coherence. (AO2)</li> </ul>

		<ul style="list-style-type: none"> <li>Limited synthesis of geographical ideas from across the course of study. (AO2)</li> </ul>
Level 2	5-8	<ul style="list-style-type: none"> <li>Demonstrates geographical knowledge and understanding, which is occasionally relevant and may include some inaccuracies. (AO1)</li> <li>Applies knowledge and understanding of geographical information/ideas with limited but logical connections/relationships to produce a partial interpretation that is supported by some evidence but has limited coherence. (AO2)</li> <li>Applies knowledge and understanding of geographical information/ideas to come to a conclusion, partially supported by an unbalanced argument with limited coherence. (AO2)</li> <li>Argument partially synthesises some geographical ideas from across the course of study, but lacks meaningful connections. (AO2)</li> </ul>
Level 3	9-12	<ul style="list-style-type: none"> <li>Demonstrates geographical knowledge and understanding, which is mostly relevant and accurate. (AO1)</li> <li>Applies knowledge and understanding of geographical information/ideas to find some logical and relevant connections/relationships to produce a partial but coherent interpretation that is supported by some evidence. (AO2)</li> <li>Applies knowledge and understanding of geographical information/ideas to come to a conclusion, largely supported by an argument that may be unbalanced or partially coherent. (AO2)</li> <li>Argument synthesises some geographical ideas from across the course of study, making some meaningful connections. (AO2)</li> </ul>
Level 4	13-16	<ul style="list-style-type: none"> <li>Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)</li> <li>Applies knowledge and understanding of geographical information/ideas to find fully logical and relevant connections/relationships to produce a full and coherent interpretation that is supported by evidence. (AO2)</li> <li>Applies knowledge and understanding of geographical information/ideas to come to a rational, substantiated conclusion, fully supported by a balanced argument that is drawn together coherently. (AO2)</li> <li>Argument comprehensively and meaningfully synthesises geographical ideas from across the course of study throughout the response. (AO2)</li> </ul>

Question number	Answer	Mark
6(a)	<p style="text-align: center;"><b>A03 (1 mark)</b></p> <p style="text-align: center;">Award 1 mark for a correctly identified risk.</p> <ul style="list-style-type: none"> <li>Slipping because of flowing water (1)</li> <li>Cuts from sharp / angular rock (1)</li> <li>Poor visibility / wind / low temperatures / sunburn/ bad weather (1)</li> </ul> <p>Answers must identify the risk, not action taken to reduce it. Do not accept 'dangerous location' without a specified risk. Accept any other reasonable response, related to the results of fluvioglacial processes in glacial landscapes.</p>	(1)

Question number	Answer	Mark
6(b)	<p style="text-align: center;"><b>A03 (1 mark)</b></p> <p style="text-align: center;">Award 1 mark for the correctly calculated percentage of flowing water.</p> <ul style="list-style-type: none"> <li>Total number = <math>7/15 = 46.7\%</math> (1)</li> </ul>	(1)

Question number	Answer	Mark
6(c)	<p style="text-align: center;"><b>A03 (1 mark)</b></p> <p style="text-align: center;">Award 1 mark for the correctly identified modal class.</p> <ul style="list-style-type: none"> <li>Modal class = 217-289 (1)</li> </ul>	(1)

Question number	Answer	Mark
6(d)	<p style="text-align: center;"><b>A03 (2 marks)</b></p> <p>Award 1 mark for analysing the data in the resource to find evidence to support this conclusion, and a further 1 mark for a reason for this. For example:</p> <ul style="list-style-type: none"> <li>A lot of the sediment is rounded (1) probably because flowing water has eroded it, e.g. abrasion / sorted it, e.g. traction (1)</li> <li>A lot of the sites have evidence of running water (1) which can sort/erode material in fluvioglacial landforms (1).</li> <li>The sediment is orientated in a particular direction (1) which suggests flowing water has picked up sediment and deposited in the direction of flow (1).</li> </ul> <p>Accept any other reasonable response.</p>	(2)

Question number	Answer	Mark
6(e)	<p style="text-align: center;"><b>A03 (4 marks)</b></p> <p>Award 1 mark for suggesting an improvement and a further expansion mark up to a maximum of 2 marks each.</p> <ul style="list-style-type: none"> <li>• They could provide an additional description of wetness / evidence of water for example (1) to allow the user to better match to the category (1).</li> <li>• They could weight some of the options, e.g. orientation and roundness (1) as these might be regarded as the most important variables (1).</li> <li>• They could use pictures of rounded/angular rock (examples) (1) to give the user a better idea of the correct match within the scale (1).</li> <li>• They could increase the number of categories (across) in terms of descriptors (1) (which) would help improve the reliability of outcome (1).</li> <li>• It is difficult to tell the difference between 'some' and 'slightly' for instance (1) so they could rename the descriptors to make them more precise (1)</li> <li>• A tally sheet could be split into locations (1) in order to allow comparisons / relationships / statistical analysis (1)</li> </ul> <p>Do not allow more visits/ more locations/different time/longer time unless there is an explanation of what will be gained from this.</p> <p>Do not allow 'more accurate' or 'more reliable' unless there is an explanation of how this will be achieved.</p> <p>Do not allow collection methods about opinions as this is not relevant to this fieldwork.</p> <p>Accept any other appropriate response.</p>	(4)

Question number	Answer	Mark
7(a)	<p style="text-align: center;"><b>AO3 (1 marks)</b></p> <p style="text-align: center;">Award 1 mark for each identified risk</p> <ul style="list-style-type: none"> <li>• Slippery on the beach from running water (1)</li> <li>• Danger of cliff falls /mass movement (1)</li> <li>• Danger of falling from the cliff(1)</li> <li>• Sharp edges on weathered rock (1)</li> <li>• Drowning from sea's high tide/tide coming in (1)</li> <li>• Wind / low temperatures / bad weather/sunburn (1)</li> <li>• Do not accept 'dangerous location' without a specified risk.</li> </ul> <p>Accept any other appropriate response.</p>	(1)

Question number	Answer	Mark
7(b)	<p style="text-align: center;"><b>AO3 (1 mark)</b></p> <p style="text-align: center;">Award 1 mark for the correctly calculated percentage of sites where sea water is observed, to one decimal place.</p> <ul style="list-style-type: none"> <li>• Total number = <math>8/15 = 53.3\%</math> (1)</li> </ul>	(1)

Question number	Answer	Mark
7(c)	<p style="text-align: center;"><b>AO3 (1 marks)</b></p> <p style="text-align: center;">Award 1 mark for the correctly identified modal class.</p> <ul style="list-style-type: none"> <li>• Very weathered (1)</li> </ul>	(1)

Question number	Answer	Mark
7(d)	<p style="text-align: center;"><b>AO3 (2 marks)</b></p> <p>Award 1 mark for analysing the data to suggest a reason for this conclusion, and a further 1 mark for a reason for this. For example:</p> <ul style="list-style-type: none"> <li>• Many of the sites have contact with the sea (1) so hydraulic action/abrasion could be contributing to erosion of the cliff (1).</li> <li>• The level of wetness is high (1) so salt weathering/solution weathering is likely, helping to break down rock (1).</li> <li>• All sites were at least 'slightly weathered' (1) and most places had evidence of water, showing that marine processes played a part(1).</li> </ul> <p>Accept any other reasonable response.</p>	(2)

Question number	Answer	Mark
7(e)	<p style="text-align: center;"><b>A03 (4 marks)</b></p> <p>Award <b>1 mark</b> for suggesting an improvement and a further expansion mark up to a maximum of <b>2 marks</b> each.</p> <ul style="list-style-type: none"> <li>• They could provide an additional description of wetness / evidence of water for example (1) to allow the user to match to the category more consistently(1)</li> <li>• They could weight some of the options, e.g. weathering / flowing water (1) as these might be regarded as the most important variables (1)</li> <li>• They could use pictures of weathered rock (examples) (1) to give the user a better idea of the correct match within the scale. (1)</li> <li>• They could increase the number of categories of descriptors (1) to help improve the reliability of outcome (1)</li> <li>• It is difficult to tell the difference between some of the descriptors, ('some' and 'slightly' for instance) (1) so they could rename the descriptors to make them more precise(1)</li> <li>• A more accurate measurement of height could be used (1) such as by reference to a map (1).</li> <li>• A tally sheet could be split into locations (1) in order to allow comparisons / relationships / statistical analysis (1).</li> <li>• Identify the locations (1) so trends in nearby locations could be identified (1).</li> </ul> <p>Do not allow more visits/ more locations/different time/longer time unless there is an explanation of what will be gained from this.</p> <p>Do not allow 'more accurate' or 'more reliable' unless there is an explanation of how this will be achieved.</p> <p>Do not allow collection methods about opinions as this is not relevant to this fieldwork.</p> <p>Accept any other appropriate response.</p>	(4)



Question number	Answer	Mark
8(a)	<p style="text-align: center;"><b>AO3 (2 marks)</b></p> <p>Award 1 mark for each valid point, or for an extension of the initial point.</p> <ul style="list-style-type: none"> <li>• Use your knowledge of the whole population to identify suitable subgroups /types of tourists(1) then indicate the types of divisions you might suggest e.g. males/female, first time/regular tourists, wheelchair users/ walking, different ethnicities are interviewed(1).</li> <li>• Make sure your sample represents the correct proportion of the age groups of tourists (1) by researching the tourist population structure from information of council data(1).</li> <li>• Make sure your sample includes people of each of the different ethnicities of tourists(1) in proportion to the numbers of tourists (1).</li> <li>• Puts population into categories/strata (1) to represent the whole population (1).</li> </ul> <p>Do not accept 'To reduce bias' or 'Quicker' or 'More accurate' unless there is an explanation of how this will be achieved.</p> <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
8(b)(i)	<p style="text-align: center;"><b>AO3 (3 marks)</b></p> <p>Award 1 mark for each descriptive point, up to a maximum of 3. Needs an overview for 3.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Tourists see Swanage positively (e.g. beach, lovely, gorgeous (1) but there are also negatives (e.g. high parking charges/crowded) (1) The most commonly recorded perceptions are positive (1).</li> <li>• Credit comment on relative size of words showing frequency (1) which may be illustrated/ contrasts made (1).</li> </ul> <p>Accept any other appropriate response.</p>	(3)

Question number	Answer	Mark
8(b)(ii)	<p style="text-align: center;"><b>AO3 (4 marks)</b></p> <p>Award 1 mark for a possible strength/weakness, and a second mark for an extension up to a maximum 2 marks. For example:</p> <p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• Help summarise qualitative questionnaire data(1) so that different opinions can be compared(1).</li> <li>• They help analyse qualitative data on opinions (1) as words that occur more often are shown in a larger font (1).</li> </ul> <p><b>Weaknesses:</b></p> <ul style="list-style-type: none"> <li>• It is hard to gauge whether the positives outweigh the negatives (1) because size of the words cannot easily be quantified (1).</li> <li>• The word cloud does not recognise words that are written differently but have similar meanings (1), for example, lovely/ gorgeous so these words will appear separately on the word cloud (1).</li> </ul> <p>Accept any other appropriate response.</p> <p>Do not credit easy/clear without a fuller explanation.</p> <p>Do not credit comments about data collection, as the question is about data presentation.</p>	(2 +2)

Question number	Answer	Mark
9(a)	<p style="text-align: center;"><b>AO3 (2 marks)</b></p> <p>Award 1 mark for each valid point, or for an extension of the initial point.</p> <ul style="list-style-type: none"> <li>• Use your knowledge of the whole population to divide it into sub-groups (1) then select your sample to be representative of these groups (1).</li> <li>• Make sure your sample represents all age groups (1) by interviewing people who are under 20, between 21 and 60 and over 60 (1).</li> <li>• Make sure your sample includes people of each of the different ethnicities in the place (1) in proportion to the numbers in the place (1).</li> </ul> <p>Do not accept 'To reduce bias' or 'Quicker' or 'More accurate' unless there is an explanation of how this will be achieved.</p> <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
9(b)(i)	<p style="text-align: center;"><b>AO3 (3 marks)</b></p> <p>Award 1 mark for each descriptive point, up to a maximum of 3. Needs an overview for 3.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Residents see Swanage negatively (e.g. rundown, nothing to do) (1) but there are also positives (e.g. Community spirit, quiet could be seen positively) (1)</li> <li>• The most commonly recorded perceptions are negative (1).</li> <li>• Credit comment on relative size of words showing frequency (1) which may be illustrated/ contrasts made (1).</li> </ul> <p>Accept any other appropriate response.</p>	(3)

Question number	Answer	Mark
9(b)(ii)	<p style="text-align: center;"><b>AO3 (4 marks)</b></p> <p>Award 1 mark for a possible strength or weakness, and a second mark for an extension or example, up to a maximum 2 marks. For example:</p> <p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• Helps summarise qualitative questionnaire data (1) so that different opinions can be compared (1).</li> <li>• Helps analyse qualitative data on opinions (1) as words that occur more often are shown in a larger font (1).</li> </ul> <p><b>Weaknesses:</b></p> <ul style="list-style-type: none"> <li>• The word cloud does not recognise words that are written differently but have similar meanings (1), for example, lonely/sad or vandalism/crime so these words will appear separately on the word cloud (1).</li> <li>• It is hard to gauge whether the positives outweigh the negatives (1) because size of the words cannot easily be quantified (1).</li> </ul> <p>Accept any other appropriate response.</p> <p>Do not credit easy/clear without a fuller explanation.</p> <p>Do not credit comments about data collection, as the question is about data presentation.</p>	(2 +2)

