

Unit 2: Changing Places

Mark Scheme

Guidance for Examiners

Positive marking

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, as opposed to adopting an approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

The mark scheme for this unit includes both point-based mark schemes and banded mark schemes.

Point-based mark schemes

For questions that are objective or points-based the mark scheme should be applied precisely. Marks should be awarded as indicated and no further subdivision should be made. Each creditworthy response should be ticked in red ink. Do not use crosses to indicate answers that are incorrect. The targeted assessment objective (AO) is also indicated.

Banded mark schemes

For questions with mark bands the mark scheme is in two parts.

The first part is advice on the indicative content that suggests the range of concepts, processes, scales and environments that may be included in the learner's answers. These can be used to assess the quality of the learner's response.

The second part is an assessment grid advising on bands and the associated marks that should be given in responses that demonstrate the qualities needed in the three AOs, AO1, AO2 and AO3, relevant to this unit. The targeted AO(s) are also indicated, for example AO2.1c.

Assessment Objective	Strands	Elements
AO1 Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales.	N/A	This AO is a single element.
AO2 Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues.	N/A	1a - Apply knowledge and understanding in different contexts to analyse geographical information and issues.
		1b - Apply knowledge and understanding in different contexts to interpret geographical information and issues.
		1c - Apply knowledge and understanding in different contexts to evaluate geographical information and issues
AO3 Use a variety of relevant quantitative, qualitative and fieldwork skills to: <ul style="list-style-type: none"> • investigate geographical questions and issues • interpret, analyse and evaluate data and evidence • construct arguments and draw conclusions. 	1 - investigate geographical questions and issues	N/A
	2 - interpret, analyse and evaluate data and evidence	
	3 - construct arguments and draw conclusions	

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks. Examiners should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied. This is done as a two stage process.

Banded mark schemes Stage 1 – Deciding on the band

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. Examiners should look at the descriptor for that band and see if it matches the qualities shown in the learner's answer. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. Examiners should not seek to mark candidates down as a result of small omissions in minor areas of an answer.

Banded mark schemes Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band. Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

The specialised concepts from the specification that apply in the indicative content are underlined.

The mark scheme reflects the layout of the examination paper. Mark all questions in Section A, and Section B. Possible rubric infringements will be discussed at the marking conference.

Be prepared to reward answers that give **valid and creditworthy** responses, especially if these do not fully reflect the 'indicative content' of the mark scheme.

Section A: Changing Places

Mark all questions in this section.

1. a (i) Use <i>Figure 1</i> to describe variations shown in the percentage of new businesses.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3.1	AO3.2	Total
Award 1 mark for any of the following up to a maximum of 3 marks						3	3
Indicative content <ul style="list-style-type: none"> • The highest is Cardiff (1 mark) • The range is 7.3%; it goes from 8.1% to 15.4% (1 mark) • The majority have a percentage lower than the Welsh average (1 mark) • Percentage of new businesses is higher in urban areas (1 mark) <p>Credit other valid points.</p>							
1. a (ii) Identify <i>one</i> graphical and <i>one</i> statistical technique that could be used to investigate a possible correlation between the new businesses and unemployment data shown in Figure 1.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3.1	AO3.2	Total
In each case, award 1 mark					2		2
Indicative content <p>Graphical: scatter graph (1 mark) Statistical: Spearman Rank Correlation Coefficient (1 mark)</p> <p>Credit alternative suggestion (such as the t-test) if it allows correlation to be investigated.</p>							
1. a (iii) Suggest <i>one</i> government strategy to encourage new business growth in areas with high unemployment such as those shown in Figure 1.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3.1	AO3.2	Total
Award up to 3 marks for suggested details of an appropriate government strategy. Award a maximum of 2 marks for a new business strategy which is not clearly appropriate for a high unemployment area			3				3
Indicative content <ul style="list-style-type: none"> • Reduced business costs / taxes (1 mark) are a feature of past and present enterprise zones (1 mark) which have often been designated in high unemployment areas to maximise new start-ups (1 mark) and may provide further development or a parallel example (1 mark) • Flagship development / capital-intensive schemes (1 mark) can be a powerful growth pole (1 mark) for retailers, bringing lower-skilled tertiary work to high unemployment areas (1 mark) and may provide further development or a parallel example (1 mark) • Investment in new infrastructure / high-speed rail (1 mark) makes a deindustrialised place more attractive for new businesses / retailers that depend on accessibility (1 mark) by reducing travel time for customers / for transporting products to other markets (1 mark) and may provide further development or a parallel example (1 mark) • Retraining / education (1 mark) to provide skills for unemployed people formerly working in primary / secondary sector (1 mark) making the local workforce more attractive to tertiary sector start-ups (1 mark) and may provide further development or a parallel example (1 mark) <p>Credit other valid strategies for deindustrialised places.</p>							

1. b Describe and assess the threat that internet shopping poses to retailing in central urban areas.		AO1	AO2.1a	AO2.1b	AO2.1c	AO3.1	AO3.2	Total																		
		5			3			8																		
<p>Indicative content</p> <ul style="list-style-type: none"> Internet shopping has taken off since 2000, thanks to broadband and success of new online stores like Amazon and ebay, and online sales of high street retailers such as Tesco and John Lewis this plays a role in the problem many smaller towns suffer (loss of traditional retail / CBD decline) some smaller towns, however, have regenerated through a shift towards entertainment larger cities have often strengthened their retailing (new flagship developments and malls) and diversified into entertainment, or office and service growth it is not a threat if it can be made part of the existing business model eg 'click and collect' <p>Marking guidance</p> <p>Near the upper end, answers that score well at AO2.1c will assess the threat and how the question invites consideration of <u>scale</u> or different types of urban <u>place</u> (small towns or large cities). Another approach might be to assess how <u>perspectives</u> on the severity of the threat may vary eg it could be argued that out-of-town retail parks pose a greater threat. Another approach might be to assess the way some places have been highly <u>resilient</u> to threat and have adapted well, whereas others have reached a tipping-point / <u>threshold</u> so further decline inevitable. Near the lower end, there will be limited assessment, with little uncovering of any underlying assumptions contained in the question. Credit other valid approaches.</p> <p>Award the marks as follows:</p> <table border="1"> <thead> <tr> <th colspan="2">AO1 [5 marks]</th> <th>AO2.1c [3 marks]</th> </tr> </thead> <tbody> <tr> <td>Band</td> <td><i>Demonstrates knowledge and understanding of internet shopping and central urban areas</i></td> <td><i>Applies (AO2.1c) to appraise / judge through assessing the threat</i></td> </tr> <tr> <td>3</td> <td>4-5 marks Mostly accurate knowledge and understanding of internet shopping and central urban areas Developed exemplification</td> <td>3 marks A developed assessment of the threat(s); some structure</td> </tr> <tr> <td>2</td> <td>2-3 marks Partial knowledge and understanding of internet shopping and / or central urban areas Generalised exemplification</td> <td>2 marks Partial or unbalanced assessment of the threat(s)</td> </tr> <tr> <td>1</td> <td>1 marks Limited knowledge and understanding of either internet shopping or central urban areas Limited exemplification</td> <td>1 mark Limited examination of any threat</td> </tr> <tr> <td></td> <td>0 marks Response not creditworthy or not attempted</td> <td>0 marks Response not creditworthy or not attempted</td> </tr> </tbody> </table>									AO1 [5 marks]		AO2.1c [3 marks]	Band	<i>Demonstrates knowledge and understanding of internet shopping and central urban areas</i>	<i>Applies (AO2.1c) to appraise / judge through assessing the threat</i>	3	4-5 marks Mostly accurate knowledge and understanding of internet shopping and central urban areas Developed exemplification	3 marks A developed assessment of the threat(s); some structure	2	2-3 marks Partial knowledge and understanding of internet shopping and / or central urban areas Generalised exemplification	2 marks Partial or unbalanced assessment of the threat(s)	1	1 marks Limited knowledge and understanding of either internet shopping or central urban areas Limited exemplification	1 mark Limited examination of any threat		0 marks Response not creditworthy or not attempted	0 marks Response not creditworthy or not attempted
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2. a (i) Using <i>Figure 2</i> , analyse conflicting perspectives about the use of Thornton Moor.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3.1	AO3.2	Total
In each case, award 1 mark for any of the following up to a maximum of 5 marks						5	5
<p>Indicative content</p> <ul style="list-style-type: none"> • Until now the wilderness has been preserved / not used (1 mark) which in turn supports tourism in neighbouring areas (1 mark) • Demonstrates analytical skill by selecting a statistic / quotation / representation that shows support for the current management strategy, for instance, 5,000 fans visit the moor each year, under the current management regime (1 mark) wind turbines are an industrial use (primary industry) of the countryside (1 mark) • Demonstrates analytical skill by selecting a statistic / quotation / representation that shows opposition to industrial use / the wind turbine proposal, for instance, Anthea Orchard says she will ‘fight it to the death’ in her interview (1 mark) strongly suggesting a rural conflict / different perspectives (1 mark) <p>Credit other valid points.</p>							

2. a (ii) Suggest why tourism may not solve the problem of below-average incomes for many local people living in places such as Thornton Moor.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3.1	AO3.2	Total
Award 1 mark for each of the following reasons and 1 mark for development or exemplification; that is a maximum of 3 marks			3				3
<p>Indicative content</p> <ul style="list-style-type: none"> • Tourism may follow a seasonal pattern so low annual income (1 mark) • Underemployment can occur if some jobs are part-time / zero hours (1 mark) • ‘Niche tourism’ (as found at Thornton Moor) is not mass tourism and may not generate much interest (1 mark) thereby limiting multiplier effect and high-salary job creation (1 mark) • Lack of skills / education might limit local people’s participation in employment (1 mark) or employers may prefer to hire eastern European migrants to work in hotels / hospitality (1 mark) • Declining agricultural employment over time explains why the problem originally exists (1 mark) <p>Credit other valid points.</p>							

2.b Describe and assess the social impacts of counter-urbanisation for rural areas.		AO1	AO2.1a	AO2.1b	AO2.1c	AO3.1	AO3.2	Total
		5			3			8
<p>Indicative content</p> <p>Counter-urbanisation is a movement of people from urban to rural areas. It is an age-selective movement of certain groups (middle-aged / families with children / retirees). Other social impacts may include movement of professionals / different social economic groups (SEGs) into rural regions. Also credit changes in the character of places and services linked with social changes linked with demographic changes.</p> <p>Likely content:</p> <ul style="list-style-type: none"> in-migration of young families, with professional parents (may be self-employed or working in service industries). As a result, rising house prices in popular areas for migrants may push out lower-income groups, accelerating social change further. This accelerates out-migration of young (though this varies according to how isolated / remote areas are) in-migration of retirees, alongside youthful out-migration, may result in ageing population and a range of changes in the social geography of places movement of A8 migrants into some farming areas so increasing ethnic / linguistic diversity there are some social reactions attached to this / social tensions in community <p>Marking guidance</p> <p>Near the upper end, answers that score well at AO2.1c will assess how these different impacts are interrelated (professional migrants drive housing shortages and accelerate out-migration). Another approach might be to assess how different types of rural <u>place</u> are affected as changes may be different for remote and urban fringe areas. Also, the changes may on balance be regarded as positive or negative with implications for community <u>sustainability</u>. Some changes can cause <u>thresholds</u> to be crossed (eg local schools / colleges shut down due to selective out-migration). Near the lower end, there will be little assessment, with little uncovering any underlying assumptions contained in the question.</p> <p>Credit other valid approaches.</p> <p>Award the marks as follows:</p>								
AO1 [5 marks]		AO2.1c [3 marks]						
Band	<i>Demonstrates knowledge and understanding of counter-urbanisation and its impacts</i>	<i>Applies (AO2.1c) to appraise / judge through assessing the social impacts for rural places</i>						
3	4-5 marks Mostly accurate knowledge and understanding of counter-urbanisation Detailed and balanced impacts	3 marks Well-developed assessment of different impacts, may demonstrate how they are linked; some structure						
2	2-3 marks Partial knowledge and understanding of counter-urbanisation Generalised or unbalanced details of impacts	2 marks Partial examination of different types of impact						
1	1 marks Limited knowledge and understanding of counter-urbanisation Limited details of any impacts	1 mark Limited examination of any impacts						
	0 marks Response not creditworthy or not attempted	0 marks Response not creditworthy or not attempted						

Section B: Fieldwork Investigation in Geography

Mark all questions in this section.

3. a Describe the distribution of industrial areas in Figure 3.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3.1	AO3.2	AO3.3	Total
Award 1 mark for any of the following up to a maximum of 3 marks; 1 mark only may be awarded for quantification / use of data as shown.						3		3
<ul style="list-style-type: none"> Mainly to the North bounded by the River Soar Also on the west side, as far south as High Street A zone of industry lies south of High Street but not extended to edge of settlement Industry is entirely absent from the east of the settlement The southern zone is about 1/4 mile in width - quantification <p>Credit other valid points.</p>								

3. b Discuss possible ways of improving and updating the classification system used in 1967 before carrying out a new survey of current land uses.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3.1	AO3.2	Total																		
				5	3		8																		
<p>Indicative content</p> <p>Discussion of ways to improve the original survey include:</p> <ul style="list-style-type: none"> different types of shop might be recorded separately eg comparison and convenience shops may have flats above which could require a mixed land use category different types of residential could be recorded eg flats and terraced housing <p>Discussion of ways of updating the original survey include:</p> <ul style="list-style-type: none"> tourist functions may have developed since 1960s an entertainment zone may have developed as part of urban rebranding industry may have declined leaving derelict areas that require a new category <p>Marking guidance</p> <p>Near the upper end, answers that score well at AO2.1c will provide a structured discussion of how the original survey was self-limiting (by not distinguishing between different types of retailing, for instance) in addition to the changes that need to be made to reflect the UK's post-industrial economy. Near the lower end, there will be limited discussion addressing improvements and updating. They may state how the survey might be changed without a rationale as to why the changes are an improvement.</p> <p>Credit other valid approaches.</p> <p>Award the marks as follows:</p> <table border="1"> <thead> <tr> <th></th> <th>AO2 (5 marks)</th> <th>AO3 (3 marks)</th> </tr> </thead> <tbody> <tr> <td>Band</td> <td><i>Applies (AO2.1c) to appraise / judge through discussing the merits of the changes</i></td> <td><i>Use of a variety of practical ways of changing the survey's classification system</i></td> </tr> <tr> <td>3</td> <td>4-5 marks A developed discussion of how the changes improve and update the original survey</td> <td>3 marks Clear account of a range of survey changes (expect three or more)</td> </tr> <tr> <td>2</td> <td>2-3 marks Partial or unbalanced discussion of how the changes improve and/or update the original</td> <td>2 marks A partial account of some survey changes (expect at least two)</td> </tr> <tr> <td>1</td> <td>1 mark Limited discussion of how the changes improve or update the original survey</td> <td>1 mark Limited account of at least one survey changes</td> </tr> <tr> <td></td> <td>0 marks Response not creditworthy or not attempted</td> <td>0 marks Response not creditworthy or not attempted</td> </tr> </tbody> </table>									AO2 (5 marks)	AO3 (3 marks)	Band	<i>Applies (AO2.1c) to appraise / judge through discussing the merits of the changes</i>	<i>Use of a variety of practical ways of changing the survey's classification system</i>	3	4-5 marks A developed discussion of how the changes improve and update the original survey	3 marks Clear account of a range of survey changes (expect three or more)	2	2-3 marks Partial or unbalanced discussion of how the changes improve and/or update the original	2 marks A partial account of some survey changes (expect at least two)	1	1 mark Limited discussion of how the changes improve or update the original survey	1 mark Limited account of at least one survey changes		0 marks Response not creditworthy or not attempted	0 marks Response not creditworthy or not attempted
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3. c Outline one possible method of analysing how land use varies between different parts of the town, other than by using maps.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3.1	AO3.2	AO3.3	Total
Award 1 mark for any of the following up to a maximum of 3 marks					3			3
<p>Indicative content Either graphical or statistical methods are acceptable. Graphical possibilities include comparisons of proportional circles, divided bars. Statistical methods include application of Chi-squared test.</p> <p>Graphical analysis (example of proportional circles)</p> <ul style="list-style-type: none"> Convert frequencies of each category into degrees (1 mark) Draw size of circles proportional to total number of properties (1 mark) Method provides clear visualisation of the significance of any differences (1 mark) <p>Statistical analysis (example of Chi-squared test)</p> <ul style="list-style-type: none"> Convert data into frequencies showing observed values (1 mark) Calculate the expected values for each part of town were there to be no variation (1 mark) Determine the significance of the difference between observe and expected values (1 mark) <p>Credit alternative methods of analysis in line with the exemplars used here.</p>								

4. Discuss the importance of teamwork for carrying out your fieldwork investigation in <i>human</i> geography.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3.1	AO3.2	Total
	6			3			9
<p>Indicative content</p> <ul style="list-style-type: none"> Teamwork may be essential for collection of fieldwork data especially when a large area is to be surveyed such as an urban area where traffic counts are being carried out or photographs collected: it may be important that all samples are recorded at the same time which can be achieved when a large team is positioned strategically with the urban area. Participation is also important at the planning stage: a group of people may work more effectively than an individual to produce robust inquiry questions, identify project risks and plan what will happen in the field. Participation can also speed up and improve the quality of data treatment and analysis once the data has been collected. Teams of students can collaborate to produce displays, combine their photographs and other qualitative data, or run statistical tests. <p>Marking guidance Near the upper end, answers that score well at AO2.1c will discuss in a structured way how teamwork is important in different ways at different stages of the inquiry process. Another approach might be to discuss the importance of working in large groups to generate large data sets practically through fieldwork, but the reduced importance of teamwork in the later phases. Near the lower end, there will be limited discussion of the importance of teamwork, and may outline some group activities in the field.</p> <p>Credit other valid approaches.</p> <p>Award the marks as follows:</p>							
	AO1 (6 marks)			AO2 (3 marks)			
Band	<i>Applies AO1 to describe aspects of the fieldwork investigation involving teamwork</i>			<i>Applies (AO2.1c) to appraise / judge through discussing the importance of fieldwork</i>			
3	5-6 marks A developed description of a located fieldwork investigation which uses teamwork.			3 marks Clear discussion of the importance of fieldwork for two or more stages of the investigation			

2	3-4 marks Partial or unbalanced description of a located fieldwork investigation which uses teamwork.	2 marks Partial discussion of the importance of fieldwork for one or two stages of the investigation
1	1-2 mark Limited description of fieldwork which uses teamwork.	1 mark Limited justification discussion of the importance of fieldwork for one stage of the investigation
	0 marks Response not creditworthy or not attempted	0 marks Response not creditworthy or not attempted

5. Describe and justify the choice of case study area used for your fieldwork investigation in <i>physical</i> geography.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3.1	AO3.2	Total
	6			3			9

Indicative content

- Practical factors including costs and accessibility - the area's situation
- Landscape / geological characteristics of the area's site and suitability for study. Responses may argue these fitted well with the fieldwork aim and provide detail of this (eg outlines beach of glacial deposits)
- Scale / size of the place and whether area fitted well with the project aim / scale. Answer may outline a rationale for this (eg may outline how all of the area could be practically surveyed in two days)
- Physical risk concerns are an important factor (eg when working in upland areas or high-energy coastlines or coastlines with rapid incoming tides)

Marking guidance

Near the upper end, answers that score well at AO2.1c will justify the choice of location in a structured way that emphasises suitability on multiple grounds. Another approach might be to draw comparisons with less suitable sites that were ruled out as a case study location. Another approach may be to discuss the extent to which the choice included particularly well-defined features. Near the lower end, there will be limited justification of the choice of area beyond citing its usefulness as a generic example.

Credit other valid approaches.

Award the marks as follows:

	AO1 (6 marks)	AO2 (3 marks)
Band	<i>Applies AO1 to describe the characteristics of the case study area</i>	<i>Applies (AO2.1c) to appraise / judge through justifying site suitability</i>
3	5-6 marks A developed description of the case study site and its situation	3 marks Clear justification using two or more rationales
2	3-4 marks Partial or unbalanced discussion of the case study site and/or situation	2 marks Partial justification using one or two rationales
1	1-2 mark Limited discussion of the case study site or situation	1 mark Limited justification using one rationale
	0 marks Response not creditworthy or not attempted	0 marks Response not creditworthy or not attempted